

Southern Regional High School District Course of Study

Department SOCIAL STUDIES

Course Title: U.S. History I – Average and Basic

Course Numbers: U.S. History I Average - #4210
 U.S. History I Basic - #4200

Essential Questions of the Course:

- 1. What are the essential principles of American Democracy?**
- 2. How has America become a world leader?**
- 3. How has geography affected the development of the United States?**
- 4. What factors have influenced the social and cultural values of the people of the United States?**
- 5. How have economic forces affected the development of the United States?**
- 6. How has technology affected the development of the United States?**

Assessments:

- 1. The students will create and interpret maps showing the development of America over the last three hundred years.**
- 2. The students will analyze and evaluate the key contributions of the major individuals and documents of American democracy.**
- 3. The students will analyze the evolution and evaluate the influence of economic and technological developments that enabled the United States to become a world leader.**
- 4. The students will compare and contrast the challenges presented by a culturally diverse American Society.**

Unit Title: Democratic Roots & Colonial Era to 1800 – Unit I

Essential Questions of the Unit:

- 1. What democratic values of today were derived from the Colonial era?**
- 2. How has our political, social and economic heritage evolved from this period?**

Assessments:

- 1. Students will compare and contrast Hamiltonian versus Jeffersonian political ideas.**
- 2. Students will construct an expository (point of view) essay in which they will examine the views of the present day political parties?**
- 3. Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period.**

Content:

- **Roots of Democracy**
- **British Roots**
- **American Documents**
 - **Mayflower Compact**
 - **Articles of Confederation**
 - **Constitution**
- **Colonial Americans**
 - **Ethnic, religious and class influences**
- **Womens' Role**
- **Native Americans**
- **Revolutionary War**
 - **NJ Perspective**
- **Development of Political Parties**
- **Life During This Era**
- **Foreign Policy in the Federalist Era**
- **Alabama Supreme Court and the Ten Commandments tie to the study of the Constitution (August 2001)**
- **Anthrax attacks (Sept. 2001) tie to Pontiac's War (giving smallpox infected blankets to the Indians).**
- **The treason of John Walker Lindh (December 2001) tied to General Benedict Arnold during the American Revolution.**

Skills:

- 1. The students will demonstrate cause and effect relationships between colonial values and the evolution of contemporary democracy.**
- 2. The students will analyze the Constitution and the new government it created.**
- 3. The students will gather and organize information concerning contemporary political viewpoints.**
- 4. The students will use tables and graphs to understand the demographics of Colonial America.**

Purpose / Rationale of the unit:

The study of the Colonial, Revolutionary and Federalist eras in United States history is essential for all students. The foundations for many of the most critical developments in our subsequent national history were established in those years. Without an understanding of these formative years, it is almost impossible for students to understand such critical developments as the formation of our political institutions and values; our economic system; our multi-ethnic and culturally diverse composition; our troublesome history of slavery and the special sense of destiny or mission in the American culture.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

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.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., *Marbury v. Madison*-1803; *Federalist #78*; *United States v. Nixon*-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

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.

B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; the Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech-1941; President Kennedy's Inaugural Address 1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
6. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.

D. Citizenship

1. Evaluate the characteristics needed for effective participation in civic and political life.
2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.
4. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).

New Jersey Core Curriculum Content Standards:

E. International Education: Global Challenges, Cultures, and Connections

5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation.)
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, and field trips to government sites).
8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.

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

D. Colonization and Settlement (1585-1763)

1. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
2. Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.
4. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.
5. Discuss Spanish exploration, settlement, and missions in the American Southwest.

E. Revolution and the New Nation (1754-1820)

1. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.
2. Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.
3. Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders, the creation of the Alien Sedition Acts).
4. Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.
5. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.

New Jersey Core Curriculum Content Standards:

6. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).
7. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).
8. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.
9. Describe the origin and development of the political parties, the Federalists, and the Democratic Republics (1793-1801).

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.

E. Environment and Society

7. Describe how and why historical and cultural knowledge can help improve present and future environmental maintenance.

Instructional Activities:

- **Students will write an expository essay.**
- **Students will use maps, graphs, and charts to better understand colonial life in the colonies.**
- **Students will construct a chart comparing Federalist and anti-Federalist ideas.**
- **Role playing/debate on the constitutional “Great Compromise.”**

Materials and Resources:

- **Chart: Hamilton vs. Jefferson**
- **Teacher-generated organizer on modern day Democrats and Republicans.**
- **Textbook: America, Pathways to the Present**
- **Video: Constitution – The Great Compromise**

Unit of Study

Unit Title: The Emerging New Nation: 1800-1860 Unit II

Essential Questions of the Unit:

