

Curriculum Guide

Name of Course: American Studies I Written/Revised 2012

Course Number: Number Credits: 5

Level of Course: Replacement

Prerequisite: none

Course Description:

American Studies One has been designed as the second year required Social Studies course. American Studies One is presented on five separate levels of instruction. These levels are: Honors, College Prep - A, and College Prep - B, College Prep C, and Special Education Replacement. All levels of instruction have been designed to enable every student to understand and appreciate the forces that have shaped the United States of America. By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each content standard.

Core Curriculum Content Standards Addressed:

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles. Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Course Outline/ Timeline:

Marking Period One

Unit One : The Colonial Era - The Making of the American Mind

Chapter 7 – A Government is Formed (1783-1791)

Unit Goals

To describe the problems Americans had with land ownership, trade, and Spain.

To explain why the government under the Articles of Confederation was weak and ineffective.

To explain the importance of Shay's Rebellion

To describe the events that led to the calling of the Constitutional Convention.

To compare and contrast the Virginia and New Jersey Plans.

To explain the deadlock between the larger and smaller states.

To describe the terms of the Great Compromise.

To explain how the branches of the federal government provide for a separation of powers.

To explain the provisions of the Northwest Ordinance.

To explain the beliefs of the Federalists and Anti-Federalists.

To describe the ratification of the Constitution.

To explain why the Bill of Rights was added to the Constitution.

To examine the Freedoms guaranteed in the Bill of Rights

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Student will construct a graphic organizer that details the weaknesses of the Articles of Confederation.

The students will review the Preamble to the Constitution and list the goals of the government that it establishes. For each goal, the students will identify at least two constitutional provisions , laws or government actions that further that goal.

The students will complete a classroom project in which they will be divided into one of two groups: the Federalists or the Anti-Federalists.

Each group will be responsible for creating and presenting a speech that summarizes their group's position toward the new Constitution and the arguments that support that position.

Each student will research the role of a founding father of the Constitution. Each student will prepare a brief, autobiographical speech that summarizes their character's beliefs about the roles in the new government. Students will present their findings in a brief panel presentation.

All students are to complete all written reading content quizzes and all chapter tests.

Chapter 8 - Political Parties Develop (1788-1809)

Unit Goals

To identify the first cabinet members and the positions they held.

To explain why a financial plan was needed and what it was.

To give reasons why the plan was unpopular with some and to tell what compromise was reached so that it could be passed.

To identify the countries that caused problems for the United States and why.

To explain Washington's solutions to problems with foreign nations.

To list Washington's contributions to America.

To identify who became the 2nd President, new Vice President, and the issues between Adams and Jefferson.

To explain why the Federalist Party began to decline.

To identify who became President after Adams and how.

To identify key events in Jefferson's presidency.

To explain what the Louisiana Purchase was and why it was important.

To explain where Lewis and Clark explored.

To identify where Zebulon Pike explored.

To describe Jefferson's plans for keeping the United States out of war.

Unit Objectives

1.

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will construct Venn diagrams that elaborate on the section title, "Liberty versus Order in the 1790's." Students should label one circle of their diagrams "Liberty" and the other "Order." In each circle, students should record appropriate examples that they gather from their readings of the section. Students should fill in overlapping areas with events or conditions of the time that were common to both.

Students should work together to construct a two-column table listing “President Jefferson’s Beliefs” and “President Jefferson’s Actions.” Students will draw connections and disconnects between both columns.

Students will write a chapter summary of the section using the major headings in their textbook as the basis for their paragraph topic sentences.

Students will create a brochure describing the benefits of the Louisiana Purchase for the United States.

All students are to complete all written reading content quizzes and all chapter tests.

Chapter 9 – The Young Nation Goes to War (1809-1815)

Unit Goals

1.

To identify Madison’s plan to keep the country out of war.

To explain what factors were moving the country closer to war.

To describe the differing points of view about going to war.

