

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

BUSINESS ADMINISTRATION SLC

**HONORS AMERICAN ECONOMIC
HISTORY I**

COURSE DESCRIPTION

Grade Level: 10

Department: Business
Administration SLC

Course Title: Honors American Economic History I

Credits: 5

Course Code: 190650

Board of Education adoption date: August 22, 2011

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Honors American Economic History I - Introduction

Introduction

Course Philosophy

The Honors American Economic History I course will expose students to the broad sweeps of historical and contemporary ideas that have shaped our nation and learn to recognize the interrelationship between our political and economic system. The needs of the students enrolled in the Specialized Learning Center for Business Administration are taken into account by modifying the emphasis in knowledge base and instructional focus of the United States History I - Honors course. The major historical issues are similar, however there is an expressed emphasis placed on the economic impact of all major events. A first step in educating students with an expressed interest in business is knowledge of the global implications of trade, commerce, and global interdependence. It is therefore intended that students will receive an instructional emphasis that will provide them with a geographic, cultural, political, and economic perspective of the United States as it pertains to global economics. It is also necessary for students to understand the importance that economics and history have in conjunction with the decisions that man makes in governing himself and in resource distribution and allocation. In this knowledge connection it is imperative that students be exposed to the interdisciplinary relationship between the areas of geography, politics, world history, and economics, including the role that these areas have on the behavior of society. The historical economic perspectives are essential components of the Social Studies curriculum. They enable students to develop the delving and inquisitive habit of mind which fosters critical examination of, and rational adherence to, a set of values necessary for inter-disciplinary study. A variety of effective and cognitive experiences will facilitate this intention. This is best done by providing a classroom setting whereby current local, national, and international issues and problems are used to provide continuity and relevance to the students' experiences.

Course Description

Students enrolled in the Honors American Economic History I class will be required to engage in a critical analysis of American economic history. This will require the preparation of class notes, graphic organizers, and content-specific visual timelines. Independent homework assignments and course readings will reinforce the student's knowledge of essential questions and enduring understandings. Appropriate attention will be paid with respect to independent and cooperative learning research, in addition to student-initiated panel discussions and class debates.

Historical inquiry facilitated by the use of primary and secondary sources and economic analysis will assist in providing a holistic understanding of America's economic history and growth to the status of a global economic power. Application of internet and technology-based resources will allow students to access information and produce a myriad of assignments in a multimedia format.

Formative and summative assessments will be applied to gauge student understanding and comprehension of essential questions and individual units of study.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>SOC.9-12.6.1.12.B.1.a, SOC.9-12.6.2.12.1 SOC.9-12.6.2.12.B.1.a, SOC.9-12.6.2.12.C.1.e, SOC.9-12.6.2.12.D.1.a-c LA.9-10.RH.9-10.2,3,4,9,10 LA.9-10.WHST.9-10.2.a-b LA.9-10.WHST.9-10.4,6,7,8 TEC.9-12.8.1.12 TEC.9-12.8.1.12.F.1</p>	<p>Nations seek to expand their sphere of influence for political and economic gain.</p>	<p>How do political and economic factors contribute to a nation seeking to expand its sphere of influence?</p> <p>How might a nation benefit from investing in overseas expansion?</p> <p>How did advancements in science and technology promote the age of exploration and discovery?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>World Geography Map Assessment</p> <p>Pre-quiz assessing previous knowledge of European exploration of the New World</p>	<p>Student participation in class discussions</p> <p>Completion of graphic organizers</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Production of visual timeline regarding European maritime expansion</p> <p>Unit examination</p>
<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.1, SOC.9-12.6.1.12.A.1.a, SOC.9-12.6.1.12.C.1.b, SOC.9-12.6.1.12.D.1.a, L.A.9-10.RH.9-10.1-4, LA.9-10.WHST.9-10.2.a,4,7,8, TEC.9-12.</p>	<p>The American colonies were established by those seeking political, religious, and economic advancement.</p>	<p>What are the causes of human migration?</p> <p>What are the economic forces that contribute to population redistribution?</p> <p>What are the factors that determine where a specific population settles?</p> <p>Why did different geographic regions develop separate social, political, economic, and religious identities?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Geography assessment of American colonial settlements</p> <p>Class discussion addressing reasons European emigration to the New World</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the growth of colonial America</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Concept mapping of vocabulary and key terms</p> <p>Independent and group research</p>	<p>Production of visual timeline regarding the growth of the American colonies</p> <p>Unit examination</p>

<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.2 a,d SOC.9-12.6.1.12.B.2.a,b, LA.9-10.RH.9-10.1,2,3,4,5,7, TEC.9-12.8.1.12 A.5, TEC.9-12.8.1.12 B.5</p>	<p>Civilian populations find reasons to rebel when government policy infringes on social, political, and economic rights</p>	<p>What is the purpose of government?</p> <p>At what point does government policy violate the rights of the governed?</p> <p>How does one justify the overthrow of established government?</p> <p>How can a revolution be motivated by unpopular economic policy?</p> <p>How do we determine the success of a revolution?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Diagnostic quiz on the causes of the American War for Independence</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques in accordance with essential questions</p> <p>Completion of graphic organizers aligned with the analysis of the American Revolution and War for Independence</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Concept mapping</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p> <p>Comprehension of primary source documents (i.e. Declaration of Independence, Articles of Confederation, U.S. Constitution)</p> <p>Panel discussions</p>	<p>Creation of visual timeline of the events of the American Revolution and War for Independence.</p> <p>Unit examination</p>
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<p>SOC.9-12.6.1.12.2, SOC.9-12.6.1.12.A.2.a,b,d , SOC.9-12.6.1.12.B.2.a,b , SOC.9-12.6.1.12.C.1.a, SOC.9-12.6.1.12.C.2.a, b, LA. 9-10.RH.9-10.1-4, TEC.9-12.8.1.12 A.5</p>	<p>Compromise is often a necessary component in the creation of a government</p>	<p>Why is government necessary?</p> <p>At what point does government policy violate the rights of the governed?</p> <p>How does one justify the overthrow of government? How should the people's interests be represented in government?</p> <p>How can a revolution be motivated by unpopular government policy?</p> <p>What factors determine the success of a revolution?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Pre-assessment regarding basic knowledge of the U.S. Constitution</p> <p>"Who's Who" of the Founding Father generation</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the Constitutional Convention</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Role play the debates surrounding the events of the Constitutional Convention</p> <p>Unit examination</p>
<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.A.2.e-f, SOC.9-12.6.1.12.B.2.a-c, LA.9-10.RH.9-10.2,4-5,7,10, LA.9-10.WHST.9-10.4, TEC.9-12., TEC.9-12.8.1.12 A.5</p>	<p>Governments perform a variety of functions to ensure the continuity of national identity</p>	<p>How do governments evolve?</p> <p>How does the shape and size of the national government establish the identity of a nation?</p> <p>What factors determine how much power a government should possess?</p> <p>What role should the government play in influencing economic policy?</p> <p>How does the national government balance the economic interests of the nation, with those of the individual states?</p> <p>At what point is it necessary for the government to involve itself in international affairs?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Socratic discussion of the problems the U.S. government faced after ratification of the Constitution.</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the Federalist Era</p> <p>Comprehension of Primary source documents (i.e. Jay's Treaty, Washington's Declaration of Neutrality)</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Class regarding Alexander Hamilton's interpretation of the U.S. Constitution</p> <p>Unit examination</p>

<p>SOC. 9-12.6.1.12, SOC.9-12.6.1.12.A.2.e-f , SOC.9-12.6.1.12.B.2.a,c , SOC.9-12.6.1.12.A.3.b, LA.9-10.RH.9-10.1-2, 4, 10 , LA.9-10.WHST.9-10.4, 7, 8, TEC.9-12. , TEC.9-12.8.1.12 A.6</p>	<p>Established governments can maintain peaceful transitions of power while strengthening their political and economic identity</p>	<p>How is democracy defined and described?</p> <p>Who determines the constitutionality of laws?</p> <p>What type of political and economic decisions do political executives face?</p> <p>How can a change in economic policy stunt economic growth?</p> <p>In what ways are global economies dependent on one another?</p> <p>How does war strengthen the political and economic identity of a nation?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Socratic discussion</p> <p>Use textbook as a resource to summarize the events associated with the Jefferson presidency</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the Jefferson presidency</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Map analysis of the Louisiana Territory</p> <p>Independent and group research regarding events associated with the Jefferson presidency</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Unit examination</p>
<p>SOC. 9-12.6.1.12.A.2.f, SOC.9-12.6.1.12.B.2.a, SOC.9-12.6.1.12.A.3.c-d, SOC.9-12.6.1.12.C.3.a, LA.9-10.RH.9-10.2-4 , LA.9-10.W.CCR.4 , LA.9-10.WHST.9-10.4,7,8, 10, TEC.9-12., TEC.9-12.8.1.12 A.5</p>	<p>Increased nationalism strengthens the central government and helps shape political and economic policy</p>	<p>How does post-war nationalism influence political and economic policy?</p> <p>How can unpopular political decisions lead to the demise of political parties?</p> <p>How do nations protect their industries and interests from foreign competition and intervention?</p> <p>What institutions and behaviors effectively govern a growing economy?</p> <p>What are the causes of financial panics?</p> <p>What economic factors contribute to sectional divisions within a nation?</p>	<p>Pre-assessment of the student's prior knowledge of the unit</p> <p>Socratic discussion regarding the aftermath of war and it influence on the economy</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the growth of the American economy</p> <p>Critical analysis of Supreme Court cases of the Marshall Court</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Production of visual timeline from the era</p> <p>Unit examination</p>

