FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
SPECIAL EDUCATION DEPARTMENT

UNITED STATES HISTORY LLD

Grade Level: 9-12
Credits: 5

BOARD OF EDUCATION ADOPTION DATE:
AUGUST 30, 2010

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Ronald G. Lawson, President
Mr. Heshy Moses, Vice President

Mr. William Bruno
Mr. Tom Caiazza
Mrs. Elizabeth Canario
Mr. Barry Hochberg
Mrs. Kathie Lavin
Mr. Christopher Placitella
Mrs. Jennifer Sutera

Dr. Suzanne Koegler, Acting Superintendent
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum and Instruction

Curriculum Writing Committee

Ms. Megan Boszko
Ms. Caroline Watters

Supervisors

Ms. Margaret Crisafulli
Mr. Samuel Grove
Ms. Stephanie Kayafas
Dr. Lenore Kopelovich
Ms. Carollee Moorefield
Ms. Debra Perez-Giles
**Course Philosophy**

The goal of the *United States History I-LD* curriculum is to provide each student with the fundamental knowledge and skills to understand the historical development of the United States from its creation as a colony to a government which withstood the rigors of a Civil War. The intent of this course is to provide each student with the opportunity to acquire knowledge that is essential to being a good citizen of the United States. This course focuses on students not only acquiring knowledge of United States history up through the period of Reconstruction; it also focuses understanding how American government and society has changed over time. Reinforcement of essential skills, including reading comprehension, map interpretation, cooperative learning, effective communication, critical thinking, and the use of technology are highly emphasized.

**Course Description**

Due to the unique characteristics of the special education population this curriculum addresses, it must be clearly understood that even though there is a suggested timeline, it is to be based on the teacher’s discretion as to the time frame required to complete all of the course proficiencies, objectives, and scope and sequence. Differentiated instruction is the key to the success of students; and the teacher may make significant modifications to the depth and breadth of material covered due to the wide range of student ability levels and needs. Therefore, the units in the curriculum are designed to emphasize basic skill development and retention, in addition to content. The units are developed around a central concept, which enables the teacher to link the content material together in an understandable fashion. Reading, map, and critical thinking skills are highly emphasized, with the goal being each student reaching their full potential. The culmination of each unit should focus on how the core topic relates to each student’s development as an individual, as a good citizen of the world, and a critical consumer of information.

The *United States History I-LD* curriculum follows the New Jersey Core Curriculum Content Standards, with allowances being made for differentiated instruction. The units and topics covered in the *United States History I-LD* curriculum are as follows:

- Unit 1: The Early Colonies
- Unit 2: America Strives for Independence
- Unit 3: The Creation of a the American Government
- Unit 4: The Constitution as a Living Document
- Unit 5: The Industrial North and the Agricultural South
- Unit 6: The Issue of Slavery
- Unit 7: The Changing United States
- Unit 8: The Civil War
- Unit 9: Rebuilding the Nation
<table>
<thead>
<tr>
<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Standards</td>
<td>Enduring Understandings</td>
<td>Essential Questions</td>
<td>Assessments</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6.1.12.A.1.a</td>
<td>Geography shapes economic, social, and political systems.</td>
<td>How does geography affect patterns of settlement?</td>
<td>Pretest</td>
</tr>
<tr>
<td>6.1.12.B.1.a</td>
<td>How does the geography of a region affect the development of society?</td>
<td>Student Survey</td>
<td>Quizzes</td>
</tr>
<tr>
<td>6.1.12.C.1.b</td>
<td>How does the geography of a region affect the economy?</td>
<td>Chapter Test</td>
<td>Mid Terms</td>
</tr>
<tr>
<td>6.1.12.C.3.b</td>
<td>What challenges would a country face in ruling a colony located far away?</td>
<td>Written Assignments</td>
<td>Final Exam</td>
</tr>
<tr>
<td>6.1.12.C.4.a</td>
<td></td>
<td>Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>6.1.12.B.2.a</td>
<td></td>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.1.b</td>
<td>The U.S. has evolved into a unique capitalist society.</td>
<td>How has capitalism shaped the development of American government?</td>
<td>KWL</td>
</tr>
<tr>
<td>6.1.12.B.1.a</td>
<td>How did industrialization transform American society, economic policies, and government?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.C.3.a</td>
<td>How are capitalism and consumerism related?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.1.b</td>
<td>People had various opinions regarding slavery.</td>
<td>How did religious beliefs influence attitudes towards slavery?</td>
<td></td>
</tr>
<tr>
<td>6.1.12.C.1.b</td>
<td>Why did slavery create an ethical dilemma for America?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.2.c</td>
<td>How did the issue of slavery affect government policies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.3.a</td>
<td>American society changed as the population increased.</td>
<td>How does human migration impact a region?</td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.3.b</td>
<td>Why do people choose to live in some places and not others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.3.e</td>
<td>How did the growth of cities change American society?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.3.g</td>
<td>Why was Westward expansion inevitable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant Standards¹</td>
<td>Enduring Understandings</td>
<td>Essential Questions</td>
<td>Assessments</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>6.1.12.A.4.a</td>
<td>When groups develop different value systems, then conflict can occur.</td>
<td>How did the issue of slavery divide the North and the South?</td>
<td>Pretest</td>
</tr>
<tr>
<td>6.1.12.A.4.b</td>
<td></td>
<td>How did the issue of states rights divide the North and the South?</td>
<td>Student Survey</td>
</tr>
<tr>
<td>6.1.12.A.4.c</td>
<td></td>
<td>What was the Northern attitude towards the war?</td>
<td>Oral Questions/Discussion</td>
</tr>
<tr>
<td>6.1.12.A.4.d</td>
<td></td>
<td>What was the Southern attitude towards the war?</td>
<td>Anticipatory Set Questions</td>
</tr>
<tr>
<td>6.1.12.B.4.a</td>
<td></td>
<td>How does war affect the daily life of people?</td>
<td>KWL</td>
</tr>
<tr>
<td>6.1.12.B.4.b</td>
<td></td>
<td>Why did compromise fail to prevent the Civil War?</td>
<td></td>
</tr>
<tr>
<td>6.1.12.C.4.a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.C.4.b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.4.a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.4.b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.A.4.a</td>
<td>Rebuilding a country after a Civil War is a difficult task.</td>
<td>What kinds of challenges does a country face in rebuilding after Civil War?</td>
<td>Journals</td>
</tr>
<tr>
<td>6.1.12.A.4.b</td>
<td></td>
<td>How did African Americans work to build new lives after the Civil War?</td>
<td>Quizzes</td>
</tr>
<tr>
<td>6.1.12.A.4.c</td>
<td></td>
<td>How did changes to the Constitution during Reconstruction protect the newly freed slaves?</td>
<td>Chapter Test</td>
</tr>
<tr>
<td>6.1.12.A.4.d</td>
<td></td>
<td></td>
<td>Written Assignments</td>
</tr>
<tr>
<td>6.1.12.B.4.a</td>
<td></td>
<td></td>
<td>Oral Presentations</td>
</tr>
<tr>
<td>6.1.12.B.4.b</td>
<td></td>
<td></td>
<td>Observations</td>
</tr>
<tr>
<td>6.1.12.C.4.a</td>
<td></td>
<td></td>
<td>Research</td>
</tr>
<tr>
<td>6.1.12.C.4.b</td>
<td></td>
<td></td>
<td>Current Events</td>
</tr>
<tr>
<td>6.1.12.D.4.a</td>
<td></td>
<td></td>
<td>Exit Ticket</td>
</tr>
<tr>
<td>6.1.12.D.4.b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1.12.D.4.c</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Standards are listed in the order of their importance.