To identify reasons why the US was not prepared for war.

To identify America’s successes and failures during the early part of the War of 1812.

To describe the battles the Americans won.

To explain what happened at Washington DC and Baltimore.

To identify the provisions of the Treaty of Ghent.

To explain why the Battle of New Orleans was fought.

To identify some results of the war.

Unit Objectives

1.

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will analyze, line by line, Francis Scott Key’s national anthem. They will be able to identify the symbolism and historical significance of Key’s national anthem.

Students will take the roles of New England Merchants, Southern Farmers, or Western Frontier Settlers and debate the reasons why the US should or should not enter into war with Britain in 1812.

All students are to complete all written reading content quizzes and all chapter tests.

Unit Projects/Activities:

1. Legislation Bill Group Project- Students will write, present, debate, and seek to pass a bill/amendment.

RH 9-10.1
RH 9-10.4
RH 9-10.6
RH 9-10.7
RH 9-10.8
RH 9-10.9

WHST 1:a
WHST 1:b
WHST 1:c
WHST 1:d
WHST 1:e

2. Louisiana Purchase Historical Pamphlet. Students will design a pamphlet highlighting the significance of the purchase.

RH 9-10.4
RH 9-10.3
RH 9-10.5
RH 9-10.7

WHST 1:c
WHST 1:d
WHST 1:e

3. Lewis and Clark Interactive Web quest

RH 9-10.1
RH 9-10.2
RH 9-10.3
RH 9-10.4
RH 9-10.5
RH 9-10.6
RH 9-10.7
RH 9-10.8
RH 9-10.9
RH 9-10.9

WHST 1:a
WHST 1:b
WHST 1:c
WHST 1:d
WHST 1:e

- 4.

Unit Films : *George Washington : The Man Who Wouldn't Be King*

Jefferson's Blood
The Duel
1812
Founding Brothers
Founding Fathers
Ken Burns - Lewis and Clark

Marking Period Two

Unit 2: Expansion and Reform

Chapter 10 A New Spirit of Expansion (1816-1824)

Unit Goals

To list ways the United States expanded between 1816 and 1824.

To identify characteristics of pioneers who settled the West and list problems frontier states faced.

To understand the farming economy of the South and its connection to slavery.

To describe the industrial focus of the North.

To comprehend the political unity and goodwill generated in Monroe's presidency.

To describe how problems along the border with Spanish Florida led to conflict and expansion.

To identify the regional power struggles that led to compromises regarding slavery.

To identify the Missouri Compromise as a political move to ease North-South tension.

To detail the development and importance of the Monroe Doctrine.

To identify the candidates for President in 1824 and why the House chose John Quincy Adams as President.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

All students are to complete all written reading content quizzes and all chapter tests.

Students will create a state in order to gain a greater understanding of the sectionalism developing in the US at this time.

Students will create a Missouri Compromise map.

Chapter 11 – Political Changes Take Place (1825-1838)

Unit Goals

To identify why John Quincy Adams was unpopular.

Describe the Tariff of 1828 and southern opposition to the bill.

To identify unique characteristics of Andrew Jackson's political style and explain his popularity.

To describe Nat Turner's slave revolt and its consequences.

To identify the reaction of each region to tariffs.

To explain the Ordinance of Nullification and Jackson's response to it.

To explain why Jackson wanted to destroy the Bank of the US.

Describe the reasons for and impact of the Indian Removal Act.

Unit Objectives

1.

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will construct a re-election poster for President Jackson that reflects his views, background, and personality that would appeal to the voters at the time.

All students are to complete all written reading content quizzes and all chapter tests.

Students will explain in essay form how Jackson's actions as President were consistent with the political views that he expressed before his election. Also, how these views gave hope to the common man and encouraged the spirit of capitalism.

Students will be able to state some ways in which Jackson's presidency strengthened the power of voters and brought about a more limited government. Did Jackson achieve what he set out to accomplish?