<p>SOC.9-12.6.1.12.3, SOC.9-12.6.1.12.A.3.b, c, d,e,g, SOC.9-12.6.1.12.D.3.a, SOC.9-12.6.1.12.D.3.c , LA.9-10.RH.9-10.1-2,4,7,9,10, LA.9-10.WHST.9-10.2.a,d, LA.9-10.WHST.9-10.4,7,10, TEC.9-12.</p>	<p>The democratic experiment evolves due to the convergence of social, political, and economic forces</p>	<p>How does political and economic turmoil influence national elections?</p> <p>What influence does time have on the political landscape of a nation?</p> <p>How does unpopular economic policy promote sectional differences?</p> <p>What social, political, and economic questions are governments forced to answer?</p> <p>What variables contribute to the emergence of opposing political parties?</p> <p>How do nations respond to financial panic?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Socratic discussion regarding the role of democracy in American society</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the Jackson presidency</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	
<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12B.3a, SOC.9-12.6.1.12.C.3.a, SOC.9-12.6.1.12.C.3.b, SOC.9-12.6.1.12.D.3.a, SOC.9-12.6.1.12.D.3.b, LA.9-10.RH.9-10.2-4, LA.9-10.WHST.9-10.2.a, LA.9-10.WHST.9-10.4-5,7,10, TEC.9-12.</p>	<p>All nations, even wealthy nations, struggle with issues arising from the unequal distribution of wealth</p>	<p>How is economic strength measured?</p> <p>How does technology and industrialization promote economic growth, development and migration?</p> <p>What are the advantages of a diversified economy?</p> <p>In what ways does capitalism broaden the gap between rich and poor?</p> <p>What effect does immigration have on the American economy?</p> <p>What are the economic causes and consequences of territorial acquisition?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Socratic discussion the factors that contribute to economic development and expansion</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the growth of American economy</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research regarding significant achievements of the industrial era</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Unit examination</p>

<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.D.2.d, SOC.9-12.6.1.12.A.3.f,h , SOC.9-12.6.1.12.B.3.a,b , SOC.9-12.6.1.12.D.3.a, SOC.9-12.6.1.12.D.3.d-e, SOC.9-12.6.1.12.A.6.b , LA.9-10.RH.9-10.2-4, 9, LA.9-10.WHST.9-10.4-5,7-8,10, TEC.9-12</p>	<p>Individuals seek to reform society when social, political, and economic circumstances conflict with a nation's ideals.</p>	<p>What role does religion serve in American society?</p> <p>How does reform play an integral part in changing American society?</p> <p>How do reform movements shape the social, political, and economic landscape of a nation?</p> <p>How does capitalism determine social and class structure of society?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p> <p>Definition of key terms and vocabulary from the era</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the growth of revivalism and reform movements</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Unit examination</p>
<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.3, SOC.9-12.6.1.12.A.3.a,h,SOC.9-12.6.1.12.B.3.a, SOC.9-12.6.1.12.D.3.a, SOC.9-12.6.1.12.D.3.c, SOC.9-12.6.1.12.A.4.a, LA.9-10.RH.9-10.1-2,4,9, LA.9-10.WHST.9-10.7,9-10, TEC.9-12.</p>	<p>Political and economic indifference divides nations along geographic boundaries</p>	<p>How does geography shape political and economic systems?</p> <p>What potential does compromise have in uniting a divided nation?</p> <p>What factors contribute to the rise of political parties?</p> <p>What role do elections play in reshaping political and economic policy?</p> <p>What is the result when conflicting theories regarding government converge?</p> <p>When are rebellions against the legal establishment considered morally just?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the geopolitics of the antebellum era</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Unit examination</p>

<p>SOC.9-12.6.1.12, SOC.9-12.6.1.12.4, SOC.9-12.6.1.12.A.4.a-c, SOC.9-12.6.1.12.A.4.d, LA.9-10.RH.9-10.1,3-4, LA.9-10.WHST.9-10.4,5,7,9-10, TEC.9-12.</p>	<p>Nations attempt to restore order after episodes of civil unrest</p>	<p>What social, political, and economic ideas contribute to sectional imbalance?</p> <p>How do elections alter the political and economic landscape of a nation?</p> <p>What determines the success or failure of compromise?</p> <p>What are the social, political, and economic consequences of war?</p> <p>How does a nation rebuild after years of civil unrest?</p> <p>How do laws change the political and economic identity of a nation?</p> <p>How does civil rights legislation not guarantee personal freedom?</p>	<p>Pre-assessment of student's prior knowledge of the unit</p>	<p>Student participation in class discussions and activities</p> <p>Socratic questioning techniques</p> <p>Completion of graphic organizers aligned with the study of the causes and consequences of the U.S. Civil</p> <p>Exit pass questions in accordance with lesson objectives</p> <p>Individual homework assignments</p> <p>Independent and group research</p> <p>Concept mapping of vocabulary and key terms</p>	<p>Unit examination</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Discovery and Settlement of the New World	<p>Unit Understanding: Nations seek to expand their sphere of influence for political and economic gain.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the European nations that established the foundation for exploration and colonization 2. Explain how Europe's investment in technology and navigation made oceanic exploration and colonization possible 	2 weeks
Unit 2: European Colonization of the New World	<p>Unit Understanding: The American colonies were established by those seeking political, religious, and economic advancement.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that the European migration to the New World was motivated by the opportunities for religious, political, and economic advancement. 	2-3 weeks
Unit 3: The Road to Revolution and War for Independence	<p>Unit Understanding: Civilian populations find reasons to rebel when government policy infringes on social, political, and economic freedoms.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand how the change in the relationship between England and its American colonies, and the failure of reconciliation, established the grounds for revolution, and ultimately American independence. 	3-4 weeks
Unit 4: Forming a New Government - From Articles of Confederation to United States Constitution	<p>Unit Understanding: Compromise is often a necessary component in the creation of government.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the foundations American government and the process by which it was created. 	2-3 weeks

Unit 5: The Federalist Era	<p>Unit Understanding: Government performs a variety of functions to ensure the continuity of national identity.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that established governments perform a variety of social, political, and economic functions. 	2-3weeks
Unit 6: The Age of Jeffersonian Democracy	<p>Unit Understanding: Established governments can maintain peaceful transitions of power while strengthening their political and economic identity.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that event the youngest of governments can maintain peaceful transitions of power. 	2 weeks
Unit 7: Increased Nationalism and the Era of Good Feelings	<p>Unit Understanding: Increased nationalism strengthens the central government's ability to shape political and economic policy.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how an increase in nationalism can spur economic development and expansion. 2. Describe how the Supreme Court capitalized on American nationalism by expanding the powers of the federal government. 	2-3 weeks
Unit 8: The Era of Jacksonian Democracy	<p>Unit Understanding: The democratic experiment evolves due to the convergence of social, political, and economic forces.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand how the American electorate has the ability to reshape the political and economic landscape of the United States. 2. Explain the political and economic reforms instituted by the Jackson administration 	2-3 weeks
Unit 9: Development of the National Economy	<p>Unit Understanding: All nations, even wealthy nations, struggle with issues arising from the unequal distribution of wealth.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that America's economic strength lays within the ambitions of its people 2. Explain the social, political, and economic results of the early development of the factory system and industrial expansion. 	2 weeks

<p>Unit 10: The Era of Reform and the Southern Slavery System</p>	<p>Unit Understanding: Individuals seek to reform society when social, political, and economic circumstances conflict with a nation's ideals.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that reform movements occur to place society in tune with political ideals. 2. Describe the influence of religion and its effect on social reform 	<p>2-3 weeks</p>
<p>Unit 11: Manifest Destiny and Sectionalism</p>	<p>Unit Understanding: Political and economic indifference divides nations along geographic boundaries.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that America's westward expansion further divided northern and southern states. 	<p>3 weeks</p>
<p>Unit 12: The U.S. Civil War and the New South</p>	<p>Unit Understanding: Nations attempt to restore order after outbreaks of civil unrest.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand that the slavery question shaped the social, political, and economic landscape of the United States and culminated in civil war. 	<p>3-4 weeks</p>

Unit 01 - Honors American Economic History I

Unit 1 - Discovery and Settlement of the New World

Enduring Understandings:

Nations seek to expand their sphere of influence for political and economic gain.

Essential Questions:

How do political and economic factors contribute to a nation seeking to expand its sphere of influence?

How might a nation benefit from investing in expanding its territory?