When groups develop different value systems, then conflict can occur.

Rebuilding a country after a Civil War is a difficult task.
## United States History I-LD

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understandings and Goals</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit #1: The Early Colonies</strong></td>
<td>People moved to the American colonies for many reasons. Geography shapes economic, social, and political systems. 1. Students will be able to identify the early colonies and describe how the geography of the area affected their development. 2. Students will be able to explain the reasons for colonization of the New World.</td>
<td>4 Weeks</td>
</tr>
<tr>
<td><strong>Unit #2: America Strives for Independence</strong></td>
<td>Freedom from British rule was the goal of the American Revolution. 1. Students will be able to describe how the ideals of the Enlightenment sparked revolutionary thought in America. 2. Students will be able to understand and explain the causes, events, and results of the American Revolution.</td>
<td>4 Weeks</td>
</tr>
<tr>
<td><strong>Unit #3: The Creation of the American Government</strong></td>
<td>Societies require rules, laws and government. 1. Students will be able to describe the early attempts at creating an American government. 2. Students will be able to examine the beliefs of the founding fathers and explain how they influenced the creation of the Constitution. 3. Students will be able to describe the concept of the separation of powers and why it was so important to the founding fathers.</td>
<td>4 Weeks</td>
</tr>
<tr>
<td><strong>Unit #4: The Constitution as a Living Document</strong></td>
<td>The US Constitution is a living document. 1. Students will be able to list and describe the parts of the Constitution and their significance. 2. Students will be able to reflect upon and discuss the concept of the Constitution as a living document. 3. Students will be able to explain the purpose and significance of the Bill of Rights.</td>
<td>4 Weeks</td>
</tr>
<tr>
<td><strong>Unit #5: The Industrial North versus the Agricultural South</strong></td>
<td>Geography shapes economic, social, and political systems. The U.S. has evolved into a unique capitalist society. 1. Students will be able to explain how the diverse geography of the North and South contributed to the development of different economies with conflicting ideologies. 2. Students will describe the process of Industrialization and explain how it changes a civilization.</td>
<td>4 Weeks</td>
</tr>
<tr>
<td><strong>Unit #6: The Issue of Slavery</strong></td>
<td>People had various opinions regarding slavery. 1. Students will be able to describe how slavery became a key issue between the Northern and Southern states. 2. Students will be able to discuss the conditions of slavery and explain how the Southern economy relied upon slave labor.</td>
<td>3 Weeks</td>
</tr>
<tr>
<td>Unit Title</td>
<td>Unit Understandings and Goals</td>
<td>Recommended Duration</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| Unit #7: The Changing United States | American society changed as the population increased.  
1. Students will be able to explain how immigration and industrialization are connected to one another.  
2. Students will be able to describe how Westward expansion created tensions in the American government.  
3. Students will be able to explain why reform movements developed as society changed. | 3 Weeks              |
| Unit #8: The Civil War | When groups develop different value systems, then conflict can occur.  
1. Students will be able to understand and explain the causes, events, and results of the Civil War. | 4 Weeks              |
| Unit #9: Rebuilding the Nation | Rebuilding a country after a Civil War is a difficult task.  
1. Students will be able to explain the challenges faced by the American government in rebuilding the nation after the Civil War.  
2. Students will be able to describe how the lives of former slaves changed after the Civil War and evaluate the effectiveness of the programs to assist them in the transition. | 4 Weeks              |
Enduring Understandings: People moved to the American colonies for many reasons.
  Geography shapes economic, social, and political systems.