- 1. How has the controversy between state versus federal authority developed and continued to the present time?**
- 2. How did geography affect social, political and economic conditions of the pre-Civil War period?**
- 3. How did reform emerge during this period and influence future social change?**
- 4. How did western expansion generate conflict in the ante-bellum period?**

Assessments:

- 1. Students will produce a map reflecting the westward expansion of the new nation.**
- 2. Students will create a graphic organizer comparing and contrasting the administrations of Jefferson and Jackson.**
- 3. Students will write an essay in which they assess the validity of Manifest Destiny during the 1840s.**

Content:

- **Jeffersonian Democracy**
- **States' Rights Conflict vs. Federal Supremacy**
- **Judicial Review**
- **Jacksonian Democracy**
 - **Armistad Revolt 1839-1842**
- **Expansion and Conflicts**
 - **Geographical**
 - **Population**
 - **Social**
 - **Economic**
 - **Culture**
 - **Cultural Diversity**
- **Foreign Policy**
- **Social Reform**
- **Tie destruction of World Trade Center and attack on Pentagon September 2001) to the burning of Washington, D.C. during the War of 1812.**
- **Tie American attack on Afghanistan (October 2001) to war on Barbary Pirates during Jefferson's Administration.**
- **Tie the 2000 election (January 2001) into the election of 1800 and the election of 1824.**

Skills:

- 1. Students will write an essay in which they defend their viewpoint on Manifest Destiny.**
- 2. Students will take part in a simulation in which they engage in conflict resolution and negotiation.**
- 3. Students will construct and interpret maps illustrating westward expansion.**

Purpose / Rationale of the unit:

The study of the expanding nation prior to the Civil War is vital, for this was one of the formative eras in the nation's history – a period of dramatic territorial expansion, economic growth, and industrialization, all spurred on by the great optimism of many Americans of European ancestry that anything was possible with hard work, imagination, and the unleashing of the maximum freedom of the individual. The vitality of this era, the democratic spirit, and the religious faith deeply united in the 19th Century American character were reflected in nearly every sphere of American life. However, this era was also characterized by the development of important sectional differences over slavery and its expansion into the West, over protective tariffs, and over States' nullification rights.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

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.

A. Civic Life, Politics, and Government

1. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

B. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; the Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech-1941; President Kennedy's Inaugural Address 1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").

C. The Constitution and American Democracy

1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.

A. Citizenship

2. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations' Universal Declaration of Human Rights.

B. International Education: Global Challenges, Cultures, and Connections

2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, and health issues).
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

New Jersey Core Curriculum Content Standards:

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

- F. Expansion and Reform (1801-1861)
4. Discuss the political interests and views of the War of 1812 (e.g., US responses to shipping harassment, role of Native Americans, role of white settlers in the Northwest Territory; congressional positions for and against the war).
 5. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.
 6. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

9. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.

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.

- A. The World in Spatial Terms
1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
 2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
- D. Human Systems
1. Analyze the impact of human migration on physical and human systems.
 2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects on cultural diffusion over distances).
 3. Analyze the historic movement patterns of people and their goods, and their relationship to economic activity.
 4. Analyze the processes that change urban areas.
 5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.
- E. Environment and Society
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey, and analyze the basis for increasing global interdependence.
 5. Evaluate policies and programs related to the use of local, national and global resources.

Instructional Activities:

- **Mock impeachment trial or leadership simulation of Andrew Jackson.**
- **Complete a map activity illustrating the geography of westward expansion.**
- **Write an essay expressing a view on the validity of Manifest Destiny.**

Materials and Resources:

- **Simulation procedures and issues chart.**
- **Reference materials on Andrew Jackson including books and Internet.**
- **Maps on “Texas Revolution “ and “Mexican War.”**

Unit of Study

Unit Title: Division and Reconstruction: 1850-1877 – Unit III

Essential Questions of the Unit:

- 1. Civil War historian Shelby Foote stated that to understand America today, one has to have a firm understanding of the Civil War. Why?**
- 2. How are the Civil Rights issues of the 20th Century related to the Reconstruction Era?**

Assessments:

- 1. Students will demonstrate an understanding of the issues that led to the Civil War.**
- 2. Students will produce and analyze a chart in which they assess the reasons for the eventual Northern success in the Civil War.**
- 3. Students will evaluate the unresolved issues from the Reconstruction Period that led to the contemporary Civil Rights struggles.**

Content:

- **Issues dividing North and South**
 - **Social**
 - **Economic**
 - **Cultural**
 - **Political**

- **Civil War**
 - **Cause and Effect**
 - **Strategy**

- **Reconstruction**

- **Discrimination**
 - **Racial**
 - **Gender**
 - **Ethnic**
 - **Religious**
 - **Economic**
 - **Wealth**

- **Tie the 2000 election (January 2001) into the election of 1876.**

Skills:

1. The students will be able to analyze and evaluate the causes of the Civil War.
2. The students will be able to analyze and evaluate the effects of the Civil War and discuss its impact on the future development of the nation.
3. The students will be able to construct a chart comparing and contrasting Northern and Southern strengths.