What risks and rewards are associated with expansion beyond current boundaries?

What characteristics must a nation possess before it embarks on expansion?

How might the expansion of influence lead to conflict between rival nations?

Unit Goals:

Students will be able to identify the European nations that established the foundation for exploration and colonization

Students will be able to explain how returns on Europe's investment in technology and navigation made oceanic exploration and colonization possible

Recommended Duration: 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What nations established early predominance in oceanic exploration?</p>	<p>Identification of those European nations that contested for predominance in oceanic exploration</p> <p>Portugal Spain</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Maps of European land claims, settlements, and exploration routes</p> <p>Timeline of significant events relative to European exploration</p> <p>Analysis of primary & secondary source documents</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software preparation of multimedia presentation that traces the routes of discovery for all relevant nations.</p> <p>Timeline sequence of events: Students will create a timeline highlighting significant events regarding European exploration and colonization.</p> <p>Graphic Organizer: Students will create a chart highlighting cause and effect relationships regarding European discovery of the New World</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Map Skills: 15th-16th century European exploration geography assessment</p> <p>Lesson, Chapter, and Unit quizzes</p> <p>Chapter and Unit exam</p>

<p>What role did science and technology play in Europe's attempt at exploration and colonization?</p>	<p>Identify those scientific achievements which made oceanic exploration possible</p> <p>Explain how advancement in technology leads to fundamental changes in society and influences the course of human history</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>European demographic data from the Age of Discovery</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Students assume the role of an explorer during the Age of Discovery. Students will create a character sketch and research the specific advancements made in technology and the effect it had on the European continent and abroad.</p> <p>Analyze the cause of effect of European exploration on Europe and abroad</p>	<p>Homework Assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group assignments</p> <p>Use of rubric assessing student understanding and skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit exam</p>
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<p>What role did geography play in Europe's desires for oceanic exploration?</p>	<p>Analyze how European maritime navigation encompassed North and South America, Africa, and Asia</p> <p>Illustrate a map of Europe's colonial empires</p> <p>Physical maps</p> <p>Political maps</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>World map depicting the locations of European colonial empires</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Illustration: Students will create a map of the world as it appeared during the Age of Discovery. Students will research where each European nation planted their empire and properly have it labeled on the map.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group assignments</p> <p>Use of rubric assessing student understanding and skills</p> <p>Map Skills: 15th-16th century European exploration geography assessment</p> <p>Lesson, Chapter, and unit quizzes</p> <p>Chapter and unit exam</p>
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<p>How did the colonization of territory and acquisition of natural resources enrich the economies of Europe?</p>	<p>Compare the rewards and liabilities associated with exploration and colonization.</p> <p>Mercantilism Triangle Trade</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Primary and secondary sources</p> <p>Economic data regarding the success or failure of colonization</p> <p>Historical examples of economic success and failure of expansion and colonization</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Panel Discussion: Assign small groups of students one of the European nations involved in the Age of Discovery. Each group will research and represent that nation in a panel discussion regarding their role and specifics surrounding their success or failure.</p> <p>Business Proposal: Assign students the role of European entrepreneurs. Students will research investment opportunities abroad. Students will prepare an investment proposal to be submitted to the monarch who is considering the venture.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit exam</p>
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<p>How did the slave trade promote the origins of the system of plantation labor?</p>	<p>Explanations of how slavery had its origins in Europe's efforts to explore and colonize the New World</p> <p>Middle Passage Plantation economy</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Analysis of map of Africa and the Americas depicting slave trade routes</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Research Assignment: Students will research the European commercialization of the African slave trade and how it provided the organization of the plantation labor system in the New World</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p>
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<p>How did the Columbian exchange revolutionize the global economy?</p>	<p>Describe how Columbus' discovery united the New and Old worlds</p>	<p>Textbook <i>The American Pageant: Guidebook Exercises</i> Columbian Exchange graphic organizer Internet research</p>	<p>Teacher guided questioning Class notes: Provided through direct teacher instruction or independent student preparation Interactive white board applications and software Synthesis: Students will create a multimedia presentation addressing the components of the Columbian exchange and complete a socioeconomic cost/benefit analysis of the exchange.</p>	<p>Homework assignments In-class questions and discussion Interpretation and analysis of assigned reading exercises Individual and group projects Student participation in daily activities Use of rubric assessing student understanding and writing / presentation skills Lesson, chapter, and unit quizzes Chapter and unit exam</p>
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SOC.9-12.6.1.12.B.1.a	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
SOC.9-12.6.2.12.1	The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
SOC.9-12.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.9-12.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.9-12.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.9-12.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
SOC.9-12.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.9-12.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.9-10.WHST.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.
TEC.9-12.	Information accessed through the use of digital tools assists in generating solutions and making decisions.
TEC.9-12.8.1.12.F.1	Select and use specialized databases for advanced research to solve real world problems.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with Europe's discovery and settlement of the New World. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to European explorers and nautical technological advancements. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of Europe's claims in the New World. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding Europe's discovery and settlement of the New World for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to Europe's expansion throughout the New World will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established.

Unit 02 - Honors American Economic History I

Unit 2 - The Development of the American Colonies

Enduring Understandings:

The American colonies were established by those seeking political, religious, and economic advancement

Essential Questions:

What are the causes of human migration?

What are the economic factors that influence population shifts?

What are the factors that determine where a specific population settles?

Why do different geographic regions develop separate social, political, economic, and religious identities?

Unit Goals:

Students will understand that European migration to the New World was motivated by the opportunity for religious, political, and economic advancement.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What were the social, political, and economic factors that contributed to European migration to the North America?</p>	<p>Identify and describe motivations for emigration.</p> <p>Economic Advancement Religious Persecution</p> <p>Puritans Separatists Pilgrims Mayflower Compact</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events relative to European migration to the New World</p> <p>Maps of European land claims, settlements, trade routes</p> <p>Primary & Secondary source documents</p> <p>Internet research</p> <p>Of Plymouth Plantation 1620-1647 by William Bradford, edited by Samuel Eliot Morison. Copyright © 1952 by Samuel Eliot Morison and renewed 1980 by Emily Beck.</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Project: Students will assume the role of a travel agent and must encourage migration to the new world. Travel brochure must include social, political, economic, and religious motivations to emigrate.</p> <p>Create a visual timeline, accompanied by a map of the New World, summarizing European migration to the New World.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit examination</p>

<p>What role did the joint-stock company play in the colonization efforts of Europeans?</p>	<p>Recognize that the joint-stock company was responsible for the financial support of many of the early colonies</p> <p>Joint stock company Virginia Company of London Jamestown Investment</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Business Proposal: Assign students the role of European joint-stock company executive. Students will create proposals to encourage investors to finance explorations and settlements abroad.</p>	<p>Homework Assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit examination</p>
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<p>How did the differences in regional economies influence settlement?</p>	<p>Describe the economic identities of the regional economies of the American colonies</p> <p>Trade Agricultural South Plantation economy</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Maps of colonial America depicting economic strength and influence</p> <p>1993 Advanced Placement United States History Exam Document Based Question</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Completion of 1993 Advanced Placement United States History exam document based question</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit examination</p>
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<p>How did the causes and results of the French and Indian War promote ideas of independence amongst the American colonists?</p>	<p>Explanation of the change in the relationship between England and its colonies and how acts of Parliament spurred ideas of independence.</p> <p>Revenue-raising acts of Parliament</p> <p>Proclamation of 1763</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>2004 Advanced Placement United States History Exam Document Based Question</p> <p>Graphic organizer addressing the history of conflict between England and France (emphasis placed on the French and Indian War)</p> <p>Identification, definition, and analysis of the post-French and Indian War acts of Parliament (i.e. Proclamation Act of 1763, Sugar Act, Stamp Act, Quartering Act, Townshend Act, Tea Act, Coercive Acts)</p> <p>Analysis of primary sources (i.e. "Letters from a Pennsylvania Farmer" by John Dickinson, Benjamin Franklin testifies against the Stamp Act, excerpts from "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith)</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board</p> <p>applications and software</p> <p>Assignment: Students will research the attempts England made to reevaluate its relationship with the colonies. Students will research acts of Parliament and the colonial response.</p> <p>Emphasis should be placed on how the colonial micro and macro economy was affected by Parliamentary procedures.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Interpretation and analysis of assigned reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily activities</p> <p>Completion of 2004 Advanced Placement United States History exam document based question</p> <p>Use of rubric assessing student understanding and writing / presentation skills</p> <p>Lesson, chapter, and unit quizzes</p> <p>Chapter and unit examination</p>
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SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.1	North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.9-12.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.9-12.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
SOC.9-12.6.1.12.D.1.a	Explain the consequences to Native American groups of the loss of their land and people.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
TEC.9-12.	Information accessed through the use of digital tools assists in generating solutions and making decisions.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the establishment of the American colonies. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the purpose for each colony and the reasons behind its founding. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of how the American colonies came to be. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. This particular unit identifies websites produced by respected organizations. Students will be able to access information regarding the establishment of the American colonies for the purposes of producing unit timelines, multimedia presentations, and critically analyzing primary and secondary sources published online.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the establishment of the thirteen original colonies will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established.