Essential Questions: Why was America called the “New World?” Why would people leave Europe to settle in America?
  What does it mean to be persecuted? Why is it important to have religious freedom?
  How did the New World represent economic opportunities? How does geography affect patterns of settlement?
  How does the geography of a region affect the development of society? What challenges would a country face in ruling a colony located far away?

Unit Goals: Students will be able to identify the early colonies and describe how the geography of the area affected their development.
  Students will be able to explain the reasons for colonization of the New World.

Duration of Unit: 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a colony?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Brainstorm the term colony</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Colony</td>
<td>Internet</td>
<td>Describe why a country would want to have colonies</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Natural resources</td>
<td>Videos and DVD's</td>
<td>List natural resources and state their importance</td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Joint-stock company</td>
<td>Paintings/artwork</td>
<td>Label on the map the Triangular Trade route</td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>• Charter</td>
<td>Primary Source Materials</td>
<td>On the Triangular Trade route map, label and list the imports and exports using arrows</td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>• Triangular trade</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td>In-class demonstration of concepts</td>
</tr>
<tr>
<td></td>
<td>• Map Interpretation</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td>Evaluation of Cooperative</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td>Learning Group Participation</td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did colonists get to America?</th>
<th>Key Terms/Concepts</th>
<th>Current textbook and resource binders</th>
<th>Describe the conditions of the voyage to America</th>
<th>Written tests and quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>• Mayflower</td>
<td>Internet</td>
<td>Trace the voyage routes on a map</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Indentured Servant</td>
<td>Videos and DVD's</td>
<td>Research and describe how scientific advances in sailing allowed for long voyages</td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Voyage</td>
<td>Paintings/artwork</td>
<td></td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>Primary Source Materials</td>
<td></td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>• Map Interpretation</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td>In-class demonstration of concepts</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td>Evaluation of Cooperative</td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td>Learning Group Participation</td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding / Topical Questions</td>
<td>Content, Themes, Concepts, and Skills</td>
<td>Instructional Resources and Materials</td>
<td>Teaching Strategies</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Why did colonists come to America?</td>
<td>Key Terms/Concepts</td>
<td></td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Paintings/artwork</td>
<td>Compare and contrast the reasons that people gave for moving to the colonies</td>
</tr>
<tr>
<td></td>
<td>• Persecution</td>
<td></td>
<td></td>
<td>Explain the economic opportunities that were available in the New World</td>
</tr>
<tr>
<td></td>
<td>• Religious freedom</td>
<td></td>
<td></td>
<td>Brainstorm the meaning of the word “persecution”</td>
</tr>
<tr>
<td></td>
<td>• Puritan</td>
<td></td>
<td></td>
<td>Describe how many colonists came to America for religious freedom</td>
</tr>
<tr>
<td></td>
<td>• Pilgrim</td>
<td></td>
<td></td>
<td>Research the Puritans and their reasons for coming to America</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How did the geography of America affect the location and development of the colonies?</td>
<td>Key Terms/Concepts</td>
<td></td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Primary Source</td>
<td>Locate the early colonies on a map</td>
</tr>
<tr>
<td></td>
<td>• Plymouth</td>
<td></td>
<td>Materials</td>
<td>Research and describe the natural resources and topography of the colonies</td>
</tr>
<tr>
<td></td>
<td>• Jamestown</td>
<td></td>
<td></td>
<td>Explain why certain settlements almost failed because of their location</td>
</tr>
<tr>
<td></td>
<td>• Massachusetts Bay Colony</td>
<td></td>
<td></td>
<td>Describe how the geography of the colony influenced the development of colonial economies</td>
</tr>
<tr>
<td></td>
<td>• Northern colonies</td>
<td></td>
<td></td>
<td>Compare and contrast the economies of the northern, middle, and southern colonies</td>
</tr>
<tr>
<td></td>
<td>• Middle colonies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Southern colonies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Natural resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Map Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was daily life like in the colonies?</td>
<td>Key Terms/Concepts</td>
<td></td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Primary Source</td>
<td>Research and describe the living conditions of the early colonies</td>
</tr>
<tr>
<td></td>
<td>• Settlement</td>
<td></td>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Gender Roles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Frontier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mercantilism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Great Awakening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Key Terms/Concepts
- Persecution
- Religious freedom
- Puritan
- Pilgrim
- Plymouth
- Jamestown
- Massachusetts Bay Colony
- Northern colonies
- Middle colonies
- Southern colonies
- Natural resources
- Settlement
- Fort
- Gender Roles
- Frontier
- Mercantilism
- Great Awakening
- Map Interpretation
- Reading
- Comprehension
- Critical Thinking
- Computer Skills
- Communication Skills
- Writing Skills

### Skills
- Map Interpretation
- Reading
- Comprehension
- Critical Thinking
- Computer Skills
- Communication Skills
- Writing Skills

### Resources
- Current textbook and resource binders
- Internet
- Videos and DVD's
- Paintings/artwork
- Primary Source Materials

### Teaching Strategies
- Compare and contrast the reasons that people gave for moving to the colonies
- Explain the economic opportunities that were available in the New World
- Brainstorm the meaning of the word “persecution”
- Describe how many colonists came to America for religious freedom
- Research the Puritans and their reasons for coming to America
- Locate the early colonies on a map
- Research and describe the natural resources and topography of the colonies
- Explain why certain settlements almost failed because of their location
- Describe how the geography of the colony influenced the development of colonial economies
- Compare and contrast the economies of the northern, middle, and southern colonies

### Assessment Strategies
- Written tests and quizzes
- Worksheets
- Project Assessments
- Notebook Assessments
- Responses to discussion questions
- Multimedia Presentations
- In-class demonstration of concepts
- Evaluation of research skills
- Evaluation of Cooperative Learning Group Participation
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| How were Native Americans treated by the colonists? | Key Terms/Concepts  
- John Smith  
- Pocahontas  
- Trade  
- Jamestown  
- Plymouth  
- Native American culture  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Locate the major Native civilizations on a map  
Describe how the Native Americans were treated by the first colonists  
Explain how the treatment of the Native peoples changes as the colonies became more established | |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
Enduring Understanding: Freedom from British rule was the goal of the American Revolution.