Chapter 12 – America Becomes More Democratic (1825-1858)

Unit Goals

To explain why the US did not have an Industrial economy in the early 1800s.

To describe several inventors and their inventions that changed the US into an Industrial giant.

To describe the poor land and water transportation in the early 1800s.

To explain how steamboats, canals, and railroads improved transportation.

To explain how the pony express and telegraph improved communication.

To examine the reasons for increased immigration in the 1820s.

To identify the US as a melting pot in which many different cultures come together.

To describe the poor education received by most Americans before 1800.

To identify the improvements in public education accomplished by Thomas Jefferson, Andrew Jackson, Horace Mann, and others.

To describe the first textbooks by Noah Webster.

To describe important antislavery works and writers.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students are to create their own version of *The North Star*, an antislavery newspaper founded by Frederick Douglass and Martin Delany. Students should divide the project jobs which include editor, writer, illustrator, and feature editors for topics such as the Underground Railroad or slave revolts.

Students will follow the evolution of an invention from the 1800s through today, noting important improvements and innovations to the invention along the way.

All students are to complete all written reading content quizzes and all chapter tests

Chapter 13 – The Country Grows Larger (1841-1850)

Objectives

To describe the election of William Henry Harrison and his death one month after taking office.

To describe Manifest Destiny and the election of President Polk, who favored quick expansion.

To identify causes of the war between the US and Mexico.

To describe important leaders and battles of the Mexican War.

To describe the Treaty of Guadalupe Hidalgo.

To emphasize that the US gained over a million square miles of land during Polk's term.

To explain how the argument over slavery into the West led to the election of Zachary Taylor as President.

To describe the cause of the California gold rush and its effect on California's population.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will examine modern political campaigns and compare the campaign strategies of the 1800s to the way that campaigns are run today. Students will discuss the role of mudslinging and its place in American politics. In addition, students will conduct their own campaign for school president.

All students are to complete all written reading content quizzes and all chapter tests.

Unit Projects : Clay, Calhoun, and Webster Newspaper Project

1. Students will compose a local newspaper from the home state of one of three statesmen listed above that represents their position on the leading issues of the day.

RH 9-10.1

RH 9-10.2

RH 9-10.3

RH 9-10.4

RH 9-10.5

RH 9-10.6

RH 9-10.7

RH 9-10.8

RH 9-10.9

RH 9-10.10

WHST 1:a

WHST 1:b

WHST 1:c

WHST 1:d

WHST 1:e

2. Andrew Jackson Report Card

Students rate Andrew Jackson's foreign and domestic policies

RH 9-10.1

RH 9-10.4

RH 9-10.5

RH 9-10.6
RH 9-10.8
RH 9-10.9
RH 9-10.9
RH 9-10.10

WHST 1:a
WHST 1:b
WHST 1:c
WHST 1:d
WHST 1:e

Unit Films : *Jackson: Biography Channel*

Marking Period 3

Unit 3: Civil War and Reconstruction

Chapter 14 – The Slavery problem Grows (1850-1854)

Objectives

To describe how northerners and southerners felt about abolition.

To give the terms of the Compromise of 1850.

To explain the Fugitive Slave Law.

To explain how the Underground Railroad helped slaves escape slavery.

To describe the importance of cotton to both the northern and southern economies.

To identify the need for a transcontinental railroad.

To explain the Kansas-Nebraska Act and the conflict it caused.

To describe the formation of the Republican Party.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will work in pairs or small groups to create a time line titled “The Road to the Civil War.” Students will begin with the Kansas-Nebraska Act and end with John Brown’s Raid on Harpers Ferry. Students will then present their findings to the class.

All students are to complete all written reading content quizzes and all chapter tests.