Unit 03 - Honors American Economic History I

Unit 3 - The Road to Revolution and War for Independence

Enduring Understandings:

Populations find reasons to rebel when government policy infringes on social, political, and economic rights.

Essential Questions:

What is the purpose of government?

At what point does government policy violate the rights of the governed?

How does one justify the overthrow of established government?

How can a revolution be motivated by unpopular economic policy?

What factors determine the success of a revolution?

Unit Goals:

Students will understand the economic and philosophical causes of the American Revolution.

Recommended Duration: 3-4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did the actions of British Parliament promote unification amongst the American colonies and provoke resistance towards Great Britain?</p>	<p>Describe how Britain attempted to tighten their control over the colonies and how these attempts promoted unity amongst the American colonies.</p> <p>Compare and Contrast multiple perspectives about the causes of the American Revolution</p> <p>Townshend Acts, Coercive Acts, Intolerable Acts, Quebec Act</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>American Revolution timeline of events</p> <p>1999 Advanced Placement United States History exam document based question</p> <p>Identification, definition, and analysis of Acts of Parliament</p> <p>Examination of the colonial acts of resistance (i.e. Stamp Act Congress, Sons of Liberty, Daughters of Liberty, Committees of Correspondence, Convening of the Continental Congress)</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Assignment: Use a graphic organizer whereby students will research the Act of Parliament, describe it, and explain how the American colonists responded.</p> <p>Class debate: Resolved: Nations act out of economic and political self-interest, not sentiment.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>1999 Advanced Placement United States History exam document based question</p> <p>Scoring rubrics for class writings and debate</p>

<p>In what ways did the Continental Congress attempt to make peace with Great Britain?</p>	<p>Examination of the ways in which the Continental Congress attempted to address the actions of Parliament without taking militant action.</p> <p>Declaration of Colonial Rights and Grievances, Olive Branch Petition, Common Sense</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events</p> <p>Identification and analysis of the colonists attempts at reconciliation</p> <p>Internet research</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Panel Discussion: Prior to discussion, students will research each attempt the Continental Congress made to avoid war. After research, students will rank on a scale of 1-10 (1 being least sincere, 10 being most sincere) each document according to its intent, tone, and outcome.</p> <p>Role Play: Students will assume the role of a member of the Continental Congress and create a petition of grievances to Parliament citing the political and economic consequences of their acts of legislation.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Research and analysis of key terms and events</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p>
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<p>How did the ideas expressed in the Declaration of Independence justify colonial rebellion?</p>	<p>Application of the philosophical foundations of various social and political theories leading up to the American war for independence.</p> <p>Explanation of the specific reasons and guiding principles of the Declaration of Independence</p> <p>Jean Jacques Rousseau John Locke Thomas Jefferson Social Contract Unalienable Rights</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events</p> <p>Richard Henry Lee’s Resolution Writings of John Locke and Thomas Jefferson</p> <p>The Declaration of Independence</p> <p>Video: John Adams (HBO Miniseries DVD) (2008)</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Primary Source Analysis: Student groups will divide the Declaration of Independence into four parts: Preamble, Theory of Government, Grievances, and Declaration. Each group will interpret a specific section of the document and present that interpretation to the class.</p> <p>Debate: Resolved. The colonies were justified in separating from the crown.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Research and analysis of key terms and events</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for group research, presentation of interpretations, and debate.</p>
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<p>What political, economic, and military obstacles did the Continental Army overcome to claim victory in the war for American independence?</p>	<p>Describe in detail the strengths and weaknesses of both the Continental Army and British at the onset of war</p>	<p>Textbook <i>The American Pageant: Guidebook Exercises</i></p> <p>Maps of Revolutionary War battles</p> <p>Timeline of key battles during the American War for Independence</p> <p>Book Excerpts: <i>1776</i> by David McCullough</p> <p>Video: <i>The Crossing</i> (2000)</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board Applications and software</p> <p>Presentation: Prepare a multimedia presentation comparing and contrasting the strengths and weaknesses of the Continental Army and British. Highlighting major victories and losses for both sides during the war</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Research and analysis of key terms and events</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for group research and presentation</p>
<p>What were the social, political, geographic, and economic results of the American war for independence?</p>	<p>The Treaty of Paris (1783) acknowledged Great Britain's recognition of United States independence</p>	<p>Textbook <i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events</p> <p>Treaty of Paris (1783)</p> <p>Map of North American Pre-Revolution and Post-Revolution</p> <p>Articles of Confederation</p> <p>Historian interpretations of the American War for Independence</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Student led Discussion:</p> <p>Colonial Perspective vs. British Perspective: Could the American Revolution and War for Independence have been avoided? Was American independence inevitable?</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for student led discussions</p>

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.2	The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
SOC.9-12.6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
SOC.9-12.6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.9-12.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.9-12.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.9-10.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.
TEC.9-12.8.1.12 B.5	Select and use specialized databases for advanced research to solve real world problems.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with American Revolution and War for Independence. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the colonial response to British taxation and the Declaration of Independence. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of America's overthrow of monarch-rule. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding the American Revolution and War for Independence for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Both the National Archives and Records Administration, in addition to the Library of Congress have established websites with numerous activities appropriate for any grade level of student.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to America's war for independence will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. This particular unit recommends the application of many government affiliated websites to ensure student retention of essential questions.

Unit 04 - Honors American Economic History I

Unit 4 - Forming a New Government – From Articles of Confederation to United States Constitution

Enduring Understandings:

Compromise is often a necessary component in the creation of a government.

Essential Questions:

Why is government necessary?

What are the different types of government?

What makes a government strong? Weak?

How should the people's interests be represented in government?

What is the relationship between government and economy?

Unit Goals:

Students will understand the foundations of American government and the process by which it was created.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How was the federal government of the United States structured under that Articles of Confederation?</p>	<p>Understand why America’s early political leaders established a provisional government where more power was placed within the individual states</p> <p>The Critical Period Confederation Strengths and Weaknesses of the Articles of Confederation Land Ordinance 1785 Shays' Rebellion Northwest Ordinance 1787</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events leading to the ratification of the Articles of Confederation</p> <p>Multimedia presentation comparing and contrasting the Articles of Confederation and United States Constitution.</p> <p>Primary source analysis</p> <p>Articles of Confederation</p> <p>1985 Advanced Placement United States History Exam Document Based Question</p> <p>History Channel: American Gets a Constitution</p> <p>Suggested educational excursion: National Constitution Center–Philadelphia, Pennsylvania</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Provide students a copy of the Articles of Confederation. Students will identify the powers of the government under the Articles of Confederation. Instruct students to locate the inherent weaknesses of the structure of government</p> <p>Analysis of specific events that exposed flaws of the Articles of Confederation.</p> <p>Prepare a visual timeline of all major social, political, and economic events from this era. A particular emphasis on the events that prompted the Constitutional Convention.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Open ended writing assessment regarding the purpose of a confederation and the weaknesses found in the Articles of Confederation</p>

<p>How role did compromise play in the establishment of the new framework of government?</p>	<p>Describe how compromise played an important role in the creation of the United States Constitution</p> <p>Constitutional Convention Virginia Plan New Jersey Plan Great Compromise Three-fifths Compromise Debate over ratification Bill of Rights Federalists Anti-Federalists</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading to the Constitutional Convention</p> <p>Primary source analysis</p> <p>Virginia Plan</p> <p>New Jersey Plan</p> <p>Connecticut Plan</p> <p>Three-fifths Compromise</p> <p>Bill of Rights</p> <p>The Federalist Papers</p> <p>The United States Constitution</p> <p>Online text and video sources</p> <p>National Archives and Records Administration</p> <p>National Constitution Center</p> <p>History Channel: America Gets a Constitution</p> <p>Suggested educational excursion: National Constitution Center – Philadelphia, Pennsylvania</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Constitutional Convention: Students will simulate the Constitutional Convention of 1787. Assign students delegate roles. Students are expected to research their role and be prepared to simulate that role during the convention. Issues will be debated and votes will be tallied according to the rules established in 1787.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Rubric to assess preparation, debate and, student participation</p>
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<p>What fundamental principles of government were incorporated into the United States Constitution?</p>	<p>Explain how the Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.</p> <p>Three branches of government Federalism Federalist Papers Delegated Powers Reserved Powers Concurrent Powers Separation of Powers Elastic Clause</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading the Ratification of the United States Constitution</p> <p>Online text and video sources</p> <p>Video</p> <p>Key Constitutional Concepts</p> <p>American History: Birth of a Nation: The Making of a Constitution</p> <p>Suggested educational excursion: National Constitution Center – Philadelphia, Pennsylvania</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Current Event Analysis Portfolio: Students will find current event articles that reflect topics or content regarding the federalist system of government. Articles will be assembled into a portfolio where students will submit a summary of the article in addition to formulating questions that each article raises.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Rubric to assess preparation, research, and contents of current events portfolio</p>
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SOC.9-12.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.9-12.6.1.12.2	The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
SOC.9-12.6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
SOC.9-12.6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
SOC.9-12.6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.9-12.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.9-12.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.9-12.6.1.12.C.2.a	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
SOC.9-12.6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the establishment of the United States Constitution. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the Bill of Rights, Amendments to the Constitution, and biographies of the Founding Fathers. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of how the United States Constitution was formed. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding America's establishment of its constitution for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Several reliable websites, many with government affiliation, house information pertinent to the unit of study.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the United States Constitution will reinforce their recognition of cause and effect relationships. Critical analysis of the Constitution will contribute to the overall civic education of the student. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established.