Essential Questions: Why would people want to rule themselves? What does it mean to be free? What does the phrase “no taxation without representation” mean? Is freedom a good reason to go to war?

Unit Goals: Students will be able to describe how the ideals of the Enlightenment sparked revolutionary thought in America. Students will be able to understand and explain the causes, events, and results of the American Revolution.

Duration of Unit: 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What were the causes and results of the French and Indian War? | Key Terms/Concepts  
  - Ally  
  - France  
  - Great Britain  
  - Cede  
  - Ohio River Valley  
  - Native Americans  
  Skills  
  - Map Interpretation  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills  
  - Writing Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's  
  Paintings/artwork  
  Primary Source Materials | Locate the major Native civilizations on a map  
  Locate France and Great Britain on a map  
  Explain the causes of the French and Indian War  
  Describe the results of the French and Indian War  
  Describe the role of the Native Americans in the French and Indian War | Written tests and quizzes  
  Worksheets  
  Project Assessments  
  Notebook Assessments  
  Responses to discussion questions  
  Multimedia Presentations  
  In-class demonstration of concepts  
  Evaluation of research skills  
  Evaluation of Cooperative Learning Group  
  Participation |
| Why did British laws anger the colonists? | Key Terms/Concepts  
  - Proclamation of 1763  
  - Sugar Act  
  - Stamp Act  
  - Quartering Act  
  - Townshend Act  
  - Taxation without representation  
  - Writing Skills  
  Skills  
  - Reading Comprehension  
  - Critical Thinking  
  - Computer Skills  
  - Communication Skills | Current textbook and resource binders  
  Internet  
  Videos and DVD's  
  Paintings/artwork  
  Primary Source Materials | Describe how the Proclamation of 1763 angered the colonists  
  Describe the basic principles of the Sugar Act, Stamp Act, Quartering Act, and Townshend Act and explain why they angered the colonists  
  Explain how the tax policies of Great Britain exploited the colonists  
  Brainstorm the meaning of the phrase “taxation without representation”  
  Create a chart comparing and contrasting the various Intolerable Acts | Written tests and quizzes  
  Worksheets  
  Project Assessments  
  Notebook Assessments  
  Responses to discussion questions  
  Multimedia Presentations  
  In-class demonstration of concepts  
  Evaluation of research skills  
  Evaluation of Cooperative Learning Group  
  Participation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What events led up to the War of Independence? | Key Terms/Concepts  
- Boston Massacre  
- Taxation  
- First Continental Congress  
- Declaration of Independence  
- Lexington  
- Concord  
- Second Continental Congress  
- Bunker Hill  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD's  
- Paintings/artwork  
- Primary Source Materials | Research and describe what happened at the Boston Massacre  
Describe the purpose of the First Continental Congress  
Create a timeline of events leading up to the War of Independence  
Explain how these events led to the American Revolution  
Map the locations of these events. |  |
| What message did the Declaration of Independence send? | Key Terms/Concepts  
- Declaration of Independence  
- Grievances  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD's  
- Paintings/artwork  
- Primary Source Materials | Analyze the text of the Declaration of Independence and translate it into contemporary language  
List the grievances against Great Britain and King George  
Create your own letter of protest against a personal injustice |  |
| What views did the patriots have? The loyalists? | Key Terms/Concepts  
- Loyalist  
- Patriot  
- Thomas Paine  
- Common Sense  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD's  
- Paintings/artwork  
- Primary Source Materials | Compare and contrast the viewpoints of the Loyalists and the Patriots  
Read and discuss a diary entry of a loyalist and/or patriot  
Research and describe a famous patriot such as Patrick Henry, George Washington, or Paul Revere  
Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
In-class demonstration of concepts  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |  |
| What were the major battles of the American Revolution? | Key Terms/Concepts  
- Battle of New York  
- Battle of Trenton  
- Battle of Saratoga  
- Valley Forge  
- Yorktown  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
- Internet  
- Videos and DVD's  
- Paintings/artwork  
- Primary Source Materials | Create a timeline of the major battles of the American Revolution  
Research and describe the hardships faced by American troops at Valley Forge  
Explain how the French helped American troops win the war  
Map out the major battles of the Revolution |  |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| How did the Treaty of Paris end the Revolution | Key Terms/Concepts:  
- King George III  
- Treaty of Paris  
- Freedom  
Skills:  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Explain how the Treaty of Paris ended the American Revolution  
Explain what it means to be “recognized” as a nation | |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
## Enduring Understanding:

Societies require rules, laws and government.

## Essential Questions:

What is the purpose of government? What kinds of responsibilities does a government fulfill? What does it mean to be a good citizen of a government?

## Unit Goals:

- Students will be able to describe the early attempts at creating an American government.
- Students will be able to examine the beliefs of the founding fathers and explain how they influenced the creation of the Constitution.
- Students will be able to describe the concept of the separation of powers and why it was so important to the founding fathers.