Chapter 15 – The Country Separates (1854-1861)

Objectives

- To explain why people flocked to Kansas.
- To identify reasons why violence erupted in Kansas.
- To identify a kind of fighting that took place in Congress.
- To list the candidates and winner in the Election of 1856.
- To explain the importance of the Dred Scott decision.
- To identify the results of the Lincoln-Douglas debates.
- To tell what happened at Harper's Ferry and why.
- To identify the issues in the Election of 1860.
- To explain what happened as a result of the Election of 1860.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will work in pairs or small groups to create a time line titled "The Road to the Civil War." Students will begin with the Kansas-Nebraska Act and end with John Brown's Raid on Harpers Ferry. Students will then present their findings to the class.

Students will create PowerPoint presentations outlining twelve major causes of the Civil War. Based on these causes, students will write an essay defending or refuting this statement, "The Civil War was inevitable".

All students are to complete all written reading content quizzes and all chapter tests.

Chapter 16 – The Civil War (1861-1865)

Unit Goals

- To identify a compromise suggested to avoid war.
- To list actions the seceded states took.
- To discuss Lincoln's efforts to preserve the Union.
- To explain what happened at Fort Sumter.

To identify advantages that the North and South had.

To describe the plan for war for each side.

To identify what happened at the battles fought during the early part of the war.

To identify some of the military leaders on both sides of the war.

To describe what the Emancipation Proclamation was.

To tell what many runaway enslaved people did during the war.

To explain what happened in battles later in the war.

Interpret the message of the Gettysburg Address.

To describe what happened later in the war under Grant and Sherman.

To tell how the war ended.

To describe the heavy losses in the war.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Since the Civil War was the first war to be covered by newspaper reporters, students will design reports that are illustrated with the work of Civil War photographers Matthew Brady and Alexander Gardner and demonstrate the effect that such reporting had on the civilian population on the home front.

All students are to complete all written reading content quizzes and all chapter tests.

Unit Projects : Civil War Project

1. Causes of the Civil War Cube Activity

Students create a paper cube, each side presenting some aspect of the cause of the Civil War

RH 9-10.1

RH 9-10.2

RH 9-10.3

RH 9-10.4

RH 9-10.5

RH 9-10.6

RH 9-10.7

RH 9-10.8

RH 9-10.9

RH 9-10.10

WHST 1:c

2. Civil War Photo One Pager

Student choose a primary source Civil War photo to analyze

RH 9-10.1

RH 9-10.2

RH 9-10.3

RH 9-10.4

RH 9-10.5

RH 9-10.6

RH 9-10.7

RH 9-10.8

RH 9-10.9

RH 9-10.10

WHST 1:c

Guest Speaker – Vince Mohan – Civil War soldier impersonator

Unit Films : *The History Channel: The Civil War*
Glory

Ken Burns' Civil War

Wild West Tech

Wounded Knee

Marking Period Four

Chapter 17 - Reconstruction (1865- 1877)

Unit Goals

Learn about conditions in the South after the Civil War.

Analyze Lincoln and Johnson's reconstruction plans.

Find out how newly freed slaves began to rebuild their lives.

Discover how the Black Codes and the Fourteenth Amendment are related.

Learn the importance of the Fifteenth Amendment.

Find out how farming changed in the South after the Civil War.

Review the successes and failures of Reconstruction.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

Students will research and examine political cartoons from the Reconstruction era. They should be able to reveal the message the artist was trying to portray, important symbols used, and give their opinions on the cartoon. This information will be presented to the class.

All students are to complete all written reading content quizzes and all chapter tests.

Unit 4- Development of Industrial and Modern America **Chapter 18 – Settling the American Frontier (1862 - 1929)**

Unit Goals

To describe various ways people and goods traveled westward and the dangers they faced.

To explain who built the transcontinental railroad and why.

To identify reasons miners came west.

To describe what the Homestead Act was and the problems homesteaders faced.

To describe the lifestyle of the Plains Indians.

To explain why American Indians were moved to reservations.