Unit 05 - Honors American Economic History I

Unit 5 - The Federalist Era

Enduring Understandings:

Governments perform a variety of functions to ensure the continuity of national identity

Essential Questions:

How do governments evolve?

How does the shape and size of the national government establish the identity of a nation?

What factors determine how much power a government should possess?

What role should the government play in influencing economic policy?

How does the national government balance the economic interests of the nation, with those of the individual states?

At what point is it necessary for the government to involve itself in international affairs?

Unit Goals:

Students will understand that established governments perform a variety of social, political, and economic functions.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What institutions of government did the United States Constitution find necessary to sustain the republic?</p>	<p>Explain how the growth of the federal government during the Federalist Era was necessary to carry out political and economic policy in order to sustain the republic</p> <p>Judiciary Act of 1789 President's Cabinet</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of major social, political, and economic events from the era</p> <p>National Archives and Records Administration</p> <p>HBO <i>John Adams</i> miniseries</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Students will create a graphic organizer displaying the political institutions established during the administration of G. Washington. Students must understand the purpose of the institution and its primary responsibility.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Completion of graphic organizer</p>

<p>How did the economic policies of Alexander Hamilton polarize America's political landscape into a two-party system?</p>	<p>Understand how opposing views of government led to the development of the Federalist and Democratic-Republic factions and birthed our modern two-party system</p> <p>National Bank Protective Tariff Excise Tax National Debt Funding at Par Assumption</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of major social, political, and economic events from the era</p> <p>Alexander Hamilton's Financial Plan</p> <p>Hamilton's Opinion as to the Constitutionality of the Bank of the United States: 1791</p> <p>Jefferson's Opinion as to the Constitutionality of the Bank of the United States: 1791</p> <p>HBO <i>John Adams</i> miniseries</p> <p>Educational Excursion: Federal Reserve Bank, NYC</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Multimedia presentation</p> <p>Student groups will prepare a multimedia presentation from the perspective of A. Hamilton or T. Jefferson to President Washington regarding the United States economy. The presentation should identify all elements of A. Hamilton's financial program and T. Jefferson's belief in an agricultural society.</p> <p>Class Debate:</p> <p>Resolved: A loose interpretation of the Constitution is a more effective interpretation</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Rubric to assess preparation, research, and contents presentation</p> <p>Debate rubric</p>
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<p>How did foreign policy decisions of the Washington administration affect the presidency of John Adams?</p>	<p>Explain how Jay's Treaty and the Neutrality Proclamation were two foreign affairs decisions influenced by economic factors</p> <p>French Revolution Proclamation of Neutrality XYZ Affair Alien and Sedition Acts</p>	<p>Textbook: <i>The American Pageant</i> Kennedy, Cohen, & Bailey</p> <p>The American Pageant Guidebook Exercises</p> <p>Timeline of events</p> <p>1977 Advanced Placement United States History Exam Document-Based Question</p> <p>Jay's Treaty</p> <p>Declaration of Neutrality</p> <p>XYZ Affair</p> <p>HBO <i>John Adams</i> miniseries</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Students will analyze primary documents and determine prepare a case supporting or opposing Washington's decision.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Completion of 1977 Advanced Placement United States History exam document based question</p> <p>Rubric to assess preparation, research, and contents written assignment</p>
<p>How did the Alien and Sedition Acts prompt the analysis of the constitutionality of federal laws?</p>	<p>The Alien and Sedition Acts were passed by the Federalist Congress and signed into law by J. Adams. Opponents questioned the constitutionality of the new law; believing it infringed upon the Bill of Rights</p> <p>Alien and Sedition Acts 1st Amendment Nullification</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events</p> <p>National Archives and Records Administration</p> <p>Ourdocuments.gov</p> <p>The Avalon Project: Documents in Law, History, and Diplomacy</p> <p>PBS American Experience: John and Abigail Adams</p> <p>HBO <i>John Adams</i> miniseries</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Data based question (DBQ)</p> <p>"The Alien and Sedition Acts were necessary to the safety of the United States"</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Rubric to assess preparation, research, and contents written assignment</p>

SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.9-12.6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.9-12.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.9-12.6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
SOC.9-12.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.9-10.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.
TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the Federalist Era. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the Washington administration and foreign and domestic affairs. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of the Federalist agenda during the 1790s. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding the Federalist Era for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. This unit calls for numerous websites affiliated with the federal government, but also streaming videos.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the Federalist Era will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. Class debates regarding Alexander Hamilton's financial plan will permit students to express their opinions in structured and respectful dialogue.

Unit 06 - Honors American Economic History I

Unit 6 - The Age of Jeffersonian Democracy

Enduring Understandings:

Established governments can maintain peaceful transitions of power while strengthening their political and economic identity.

Essential Questions:

How is democracy defined and described?

Who determines the constitutionality of laws?

What type of political and economic decisions do political executives face?

How can a change in economic policy stunt economic growth?

In what ways are global economies dependent on one another?

How does war strengthen the political and economic identity of a nation?

Unit Goals:

Students will understand that even the youngest of governments can maintain peaceful transitions of power.

Recommended Duration: 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>In what areas of political and economic policy did the Federalist and Democratic-Republican parties disagree?</p>	<p>Summarize the political and economic positions of the Federalist and Democratic-Republican parties</p> <p>Differences between Federalist and Republican ideology</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events which led to the establishment of the two-party system</p> <p>Multimedia presentation tools</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Students will create campaign literature promoting the political and economic positions of the Federalist and Democratic Republican parties?</p> <p>Students will create political cartoons depicting the positions of the Federalist and Democratic</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p> <p>Student presentation of campaign literature</p> <p>Political cartoon analysis</p>

<p>What political and economic events characterize the Thomas Jefferson presidency?</p>	<p>Research and analysis of the political and economic legacy of Thomas Jefferson</p> <p>Revolution of 1800 Jefferson's imprint</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events examining the political and economic accomplishments of the Jefferson presidency</p> <p>Jefferson</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Students will create a character sketch of Thomas Jefferson highlighting his political and economic legacy. From this, students will create a report card on the Jefferson presidency; assigning a letter grade for political and economic decisions made during his two terms in office</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics</p> <p>Cause and effect matching game using Thomas Jefferson's decisions and the outcomes of each</p>
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<p>What was the historical significance of the Supreme Court's Marbury v. Madison decision?</p>	<p>Analyze how the Supreme Court expanded its power and interpreted the Constitutionality of federal and state laws</p> <p>Judiciary Act of 1801 Midnight Judges Judicial Review Marshall Court</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading up to the Marbury decision</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Panel discussion of Marbury v. Madison case. Students will compare the Marbury ruling to other court cases of the Supreme Court under John Marshall's tenure. Additionally, students will research recent Supreme Court rulings regarding the constitutionality of federal and state laws.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Student preparation and contribution to panel discussion</p>
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<p>What social, political, and economic effects of the Louisiana Purchase?</p>	<p>Analyze the causes and effects of the Louisiana Purchase Strict v. Loose Interpretation of U.S. Constitution</p>	<p>Textbook <i>The American Pageant: Guidebook Exercises</i> Timeline of events leading up to the acquisition of the Louisiana Territory Map depicting territorial growth of the United States to 1803</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Student completion of classwork assignment which requires students to research causes and political and economic consequences of the Louisiana Purchase, its implications for future expansion, and the Lewis & Clark and the Corps of Discovery expedition</p>	<p>Homework assignments</p> <p>In-class questions and discussion demonstrating understanding of the effects of the Louisiana Purchase</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Students will present research in a multimedia format</p>
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<p>What were the political and economic consequences of Thomas Jefferson's 1807 Embargo Act?</p>	<p>Describe Jefferson's intentions with the embargo and compare it with its actual outcome</p> <p>Embargo Non-Intercourse Act Macon's Bill No. 2</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading to the Embargo Act of 1807</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Divide students into groups of New Englanders, Southerners, and Westerners. Instruct students to research the positions each group had on Jefferson's embargo in 1807</p> <p>Students will present research to the class and debate Jefferson's decision</p>	<p>Student participation in daily class activities</p> <p>Test/quiz demonstrating the causes of the Embargo Act of 1807 and its political and economic implications</p> <p>Teacher will assess student research in quality of debate using research and debate rubric</p>
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<p>How was war with Britain in 1812 essential to America's economic growth and development?</p>	<p>Describe the causes of the War of 1812 explain its political and economic consequences</p> <p>The demise of the Federalist Party Beginnings of the Industrial Revolution</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading to the Embargo Act of 1807</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Students will create a multimedia presentation of the causes of the War of 1812. Students will research the political and economic consequences of the war</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Teacher will assess student research in quality of debate using research and debate rubric</p>
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SOC.9-12.6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.9-12.6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.9-12.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.9-12.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
SOC.9-12.6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.
TEC.9-12.8.1.12 A.6	Produce and edit page layouts in different formats using desktop publishing and graphics software.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the Thomas Jefferson presidency. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the Louisiana Purchase and the Embargo Act of 1807. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of the Jefferson presidency. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding Thomas Jefferson's presidency for the purposes of producing unit timelines, creating a character sketch, and critically analyzing primary and secondary sources published online. Numerous Internet resources, including those affiliated with the White House and the Monticello organization provide detailed analysis and resources associated with Thomas Jefferson.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the presidency of Thomas Jefferson will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the internet efficiently as more content-specific databases are established. Participation in panel discussions will train students to conduct dialogue in a structured and concise manner.