## Duration of Unit:

4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is government?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Brainstorm the meaning of “government”?</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Constitution</td>
<td>Internet</td>
<td>List and describe the forms of government</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Government</td>
<td>Videos and DVD's</td>
<td>Compare and contrast American democracy and direct democracy</td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Democracy</td>
<td>Paintings/artwork</td>
<td>Define compromise and explain why compromise is needed to develop a strong government</td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>• Compromise</td>
<td>Primary Source Materials</td>
<td></td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td>Evaluation of Cooperative Learning Group Participation</td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the purpose of the Articles of Confederation?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Describe the purpose of the Articles of Confederation</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Articles of Confederation</td>
<td>Internet</td>
<td>List and describe the problems the United States faced after the American Revolution</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Problems that existed after the American Revolution</td>
<td>Videos and DVD's</td>
<td></td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>Paintings/artwork</td>
<td></td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td>Primary Source Materials</td>
<td></td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did the Articles of Confederation fail?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Analyze the weaknesses of the Articles of Confederation</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Articles of Confederation</td>
<td>Internet</td>
<td>Explain why Shays Rebellion occurred</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Shays Rebellion</td>
<td>Videos and DVD's</td>
<td>Describe the purpose of the Northwest Ordinance</td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Northwest Ordinance</td>
<td>Paintings/artwork</td>
<td>Compare and contrast the Articles of Confederation with the United States Constitution</td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td>Primary Source Materials</td>
<td></td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td>Guiding / Topical Questions</td>
<td>Content, Themes, Concepts, and Skills</td>
<td>Instructional Resources and Materials</td>
<td>Teaching Strategies</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| What happened during the Constitutional Convention? | Key Terms/Concepts  
- Constitutional Convention  
- Great Compromise  
- Three-fifths compromise  
- Checks and Balances  
- Federalists  
- Anti-federalists  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Research and describe the events of the Constitutional Convention  
Explain why big and small states disagreed about the proposed structures of the government  
Research and describe the opinions of one of the members of the Constitutional Convention  
Create a chart comparing and contrasting the views of the Federalists and the Anti-Federalists | Evaluation of Cooperative Learning Group Participation |
| What kind of government was agreed upon by the founding fathers? | Key Terms/Concepts  
- Separation of Powers  
- Checks and Balances  
- Bill of Rights  
- Cabinet  
- President  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Primary Source Materials | Explain why a system of checks and balances was important to the founding fathers  
Explain why the Bill of Rights was added to the United States Constitution  
Research and describe the policies of the early Presidents in implementing the new Constitutional Government | |
| What are the three branches of the American government? | Key Terms/Concepts  
- Separation of Powers  
- Executive Branch  
- Legislative Branch  
- Judicial Branch  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Primary Source Materials  
Posters | Create a poster detailing the branches of government and their responsibilities  
Compare and contrast the roles of each of the branches in governing the United States  
Explain how the separation of powers creates a system of checks and balances in the government | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
# Freehold Regional High School District
## United States History I-LD
### Unit #4: The Constitution as a Living Document

**Enduring Understanding:** The US Constitution is a living document.

**Essential Questions:**
- What is the purpose of the Constitution?
- What are the key beliefs behind the United States Constitution?
- How does the Constitution protect the rights of Americans?
- Why do we call the United States Constitution a “living document?”

**Unit Goals:**
- Students will be able to list and describe the parts of the Constitution and their significance.
- Students will be able to reflect upon and discuss the concept of the Constitution as a living document.
- Students will be able to explain the purpose and significance of the Bill of Rights.

**Duration of Unit:** 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| How and why was the Constitution created? | Key Terms/Concepts  
- Constitution Convention Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain the purpose of the Constitution  
Describe why it is important to have a written document stating the structure of a government  
Compare and contrast the Articles of Confederation and the Constitution  
Explain how the Preamble states the purpose of the Constitution | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions |
| What are the most important parts of the Constitution? | Key Terms/Concepts  
- Constitution  
- Preamble  
- Articles  
- Congress  
- Amendments  
- Bill of Rights Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Locate and label the parts of the Constitution  
Create a graphic organizer that lists and explains the parts of the Constitution  
Summarize the purpose of the Constitution  
Discuss the relevance of the Constitution in today's society | Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| Why is the Bill of Rights important? | Key Terms/Concepts  
- Bill of Rights  
- Protections  
- Natural rights  
- Civil Rights  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Explain the purpose of the Bill of Rights  
List and describe the protections that the Bill of Rights guarantees  
Explain why the Bill of Rights was a controversial issue in the Constitutional Convention | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills |
| Why do we say that the Constitution is a living document? | Key Terms/Concepts  
- Amendments  
- Reform  
Skills  
- Chart Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Primary Source Materials | Explain how the United States Constitution has changed over time  
Research the process of amending the Constitution  
Explain how the ability to change the Constitution makes it a living document  
Brainstorm what it means to be a “living” document | Evaluation of Cooperative Learning Group Participation |

Suggestions on how to differentiate in this unit:
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understandings:** Geography shapes economic, social, and political systems.
The U.S. has evolved into a unique capitalist society.

**Essential Questions:** How does the geography of a region affect the development of society? How does the geography of a region affect the economy? How has capitalism shaped the development of American government? How did industrialization transform American society, economic policies, and government? How are capitalism and consumerism related?

**Unit Goals:** Students will be able to explain how the diverse geography of the North and South contributed to the development of different economies with conflicting ideologies.

Students will describe the process of Industrialization and explain how it changes a civilization.