To describe what happened at Little Big Horn and Wounded Knee.

To explain how the frontier became new states.

Unit Objectives

1.

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

All students are to complete all written reading content quizzes and all chapter tests.

Students will work in small groups to create an annotated map showing some of the hardships that were faced by settlers moving West. Students are to select a specific journey such as a farm family moving from Vermont to Kansas, as the source for their maps.

4.

Students will report on the various aspects of the culture of the Plains Indians. These should include tribal organization, daily life, spiritual belief, housing, transportation, clothing, art, legends, and famous leaders. Students should present their findings to the class with accompanying illustrations.

Chapter 22 – America Becomes a World Power

Unit Goals

To explain why the US was interested in Cuba.

To discuss how the sinking of the USS Maine affected the relations between Spain and the US.

To describe the battles that took place in the Philippines and Cuba.

To explain how, by gaining Puerto Rico, Guam, and the Philippines from Spain, the US took a step toward becoming a world power.

To discuss the relationship of the US and Cuba between 1898 and 1902.

To explain the Open Door Policy.

To explain how foreign control of China led to the Boxer Rebellion..

To describe Roosevelt's actions to reform America at home and strengthen its position abroad.

To list the legislative, electoral, and social reforms advocated by the Progressives and the muckrakers.

To identify reasons for building the Panama Canal

To explain Big Stick Diplomacy.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

All students are to complete all written reading content quizzes and all chapter tests.

Students will consider the voices that spoke against imperialism. Students will react to the proposal of a constitutional amendment that outlaws imperialism through working in small groups to compose such a law. Students will include a definition of imperialism and discuss the passage of the law with the entire class.

Chapter 23 World War I (1913 -1920)

Unit Goals

1.

Identify the major causes of World War I.

Understand how the conflict expanded to draw in much of Europe.

Analyze how the United states responded to the war in Europe.

Discover how Germany' use of submarine warfare affected the war.

Analyze the preparations taken by the United States prior to 1917.

Study the ways that U.S. troops turned the tide of the war.

Learn about the conditions in Europe and America after the war.

Find out how the War changed the lives of Americans on the home front.

Discover the expectations that Wilson and the Allies brought to the Paris Peace Conference.

Learn about the important provisions and the American reaction to the peace treaty.

Unit Objectives

Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.

All students are to complete all written reading content quizzes and all chapter tests.

Students will design propaganda posters that attempt to do one of the following: convert or strengthen public opinion in support of the United States joining World War I, the recruitment of soldiers, nurses, or ambulance drivers; or the recruitment of women to replace men in the armed forces.

Unit Projects :

1. Imperialism/World War I Propaganda Poster Project

Students create a propaganda poster for WWI or Imperialism

RH 9-10.1

RH 9-10.5

RH 9-10.6

RH 9-10.7

RH 9-10.8

RH 9-10.9

RH 9-10.10

WHST 1:c

WHST 1:e

2. Imperialism/World War I Newspaper Project

Students create a newspaper for WWI or Imperialism

RH 9-10.1

RH 9-10.2

RH 9-10.3

RH 9-10.4

RH 9-10.5

RH 9-10.6
RH 9-10.7
RH 9-10.8
RH 9-10.9
RH 9-10.10

WHST 1:a
WHST 1:b
WHST 1:c
WHST 1:d
WHST 1:e

Unit Films : *The Story of T.R.* (selections)
The Lost Brigade,
The Making of the Panama Canal
Johnny Got His Gun
Fly Boys

Exams

Mid Term, Final: Exam

Additional Assignments and Materials:

Reference/Textbook:

Text : **United States History**, King Wayne E., Napp, John L.; AGS Publishing

Evaluation Tools:

Tests , Essays
Projects
Quizzes
Homework
Classwork

Additional Course Policies:

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

WHST 1:a
WHST 1:b
WHST 1:c
WHST 1:d
WHST 1:e