Unit 07- Honors American Economic History I

Unit 7 - Increased Nationalism and the Era of Good Feelings

Enduring Understandings:

Increased nationalism strengthens the central government and helps shape political and economic policy.

Essential Questions:

How does post-war nationalism influence political and economic policy?

How can unpopular political decisions lead to the demise of political parties?

How do nations protect their industries and interests from foreign competition and intervention?

What institutions and behaviors effectively govern a growing economy?

What are the causes of financial panics?

What economic factors contribute to sectional divisions within a nation?

Unit Goals:

Students will understand how an increase in nationalism can spur economic development and expansion.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did the results of the War of 1812 promote political and economic development?</p>	<p>Explain how the United States government promoted American nationalism when formulating foreign and domestic policy.</p> <p>Monroe Doctrine Adams-Onis Treaty The Missouri Compromise (1820)</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events concluding the War of 1812</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Students will create a research timeline of political and economic events from the post-war 1812 period (e.g. Election of 1816, American System, Missouri Compromise, and Monroe Doctrine). Each event placed on the timeline must be accompanied by a written or recorded response stating the historical significance of the event.</p> <p>Map Skills: Create a map of the United States circa 1821. Include Free/Slave states and territories, Missouri Compromise boundaries, and Adams-Onis terms</p> <p>Analyze the terms of the Monroe Doctrine from the perspective of foreign nations. Cite the symbolic significance in regards to foreign policy.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Student participation in class discussion</p> <p>Teacher will assess student timeline using research/timeline rubric</p>

<p>How did John Marshall's Supreme Court expand the powers of the federal government?</p>	<p>Explain how the Marshall Court supported the values of national supremacy, economic power, and judicial authority.</p> <p>Marshall Court rulings</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of Marshall Court rulings</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Outline the significant growth in the strength of the federal government during John Marshall's tenure</p> <p>Student presentations of select Marshall Court rulings. Students will research the origins of the case, key arguments, and the majority opinion.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for student research and presentation</p> <p>Completion of Marshall Court graphic organizer</p>
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<p>What economic impact did improvements in mass production and transportation systems have on America's market economy?</p>	<p>Students will describe the effects of increased mechanization and transportation improvements on the economic growth of the United States</p> <p>Canals National Road Factory System</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of Industrial growth and transportation improvements.</p> <p>Cotton Gin</p> <p>Erie Canal</p> <p>Railroad</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Create of map of the United States illustrating railroad lines and canal networks.</p> <p>Research how improvements in mechanization and transportation shaped the economic growth of the United States</p> <p>Panel Discussion: How did the cotton gin expand the economic growth of the northern and southern states?</p>
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Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the post-war 1812 United States. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to Henry Clay's American System, the Missouri Compromise, and the Monroe Doctrine. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of Era of Good Feelings. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding the time of increased nationalism for the purposes of producing unit timelines, participating in class debates, and critically analyzing primary and secondary sources published online.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the post-war 1812 period and the Era of Good Feelings will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the internet efficiently as more content-specific databases are established. Research, accompanied by select presentations will reinforce the student's public speaking skills and response to criticism.

Unit 08 - Honors American Economic History I

Unit 8 - The Era of Jacksonian Democracy

Enduring Understandings:

The democratic experiment evolves due to the convergence of social, political, and economic forces.

Essential Questions:

How does political and economic turmoil influence national elections?

What influence does change on the political landscape of a nation?

How does unpopular economic policy promote sectional differences?

What social, political, and economic questions are governments forced to answer?

Can a nation be truly democratic if certain groups are excluded from the democratic process?

What variables contribute to the emergence of opposing political parties?

Unit Goals: Students will understand that the American electorate has the ability to shape the political and economic landscape of the United States.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What challenges did John Quincy Adams face as president?</p>	<p>How did the failure of the Adams' presidency establish Andrew Jackson as a contender in the election of 1828?</p> <p>Corrupt Bargain</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading up to the elections of 1824 and 1828</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Students will compare and contrast John Adams' success and failure as president. Particular emphasis to be placed on the "corrupt bargain" and Adams' nationalistic agenda.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Open-notes quiz on the Adams' legacy</p>

<p>How was Andrew Jackson's victory in the election of 1828 perceived as a transition towards New Democracy?</p>	<p>Explain how political reforms in the 1820s expanded participation in national politics and shaped public policy, yet excluded Native American tribes</p> <p>Voting requirements 1820s - 1830s</p> <p>Mass Democracy</p> <p>Rise of the working class</p>	<p>Textbook: The American Pageant Kennedy, Cohen, & Bailey</p> <p>The American Pageant Guidebook Exercises</p> <p>Timeline of events leading up to the elections of 1828 and 1832</p> <p>1980 Advanced Placement United States History Exam Document Based Question</p> <p>Indian Removal Act</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Interactive white board applications and software</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Students will create a list of voter qualifications and electoral procedures prior to the elections of 1824 and 1828. Compare and contrast the similarities and differences in qualifications.</p> <p>Discuss how Americans today would respond to Jackson's "equal protection and equal benefits" policies</p> <p>Class Debate: Indian Removal Act -1830</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Completion of 1980 Advanced Placement United States History Exam Document Based Question</p> <p>Summative assessment addressing changes in the political landscape during the 1830s</p>
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<p>How did the tariff dispute and nullification crisis promote division along geographic lines?</p>	<p>Explain how the tariff dispute promoted the doctrine of nullification</p> <p>John C. Calhoun South Carolina Exposition & Protest Nullification Tariff of Abominations</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading up to the nullification crisis</p> <p>Bar graph depicting rate of increase of protective tariff</p> <p>Force Bill</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Instruct students to interpret the use of the protective from the perspectives of Northerners and Southerners.</p> <p>Create a bar graph depicting the increase of the protective tariff</p> <p>Class Debate: Resolved: Andrew Jackson's passage of the Force Bill was necessary</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Student participation in interpretation activity</p> <p>Class debate rubric</p>
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<p>What were the causes and consequences of Andrew Jackson's war of the Bank of the United States?</p>	<p>Explain how Andrew Jackson viewed the Bank of the United States as an element of aristocratic power wealth</p> <p>Bank War</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events leading up to the veto of the Second Bank's re-chartering bill</p> <p>Andrew Jackson's Bank War Statement</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Research and prepare arguments for a debate between Andrew Jackson and Nicholas Biddle. Students should also assume roles of members of Congress and prepare a list of questions to be asked of Jackson and Biddle.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Student participation in interpretation activity</p> <p>Essay response assessment summarizing the positions of Jackson and Biddle regarding the Second National Bank. Emphasis to be placed on the financial panic of 1837.</p>
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SOC.9-12.6.1.12.3	Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.9-12.6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
SOC.9-12.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
SOC.9-12.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.9-12.6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.9-12.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LA.9-10.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.9-10.WHST.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with the Jackson presidency. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to, the expansion of the democracy, Indian removal, and the economic challenges Jackson faced. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of Andrew Jackson's presidency. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding Andrew Jackson's presidency for the purposes of producing unit timelines, organizing arguments for class debates, and critically analyzing primary and secondary sources published online.

Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data online.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the Andrew Jackson presidency and will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. Research, accompanied by select presentations and class debates will reinforce the student's public speaking skills and response to criticism.

Unit 09 - Honors American Economic History I

Unit 9 - Development of the National Economy

Enduring Understandings:

All nations, even wealthy nations, struggle with issues arising from the unequal distribution of wealth.

Essential Questions:

How is economic strength measured?

How does technology and industrialization promote economic development and migration?

What are the advantages of a diversified economy?

What factors contribute to the population increase of a nation?

What effect does immigration have on the American economy?

How does capitalism determine social and class structure of society?