**Duration of Unit:** 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the geographical differences between the North and the South lead to different economies?</td>
<td>Key Terms/Concepts</td>
<td>Plantation, Cotton, Factory, Natural Resource Skills</td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Paintings/artwork, Primary Source Materials</td>
<td>Label a map locating the Northern and Southern colonies</td>
</tr>
<tr>
<td>How did Northern and Southern societies differ from each other?</td>
<td>Key Terms/Concepts</td>
<td>Plantation, Slavery, Industrialist Skills</td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Paintings/artwork, Primary Source Materials</td>
<td>Explain the lifestyle of the plantation owner, Compare and contrast the roles of women in the North and the South</td>
</tr>
<tr>
<td>What is a factory?</td>
<td>Key Terms/Concepts</td>
<td>Industrial revolution, Textile, Mass production, Child labor Skills</td>
<td>Current textbook and resource binders, Internet, Videos and DVD's, Paintings/artwork, Primary Source Materials</td>
<td>Create a poster of a textile factory, Brainstorm the types of products a factory makes, List and describe the types of people who worked in the factories, Describe the working conditions in the factories, Explain why children worked in the factories</td>
</tr>
<tr>
<td>Guiding / Topical Questions</td>
<td>Content, Themes, Concepts, and Skills</td>
<td>Instructional Resources and Materials</td>
<td>Teaching Strategies</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| How did mass production work? | Key Terms/Concepts  
- Mass production  
- Interchangeable parts  
- Lowell factories  
- Consumerism  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain the process of mass production  
List and describe the early products that were mass produced  
Explain how mass production allows for a largely unskilled workforce  
Describe how mass production and consumerism are related | Evaluation of Cooperative Learning Group Participation |
| What impact did Industrialization have on the North? | Key Terms/Concepts  
- Factories  
- Industrialization  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain the impact of Industrialization on the lives of people in the North  
Describe how industrialization leads to the growth of cities  
Explain how Industrialization led to the development of new wealth in the North | |
| How did the Industrial Revolution change American society? | Key Terms/Concepts  
- Middle Class  
- “New Money”  
- Slum  
- City life  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain how the development of a middle class relates to industrialization  
Explain how the availability of goods changed the everyday lives of people  
Describe the living conditions of the working class in the cities  
Analyze a diary entry written by a factory worker | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
**Enduring Understanding:** People had various opinions regarding slavery.

**Essential Questions:**
- How did religious beliefs influence attitudes towards slavery? Why did slavery create an ethical dilemma for America?
- How did the issue of slavery affect government policies?

**Unit Goals:**
- Students will be able to describe how slavery became a key issue between the Northern and Southern states.
- Students will be able to discuss the conditions of slavery and explain how the Southern economy relied upon slave labor.

**Duration of Unit:** 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean to be a slave?</td>
<td>Key Terms/Concepts • Slave • Indentured servant • Exploitation Skills • Map Interpretation • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Writing Skills</td>
<td>Current textbook and resource binders • Internet • Videos and DVD’s • Paintings/artwork • Primary Source Materials</td>
<td>Compare and contrast slavery and indentured servitude • Explain what it means to be a slave • View the movie “Amistad” and discuss the conditions of the ships and treatment of the slaves on their journey</td>
<td>Written tests and quizzes • Worksheets • Project Assessments • Notebook Assessments • Responses to discussion questions • Multimedia Presentations</td>
</tr>
<tr>
<td>Where did the slaves come from?</td>
<td>Key Terms/Concepts • Africa • Slave trade Skills • Map Interpretation • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Writing Skills</td>
<td>Current textbook and resource binders • Internet • Videos and DVD’s • Paintings/artwork • Primary Source Materials</td>
<td>Locate Africa on a map • Trace the routes that the African slave trade followed • Research and describe the conditions on the slave ships • Analyze how the slave trade impacted civilizations in Africa • Explain why African were imported as slaves</td>
<td>Evaluation of research skills • Evaluation of Cooperative Learning Group Participation</td>
</tr>
<tr>
<td>What was the daily life of a slave like?</td>
<td>Key Terms/Concepts • Plantation • House/Field slave • Conditions of slavery Skills • Map Interpretation • Reading Comprehension • Critical Thinking • Computer Skills • Communication Skills • Writing Skills</td>
<td>Current textbook and resource binders • Internet • Videos and DVD’s • Paintings/artwork • Primary Source Materials</td>
<td>Explain the way that slaves were viewed by the plantation owners • Discuss the treatment of the slaves by their owners • Compare and contrast the work of a house slave versus a field slave • Explain how slavery destroyed familial ties • Explain why so many slaves tried to run away from their owners • Research and describe the slave revolts</td>
<td>Written tests and quizzes • Worksheets • Project Assessments • Notebook Assessments • Responses to discussion questions • Multimedia Presentations</td>
</tr>
<tr>
<td>Guiding / Topical Questions</td>
<td>Content, Themes, Concepts, and Skills</td>
<td>Instructional Resources and Materials</td>
<td>Teaching Strategies</td>
<td>Assessment Strategies</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| Why was slavery a large part of the Southern economy? | Key Terms/Concepts  
- Agricultural economy  
- Plantation  
- Tobacco  
- Cotton  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Research and describe the types of jobs slaves did on the large plantations  
Compare and contrast the role of the slave and the role of the factory worker in the American economy  
Explain why Southern slave-owners did not want the slaves freedom | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| Why did the abolitionists oppose slavery? | Key Terms/Concepts  
- Abolitionist  
- Natural rights  
- Freedom  
- Underground railroad  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Research and describe the reasons abolitionists gave for wanting slavery to end  
Explain how the phrase natural rights was applied to the abolitionist argument  
Research significant figures of the abolitionist movement | |
| Was there any way for a slave to become free? | Key Terms/Concepts  
- Emancipation  
- Underground railroad  
- Harriet Tubman  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain how the Underground railroad helped slaves escape to freedom  
Research Harriet Tubman and her role in the Underground Railroad  
Explain the risks involved in harboring runaway slaves  
Discuss what became of slaves after their journey to freedom  
Trace the path of the Underground railroad on a map | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| Why is it wrong to own another person? | Key Terms/Concepts  
- Human rights  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork/photos  
Primary Source Materials | Participate in a class discussion about the ethical questions raised by the issue of slavery  
Research and describe areas in which slavery still exists today | |
Suggestions on how to differentiate in this unit:

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
# Enduring Understanding:
American society changed as the population increased.