Unit Goals:

Students will understand that America's economic strength lies within the ambitions of its people

Recommended Duration: 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did increased immigration and westward expansion of the United States contribute to its economic growth?</p>	<p>Students will be able to describe how American's movement westward epitomized the economic and industrial ambitions of the nation.</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events and technological development of the Industrial Revolution</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Students will create an advertisement to promote immigration to the United States. Emphasis should be placed on advantages of emigrating to the United States and moving west.</p> <p>Students will research the major industrial achievements of the era and rank them in order of historical significance. Research should reflect the role immigrants played in America's economic progress.</p> <p>Identification of major immigrant centers within the United States</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Presentation rubric to assess research-based assignment</p> <p>Unit exam</p>

<p>How did America's industrialization promote disparities between the rich and poor? Factory owners and workers?</p>	<p>Explain how socioeconomic status was determined in reinforced in the era of industrialization.</p>	<p>Textbook <i>The American Pageant: Guidebook Exercises</i></p> <p>Primary Source materials and excerpts</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Assign students the separate roles of factory owner, male factory worker, female factory worker, child worker, and immigrant. Students will research the roles that each assumed during the industrialization era. Emphasis to be placed on acquiring and interpreting primary source documents.</p> <p>Students will be instructed to create a social class pyramid of mid-19th century America</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in research and panel discussion.</p> <p>Summative assessment regarding the effect industrialization had on socioeconomic status.</p> <p>Unit exam</p>
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SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.3	Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.9-12.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.9-12.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.9-12.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.WHST.9-10.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with America's economic growth and development. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to differences between northern and southern economies, inventions, and the social, political, and economic results of the factory system. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of America's economic evolution. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding America's economic growth and development for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the growth and development of the American economy will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. Research, accompanied by select presentations will reinforce the student's public speaking skills and response to criticism.

Unit 10 - Honors American Economic History I

Unit 10 - The Era of Reform and Southern Slavery System

Enduring Understandings

Individuals seek to reform society when social, political, and economic circumstances conflict with a nation's ideals.

Essential Questions:

What role does religion serve in American society?

How does reform play an integral part in changing American society?

How do reform movements shape the social, political, and economic landscape of a nation?

How does capitalism determine social and class structure of society?

Unit Goals:

Students will understand that reform movements occur to place society in tune with political ideals.

Recommended Duration: 2-3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did the Second Great Awakening promote significant and long lasting reform movements of the 19th century?</p>	<p>Describe the influence organized religion had on fueling social reform and democratizing the national institutions of education, slavery, and women's rights</p> <p>Horace Mann Seneca Falls Convention Declaration of Sentiments Abolition</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events that led to the establishment of new religious denominations</p> <p>Timeline of significant achievements of individual reform movements</p> <p>Primary and secondary source materials (images, political cartoons, quotes)</p> <p>1981 Advanced Placement United States History Exam Document Based Question</p> <p>2002 Advanced Placement United States History Exam Document Based Question</p> <p>Women's Rights Movement</p> <p>Abolitionist Movement</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Prepare a visual timeline of major events and figures from the era</p> <p>Instruct students to create a graphic organizer describing the fundamental beliefs of the major religious denominations established during the Second Great Awakening.</p> <p>Students may research the contributions of specific social reformers. (i.e. Horace Mann, Dorothea Dix, Elizabeth Cady Stanton, Frederick Douglass)</p> <p>Compare and Contrast the Declaration of Independence with the Declaration of Sentiments.</p> <p>Research how successful the 19th century reformers were in achieving their goals.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Completion of 1981 or 2002 Advanced Placement United States History Exam (Document Based Question)</p> <p>Student participation in research</p> <p>Matching the reform movement with the individual and group reformers</p> <p>Unit summative assessment</p>

<p>How were the economic benefits of slavery shared between the North and South?</p>	<p>Explain how southern cotton came to be known as “King Cotton” and become the South’s dominant cash crop</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events that exhibit the South’s growth and reliance on cash crops (i.e. tobacco, rice, sugar, cotton)</p> <p>Primary and Secondary source materials</p> <p>Statistics regarding southern cotton exports and slave population</p> <p>Maps of southern cotton production/distribution of slave populations</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Students will research how the northern and southern economies benefited from increased cotton production.</p> <p>Students will create graphs showing correlations between cotton production and the southern slave population.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation and completion of topical research</p> <p>Unit summative assessment</p>
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<p>How did the abolitionist movement in the North divide the United States along economic and geographic boundaries and contribute to the proslavery backlash in the South?</p>	<p>Analyze the lengths to which abolitionists went to promote their cause.</p> <p>Frederick Douglass William Lloyd Garrison Harriet Beecher Stowe Uncle Tom's Cabin Slavery as a "positive good."</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events which represent significant progress within the abolitionist crusade</p> <p>Primary and secondary source materials (images, political cartoons, quotes)</p> <p>Narrative of the Life of Frederick Douglass</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Students may create a character sketch of famed abolitionists and the contributions and arguments they made to the cause.</p> <p>Compare and contrast the moral arguments against slavery with those economic arguments in support of slavery.</p> <p>Complete photograph analysis of images of the plantation South.</p> <p>Class debate: Would the attempted abolition of slavery threaten the foundations of the Union? (Kennedy, Cohen, & Bailey)</p> <p>Class Debate: Is slavery incompatible with the most fundamental American principles?</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p> <p>Preparation of class debate arguments</p> <p>Unit summative assessment</p>
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SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.9-12.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.9-12.6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.
SOC.9-12.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.9-12.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.9-12.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.9-12.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with American's reform era. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to women's rights, abolition, and educational reform. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of the Era of Reform. Teachers may modify lessons in accordance with student ability. The unit allows for independent student work and activities where students can display comprehension of unit content.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding America's reform movements for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the Era of Reform will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. Analysis of economic data will promote a deeper understanding of economic fundamentals. Research, accompanied by select presentations will reinforce the student's public speaking skills and response to criticism.

Unit 11 - Honors American Economic History I

Unit 11 - Manifest Destiny and Sectionalism

Enduring Understandings:

Political and economic indifference divides nations along geographic lines.

Essential Questions:

How does geography shape political and economic systems?

What potential does compromise have in uniting a divided nation?

How can political compromise further divide a nation?

What factors contribute to the rise of political parties?

What role do elections play in reshaping political and economic policy?

What is the result when conflicting theories regarding government converge?

When are rebellions against the “legal” establishment considered morally “just?”

Unit Goals:

Understand the causes and effects of Manifest Destiny.

Identify the political, social, and economic impact of Manifest Destiny.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did “Manifest Destiny” influence American expansion during the mid-19th century?</p>	<p>Explain how territorial acquisitions with Texas, California, and Oregon defined early attempts of U.S. imperialism.</p> <p>Mexican-American War Treaty of Guadalupe Hidalgo Mexican Cession</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events illustrating America’s land acquisitions</p> <p>Map of the United States illustrating America’s westward expansion</p> <p>Primary and secondary source materials (images, political cartoons, quotes)</p> <p>1994 Advanced Placement United States History Exam Document Based Question</p> <p>Election of 1844 campaign & results</p> <p>Annexation of Texas</p> <p>Mexican-American War</p> <p>John O’Sullivan on Manifest Destiny</p> <p>John Gist’s <i>American Progress</i></p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Create a visual timeline of U.S. land acquisitions circa 1783 - 1853</p> <p>Students may research the social, political, and economic significance of territorial expansion. Emphasis should be placed on political and economic risks and rewards.</p> <p>Analysis of the long-term results of the Mexican-American War.</p> <p>Panel discussion: Discuss America’s movement westward in relation to the theory of Manifest Destiny. (Oregon, Texas, Mexican Cession)</p> <p>Interpretation of John Gast’s <i>American Progress</i> portrayal</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Complete 1994 Advanced Placement United States History exam document based question</p> <p>Scoring rubrics for class writings and projects</p> <p>Preparation of panel discussion pieces</p> <p>Unit summative assessment</p>

<p>How did the results of the Mexican-American War further divide the northern and southern states?</p>	<p>Describe how the sectional conflict and over slavery intensified during the 1850s</p> <p>Wilmot Proviso Compromise of 1850 Fugitive Slave Law - 1850 Kansas-Nebraska Act</p>	<p>Textbook</p> <p><i>The American Pageant: Guidebook Exercises</i></p> <p>Timeline of events illustrating America's land acquisitions</p> <p>Map of the United States depicting free states, slaveholding states, and territories open to popular sovereignty</p> <p>Primary and secondary source materials (images, political cartoons, quotes)</p> <p>Provisions of the Compromise of 1850</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Create character sketches of significant personalities of the era (i.e. David Wilmot, Zachary Taylor, Henry Clay, Stephen Douglas)</p> <p>Create a graphic organizer describing the provisions of the compromise of 1850.</p> <p>Compare and contrast the Compromise of 1850 with other previous attempts at compromise.</p> <p>Create a map of the United States labeling free states, slave states, and those territories open to popular sovereignty</p> <p>Panel Discussion: Examine how expanding slavery into the territories was of economic benefit to the South.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class research, writings, and projects</p> <p>Preparation of panel discussion pieces</p> <p>Unit summative assessment</p>
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<p>How did political and cultural developments further entrench sectional division during the 1850s?</p>	<p>Explain how the contribution of the abolitionist movement and political and judicial decisions promoted divisions between northern and southern states</p> <p>Underground Railroad Uncle Tom's Cabin Bleeding Kansas Lincoln-Douglas Debates</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Timeline of events signifying cultural, political, and judicial developments of the 1850s</p> <p>1982 Advanced Placement United States History Exam Document Based Question</p> <p>Primary and secondary source analysis</p> <p>The Underground Railroad</p> <p>Uncle Tom's Cabin excerpts</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Based on research on the Underground Railroad, students assume the identity of a fugitive slave and create journal entries regarding his escape to Canada.</p> <p>Create a character sketch of Harriet Beecher Stowe and explain the northern and southern responses to Uncle Tom's Cabin.</p> <p>Create a timeline of events with accompanying research regarding explanation and results of political and cultural developments of the 1850s.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Completion of 1982 Advanced Placement United States History Exam Document Based Question</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p>
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SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.3	Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
SOC.9-12.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.9-12.6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.
SOC.9-12.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.9-12.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
LA.9-10.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with America's westward expansion and the geopolitical response. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to the Mexican American War, the growth of the abolitionist movement, and political events of antebellum America. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of the causes and consequences of America's westward expansion. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information regarding America's westward expansion and geopolitical response for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Access to websites will further enhance the student's ability to comprehend the goals of the unit. Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to America's westward expansion will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the internet efficiently as more content-specific databases are established. Research, accompanied by select presentations and panel discussions will reinforce the student's public speaking skills and response to criticism.

Unit 12 - Honors American Economic History I

Unit - 12 The U.S. Civil War and the New South

Enduring Understandings:

Nations attempt to restore order after outbreaks of civil unrest.

Essential Questions:

What social, political, and economic ideas contribute to sectional imbalance?

How do elections alter the political and ideological landscape of a nation?

What determines the success or failure of compromise?

What are the social, political, and economic consequences of war?

How does a nation rebuild after years of civil unrest?

How do laws change the political and economic identity of a nation?

How does civil rights legislation not guarantee personal freedom?

Unit Goals:

Students will understand that the slavery question shaped the social, political, and economic landscape of the United States and culminated in civil war.

Recommended Duration: 3-4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why did the results of the election of 1860 prompt the southern states towards secession and all out civil war?</p>	<p>Explain the movement towards southern secession and the formation of the Confederate States of America after the election of Abraham Lincoln</p> <p>Election of 1860 Secession Beginnings of the U.S. Civil War</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Content specific graphic organizers</p> <p>Timeline of events leading up to the election of 1860 Timeline of the formation of the Confederate States of America</p> <p>Primary and secondary sources from the era</p> <p>Confederate States of America – Declaration of Secession</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation.</p> <p>Vocabulary: Identification and definition of key terms and people from the era.</p> <p>Students may research the political platforms of the presidential nominees in the election of 1860. Emphasis should be placed on their position regarding slavery.</p> <p>Students will publish a critical analysis of the Confederate declaration of secession. Students will identify the strongest arguments made by the seceding southern states.</p> <p>Students will create a visual timeline of the events leading up to the attack on Ft. Sumter.</p> <p>Panel Discussion: What were the economic consequences of southern secession?</p> <p>Class Debate: Resolved: The U.S. Civil War was inevitable.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p>

<p>How did the Union and Confederate economies differ and contribute to the outcome of the war?</p>	<p>Evaluate the strengths and weaknesses of both the Union and Confederacy before and during the war?</p> <p>Military technology Economic advantages Transportation Telegraph</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Content specific graphic organizers</p> <p>Primary and secondary sources from the era</p> <p>Statistics regarding Union and Confederate economies</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation.</p> <p>Vocabulary: Identification and definition of key terms and people from the era.</p> <p>Interactive white board applications and software</p> <p>Students will compare and contrast the economies of the Union and Confederate states before, during, and after the Civil War.</p> <p>Panel Discussion: Discuss the advantages and disadvantages of the Southern dependence on cotton and Lincoln's application of northern industry as a weapon of war.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p> <p>Unit summative assessment</p>
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<p>How did political and military turning points determine the outcome of the war?</p>	<p>Explain how the coordinated efforts of Abraham Lincoln and the Union army resulted in the preservation of the Union.</p> <p>Abraham Lincoln's first and second Inaugural Addresses Significant battles Emancipation Proclamation Gettysburg Address</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Content specific graphic organizers</p> <p>Timeline of major engagements between the Union and Confederate armies Timeline of significant political and economic decisions of the Lincoln administration</p> <p>Maps of Civil War battle sites</p> <p>Primary and secondary sources from the era</p> <p>Emancipation Proclamation</p> <p>Gettysburg Address</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Create a multimedia presentation of the major turning points of the U.S. Civil War.</p> <p>Create a political cartoon regarding Abraham Lincoln's Emancipation Proclamation.</p> <p>Students may write a reflection piece comparing and contrasting Lincoln's First and Second Inaugural Addresses, the Emancipation Proclamation, and Gettysburg Address</p> <p>Students may research and prepare a speech explaining why the North won and the South lost the Civil War. Emphasis to be placed on political and military leadership in addition to the application of economic resources.</p> <p>Class Debate: Resolved: Abraham Lincoln's Emancipation Proclamation was necessary to preserve the Union.</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p> <p>Unit summative assessment</p>
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<p>How did the results of the Civil War alter the social, political, and economic landscape of the United States and the livelihoods of African Americans?</p>	<p>Explain how Reconstruction policies influenced the evolution of the New South.</p> <p>Reconstruction Reconstruction Acts Reconstruction Amendments to the U.S. Constitution Economic development of the New South Election of 1876 Compromise of 1877</p>	<p>Textbook</p> <p><i>The American Pageant</i>: Guidebook Exercises</p> <p>Content specific graphic organizers</p> <p>Timeline of events during Reconstruction leading up to the Compromise of 1877</p> <p>Primary and secondary source materials (images, political cartoons, quotes)</p> <p>Reconstruction:</p> <p>Suggested educational excursion: Federal Reserve New York City, New York, New York Stock Exchange, New York, New York</p>	<p>Socratic instruction: Teacher guided questioning which necessitates a student response.</p> <p>Class notes: Provided through direct teacher instruction or independent student preparation</p> <p>Vocabulary: Identification and definition of key terms and people from the era</p> <p>Interactive white board applications and software</p> <p>Completion of photo analysis worksheet of Reconstruction era photography</p> <p>Compare and contrast the Reconstruction policies of Abraham Lincoln, Thaddeus Stevens, and Andrew Johnson</p> <p>Students may research the new circumstances and experiences of African Americans (i.e. Tenant farming, sharecropping)</p> <p>Panel Discussion: Based on the interpretations of modern historians, in what ways were the political freedoms extended to African American overshadowed by Reconstruction politics?</p>	<p>Homework assignments</p> <p>In-class questions and discussion</p> <p>Reading exercises</p> <p>Individual and group projects</p> <p>Student participation in daily class activities</p> <p>Scoring rubrics for class writings and projects</p> <p>Unit summative assessment</p>
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SOC.9-12.6.1.12	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.6.1.12.4	The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
SOC.9-12.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.9-12.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.9-12.6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
SOC.9-12.6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
LA.9-10.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LA.9-10.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.9-10.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
LA.9-10.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.9-10.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.9-10.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.9-10.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
TEC.9-12.	Effective use of digital tools assists in gathering and managing information.

Differentiation

This unit can be adjusted to accommodate cooperative learning assignments and projects in relation to topics associated with U.S. Civil War and era of Reconstruction. The teacher may provide additional reading material of varying reading ability on select topics including, but not limited to political and military decisions, key battles of the Civil War, and the plight of African Americans during the 1870s. Teacher lessons may reflect activities that appeal to a wide range of academic abilities and intelligences, which will enable them to fulfill their understanding of the U.S. Civil War and evolution of the New South. Teachers may modify lessons in accordance with student ability.

Technology

Students will be able to gain a broad understanding and deep appreciation for the unit by accessing the abundance of information available on the Internet. Digital databases store more information than the standard print resources made available to the students. Students will be able to access information and photographs regarding the U.S. Civil War and Reconstruction for the purposes of producing unit timelines and critically analyzing primary and secondary sources published online. Access to websites will further enhance the student's ability to comprehend the goals of the unit. Students will be encouraged to engage in Web 2.0 tools, such as Quizlet, Prezi, and Glogster, in order to collaborate with peers and share unit-specific data.

College and Workplace Readiness

Students will apply the life-long skills of critical reading, comprehension and analysis throughout the coursework assigned in this unit. Writing skills will be reinforced using proper grammar and application of an increased vocabulary. Producing a timeline of events with regards to the U.S. Civil War and era of Reconstruction will reinforce their recognition of cause and effect relationships. Application of technology-based resources for research purposes will prepare them to search the Internet efficiently as more content-specific databases are established. Research, accompanied by select presentations will reinforce the student's public speaking skills and response to criticism. The opportunity to work independently and in small groups will expand the student's ability to complete tasks in contrasting environments.