# Essential Questions:
1. How does human migration impact a region? Why do people choose to live in some places and not others?
2. How did the growth of cities change American society? Why was westward expansion inevitable?

# Unit Goals:
1. Students will be able to explain how immigration and industrialization are connected to one another.
2. Students will be able to describe how westward expansion created tensions in the American government.
3. Students will be able to explain why reform movements developed as society changed.

# Duration of Unit:
4 weeks

# NJCCCS:

<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| Explain how President Andrew Jackson was different from other Presidents? | Key Terms/Concepts | • John Quincy Adams  
• Andrew Jackson  
• Spoils system  
• Indian Removal Act  
Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Explain why John Quincy Adams was an unpopular President  
Explain how the background of Andrew Jackson made him different from other Presidents  
Describe the spoils system  
List and describe the main principles of the Indian Removal act | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations |
| Why and how did people move West? | Key Terms/Concepts | • Geography of the West  
• Railroads  
• Manifest destiny  
• Gold Rush  
Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Trace the expansion of the United States West on a map  
Locate and label the territories gained by the United States from 1783-1853  
Explain how the West provided opportunities for settlers  
Brainstorm the meaning of manifest destiny and describe how it justified American expansion West  
Research and describe what happened at Sutter's mill. | Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
</tr>
</thead>
</table>
| What were the causes and results of the War with Mexico? | Key Terms/Concepts  
• Texas  
• Mexico  
• Alamo  
Skills  
• Map Interpretation  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Locate and label Texas and Mexico on a map  
Describe the reasons the War with Mexico began  
Explain the results of the War with Mexico |
| How did immigration help cities grow? | Key Terms/Concepts  
• Immigrant  
• Cities  
• Factories  
Skills  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Describe how factories relied on immigrants for labor  
Describe the living conditions in the cities  
Evaluate the link between economic opportunity and city development  
Explain how patterns of immigration led to the development of ethnic neighborhoods |
| What “equal rights” did women want? | Key Terms/Concepts  
• Equal rights  
• Suffrage  
• Susan B. Anthony  
• Elizabeth Cady Stanton  
Skills  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Brainstorm the meaning of the word suffrage  
Describe what happened at the Seneca Falls Convention  
Research and describe the contributions of the leaders of the suffrage movement such as Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth |
| How did women desire to reform American society? | Key Terms/Concepts  
• Reformer  
• Temperance Movement  
• Social improvement  
Skills  
• Reading Comprehension  
• Critical Thinking  
• Computer Skills  
• Communication Skills  
• Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Brainstorm the meaning of the term “reform”  
Explain why women wanted to reform society in the 1800’s  
List and describe the major reform movements  
Research and describe reformers such as Dorothea Dix and Carrie Nation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions on how to differentiate in this unit:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher will modify text materials to suit student reading comprehension levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A wide variety of assessments and strategies complement the individual learning experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Freehold Regional High School District  
United States History I-LD  
Unit #8: The Civil War

Enduring Understanding: When groups develop different value systems, then conflict can occur.

Essential Questions: How did the issue of slavery divide the North and the South? How did the issue of states rights divide the North and the South? What was the Northern attitude towards the war? What was the Southern attitude towards the war? How does war affect the daily life of people? Why did compromise fail to prevent the Civil War?

Unit Goal: Students will be able to understand and explain the causes, events, and results of the Civil War.

Duration of Unit: 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What issues did the North and South disagree over? | Key Terms/Concepts  
• Free state  
• Slave state  
• Sectionalism  
• Fugitive  
• Abolitionists | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | List and describe the provisions of the Missouri Compromise of 1820  
Explain how the issue of slavery divided the nation  
Compare and contrast the concerns of the North and the South with respect to states rights and representation  
Explain how the Compromise of 1850 was to settle the slavery issue | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How did the election of Abraham Lincoln affect the Union? | Key Terms/Concepts  
• Election of 1860  
• Abraham Lincoln  
• Secession  
• Emancipation Proclamation | Current textbook and resource binders  
Internet  
Videos and DVD's  
Paintings/artwork  
Primary Source Materials | Research and describe the views of Abraham Lincoln on the issue of slavery  
Brainstorm the meaning of the word “secession”  
List and describe the reasons that the southern states seceded from the Union.  
Explain the significance of the Emancipation Proclamation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What were the key battles of the Civil War? | Key Terms/Concepts  
- Bull Run  
- Anaconda plan  
- Ft. Sumter  
- Gettysburg  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Create a timeline of the major battles of the Civil War  
Compare and contrast the battle strategies of the North and the South  
Create a map locating the major battles of the Civil War  
Research and describe a first hand account of a Civil War battle | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |
| How did the Civil War affect the daily life of people? | Key Terms/Concepts  
- Conscription  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Explain what it means to be “conscripted”  
Explain how the war affected civilian life in the North  
Explain how the war affected civilian life in the South  
Explain how African-Americans were treated in the army | |
| How did women contribute to the war effort? | Key Terms/Concepts  
- Clara Barton  
- Battlefield nurses  
- Espionage  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Research and describe the roles that women played on the Battlefields  
Research and describe the accomplishments of Clara Barton and explain how they are still important today | |
| What new technologies made the Civil War the first modern war? | Key Terms/Concepts  
- Railroads  
- Telegraphs  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Paintings/artwork  
Primary Source Materials | Research and describe a technological advance that changed the way men fought in the Civil War | |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the Civil War end?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>List and describe the terms of surrender for the Confederacy</td>
<td>Written tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>• Appomattox</td>
<td>Internet</td>
<td>Locate Appomattox on a map</td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>• Terms of surrender</td>
<td>Videos and DVD’s</td>
<td></td>
<td>Project Assessments</td>
</tr>
<tr>
<td></td>
<td>• Lee</td>
<td>Paintings/artwork</td>
<td></td>
<td>Notebook Assessments</td>
</tr>
<tr>
<td></td>
<td>• Grant</td>
<td>Primary Source Materials</td>
<td></td>
<td>Responses to discussion questions</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td></td>
<td>• Map Interpretation</td>
<td></td>
<td></td>
<td>Evaluation of research skills</td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td>Evaluation of Cooperative Learning Group Participation</td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What were the results of the Civil War?</td>
<td>Key Terms/Concepts</td>
<td>Current textbook and resource binders</td>
<td>Create a timeline of the events leading up to the assassination of Abraham Lincoln</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assassination of Abraham Lincoln</td>
<td>Internet</td>
<td>Describe the political, economic, and social conditions in the South after the war</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Loss of Life</td>
<td>Videos and DVD’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Destruction of the Southern economy</td>
<td>Paintings/artwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reconstruction plans</td>
<td>Primary Source Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Map Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions on how to differentiate in this unit:**

- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.
**Freehold Regional High School District**  
**United States History I-LD**  
**Unit #9: Rebuilding the Nation**

**Enduring Understanding:** Rebuilding a country after a Civil War is a difficult task.

**Essential Questions:** What kinds of challenges does a country face in rebuilding after Civil War? How did African Americans work to build new lives after the Civil War? How did changes to the Constitution during Reconstruction protect the newly freed slaves?

**Unit Goals:** Students will be able to explain the challenges faced by the American government in rebuilding the nation after the Civil War. Students will be able to describe how the lives of former slaves changed after the Civil War and evaluate the effectiveness of the programs to assist them in the transition.

**Duration of Unit:** 4 weeks


<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What kinds of problems did Reconstruction try to address? | Key Terms/Concepts  
- Reconstruction  
- Black Codes  
- Carpetbaggers  
- Scalawags  
Skills  
- Map Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Newspapers/newsmagazines  
Photographs  
Primary Source Materials | Brainstorm what it means to “reconstruct” something  
Locate the southern states on a map  
Describe the physical conditions of the South after the Civil War  
Explain how although slavery was now abolished, prejudice and discrimination still existed  
List and describe the problems that Reconstruction programs attempted to address | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills  
Evaluation of Cooperative Learning Group Participation |

| What were the differences between the reconstruction plans of President Abraham Lincoln, President Johnson, and Congress? | Key Terms/Concepts  
- Abraham Lincoln  
- Andrew Johnson  
- Congress  
- Reconstruction  
- Civil Rights  
- Impeach  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD’s  
Newspapers/newsmagazines  
Photographs  
Primary Source Materials | Compare and contrast the reconstruction plans of Lincoln, Johnson, and Congress  
List and describe the main points of each plan for Reconstruction  
Research and describe the life and beliefs of Abraham Lincoln  
Explain why the Radical Republicans wanted to impeach President Johnson | Evaluation of Cooperative Learning Group Participation |
<table>
<thead>
<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
<th>Instructional Resources and Materials</th>
<th>Teaching Strategies</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| What did the Thirteenth, Fourteenth, and Fifteenth Amendments do? | Key Terms/Concepts  
- Black codes  
- Civil Rights  
- Thirteenth Amendment  
- Fourteenth Amendment  
- Fifteenth Amendment  
- Citizenship  
Skills  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Newspapers/newsmagazines  
Photographs  
Primary Source Materials  
Copies of the Constitution and the Thirteenth, Fourteenth, and Fifteenth Amendments | List and describe the main principles of the Thirteenth Amendment  
List and describe the main principles of the Fourteenth Amendment  
List and describe the main principles of the Fifteenth Amendment  
Explain how the three amendments tried to protect the civil rights of citizens | Written tests and quizzes  
Worksheets  
Project Assessments  
Notebook Assessments  
Responses to discussion questions  
Multimedia Presentations  
Evaluation of research skills |
| How did the lives of African Americans change after the Civil War? | Key Terms/Concepts  
- Civil Rights  
- Freedman's Bureau  
- Sharecropping  
- Poll Tax  
- Discrimination  
Skills  
- Graph Interpretation  
- Reading Comprehension  
- Critical Thinking  
- Computer Skills  
- Communication Skills  
- Writing Skills | Current textbook and resource binders  
Internet  
Videos and DVD's  
Newspapers/newsmagazines  
Photographs  
Primary Source Materials | Research and describe the Civil Rights Act of 1866  
Describe the purpose of the Freedman's Bureau  
Describe the types of employment available for African Americans after the Civil War  
Evaluate the effectiveness of Reconstruction policies regarding the lives of African Americans | Evaluation of Cooperative Learning Group Participation |

**Suggestions on how to differentiate in this unit:**
- Teacher will modify text materials to suit student reading comprehension levels.
- Teacher will modify the depth of curriculum coverage to suit student comprehension and retention levels.
- 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.
- A wide variety of assessments and strategies complement the individual learning experience.