Purpose / Rationale of the unit:

The American Civil War remains, in many respects, the pivotal event in American history. On its outcome depended the survival of the United States as one nation forged out of the Revolutionary War. On the Civil War's outcome depended the nation's ability to extend its struggle to bring to reality the democratic ideals of liberty, equality, justice, and human dignity.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

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.

A. Civic Life, Politics, and Government

2. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate’s advise and consent process, and the use of litmus tests).
6. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
7. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper, and television polls) and how public opinion can be influenced by the government and the media.

B. American Values and Principles

3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington’s Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; the Gettysburg Address; President Franklin Roosevelt’s “Four Freedoms” speech-1941; President Kennedy’s Inaugural Address 1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.’s “I Have a Dream” speech and the “Letter from Birmingham Jail”).
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the Role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

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

- A. Civil War and Reconstruction (1850-1877)
 - 1. Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections, the development of the Jersey Shore, and the roles of women and children in New Jersey factories.
 - 2. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.
 - 3. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13th, 14th, and 15th amendments to the United States Constitution.

Instructional Activities:

- **Analyze a graph of resources of the North and South.**
- **Produce a Civil War map.**
- **Analyze issues of President Andrew Johnson’s impeachment trial by reading documents or conducting a mock trial.**
- **Write a letter to President Grant assuming the “persona” of a white plantation owner and a freed man after the Civil War.**
- **Construct an essay evaluating the causes of the Civil War.**
- **Students may view appropriate videos covering the period (e.g., Ken Burns’ Civil War series: “Glory”, Amistad,” etc.).**
- **Conduct a mock slavery trial to explore the legality and moral implications of slavery, the Fugitive Slave Act, etc.**

Materials and Resources:

- **Resource of the North and South - Data/Graph**
- **“Blank” Civil War map with directions**
- **Civil War Re-enactor Program**
- **Videos:**
 - **“Profiles in Courage – Sen. Edmund Ross”**
 - **“Reconstruction”**
 - **Ken Burns’ Civil War Series**
 - **“Glory”**
 - **“Amistad”**

Instructional Activities:

Civil War – NJ History

- **Read the editorials from The American Standard.**
- **Answer questions 1-3 on the bottom of the handout. Discuss answers in class.**
- **Write a “letter to the editor” expressing your opinion of their editorials.**

Materials and Resources:

- **Handout – “Northern Viewpoints: The Rebs”**
- 1. **“The Southern Confederacy” in The American Standard, Feb. 12, 1881, Jersey City, NJ**
- 2. **“Rebel Intentions” in The American Standard, Sept. 1862, Jersey City, NJ**

***<http://www.scc.rutgers.edu/njh/Civ War/Oppose/nview.htm>**

Unit of Study

**Unit Title: The Transformation from an Agricultural to an Industrial Society:
1860-World War I – Unit IV**

Essential Questions of the Unit:

- 1. Did the Industrial Revolution undermine or enhance the American dream?**
- 2. How does capitalism/economic freedom clash with individual rights?**
- 3. How did the Industrial Revolution change the American culture?**
- 4. What conflicts emerged as a result of westward expansion?**
- 5. What was the purpose of Progressive Era reforms?**

Assessments:

- 1. Students will demonstrate an understanding of the issues separating the industrialists and labor.**
- 2. Students will evaluate economic, political, geographical, and social factors which affected westward expansion.**
- 3. Students will construct an essay in which they determine the contributions of the Progressive Movement on 20th Century America.**

Content:

- **Settlement of the West**
- **Railroads**
- **Politics and Corruption**
 - **Gilded Age**
- **Industrialization**
- **Urbanization**
- **Immigration**
- **Culture**
- **Society**
 - **Women**
 - **Native Americans**
- **Progressive Reform**
- **Government Regulation**
- **Tie Timothy McVeigh and the Oklahoma City bombing (June 2001) to the anarchist movement of the late 19th and early 20th centuries (e.g., Haymarket massacre, McKinley assassination, Wall Street bombing.**
- **CIA admits no imminent threat from weapons of mass destruction (February 2004). Tie to Spanish-American War “Yellow Press” and “Jingo Journalism.”**

Skills:

- 1. The students will be able to discuss the process of industrialization and its impact on the political, economic and social fabric of the nation.**
- 2. The students will be able to debate the pros and cons of Manifest Destiny.**
- 3. The students will construct an essay on the value of the Progressive Movement.**

Purpose / Rationale of the unit:

From the era of Reconstruction to the end of the 19th Century, the United States experienced an economic transformation that students must understand if they are to comprehend the origins of modern American life and the legacies of an era that still shapes our lives. It was an era in which the explosive growth of the economy, fed by the 19th Century technological revolution and the advance of heavy industry, changed the United States from what had been a “developing nation” before the Civil War to an economic giant. Understanding the dynamics of this era will cast important light for students on two of the central themes in American history: the many forces behind the development of the American economy and the impact of economic and technological changes of social, political, and cultural developments in the nation. In addition, one must study the Progressive Era because it included the nation’s most vibrant set of reform ideas and campaigns in the 100 years between the reforms of the 1830s-1840s and the New Deal.

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Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Analyze how historical events shape the modern world.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

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.

B. American Values and Principles

5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
6. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

D. The Constitution and American Democracy

4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

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.

A. International Education: Global Challenges, Cultures, and Connections

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organizations (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).

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

B. The Industrial Revolution (1870-1900)

1. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:
 - Inventions such as the telephone and electric light
 - The formation of Standard Oil Trust
 - The Interstate Commerce Act
 - The Sherman Anti-Trust Act
2. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
3. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.
4. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.
5. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).
6. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.

I. The Emergence of Modern America (1890-1930)

2. Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).

Instructional Activities:

- **Analysis of political cartoons.**
- **Role playing/debate: Immigration Policy.**
- **Read excerpts from Upton Sinclair’s “The Jungle.”**
- **Populism: Analyze the ideas of William Jennings Bryan (“Cross of Gold” speech, etc.)**
- **Essay: Students will evaluate the effects of the Progressive Movement.**
- **Students will interpret maps relating to westward expansion.**

Materials and Resources:

- **Background information on U.S. immigration policy**
- **Videos:**
 - **“Immigrant Experience – Long Journey”**
 - **“Theodore Roosevelt: The Right Man at the Right Time”**
- **Maps on westward expansion**

Unit of Study

Unit Title: U.S. Emerges into a World Power: 1890-1920s – Unit V

Essential Questions of the Unit:

- 1. How did economic and technological change drive America’s interest in acquiring overseas territories?**
- 2. What were the positive and negative consequences of overseas expansions for both the United States and territories it acquired?**
- 3. What were the factors which “pushed” the United States towards overseas involvement and which factors “pulled” the United States toward isolationism?**

Assessments:

- 1. Students will evaluate and interpret political cartoons and editorials and compose their own editorial cartoon and letters to the editor.**
- 2. Students will evaluate the shortcomings of the Treaty of Versailles and discuss possible alternative and peace plans. Assessment of students’ evaluation will be through either a “mock peace conference” where groups of students represent various nations or interest groups, or by producing a written essay.**

Content:

- **Imperialism**
- **Spanish-American War**
- **Overseas Expansion**
 - **Motivation**
- **Economic or Political Imperialism**
- **Exercise of Power of the Presidency**
 - **Direction in foreign policy**
- **Changing America's Role in World Affairs**
- **World War I**
- **Retreat of Isolationism**
- **Introduction of Communism in Russia**
- **First Red Scare**
- **Tie Timothy McVeigh and the Oklahoma City bombing (June 2001) to the anarchist movement of the late 19th and early 20th centuries (e.g., Haymarket massacre, McKinley assassination, Wall Street bombing).**

Skills:

1. **The students will construct an essay identifying major factors driving American overseas expansion or pulling America toward isolationism.**
2. **The students will be able to produce and interpret maps concerning U.S. overseas involvement.**

Purpose / Rationale of the unit:

All issues of American foreign policy in the 20th Century, and in the world that today's students will live in as adults, have their origins in the emergence of the United States as a major world power in the years just before and after 1900. For decades following the Civil War, the United States had been preoccupied with internal affairs and the development of its vast resources at home. Toward the end of the century, however, a combination of economic interests and international developments came together to change the foreign policy outlook of the nation.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.

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.

B. American Values and Principles

5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).

D. Citizenship

3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

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.

E. International Education: Global Challenges, Cultures, and Connections

6. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
7. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.

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

H. The Industrial Revolution (1870-1900)

5. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).
6. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.

I. The Emergence of Modern America (1890-1930)

1. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.
3. Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.
4. Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
5. Explore and evaluate the role of New Jersey industry in World War I.
6. Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.
7. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.

New Jersey Core Curriculum Content Standards:

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

B. Economics and Society

5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
7. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
8. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

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.

A. The World in Spatial Terms

2. Use maps of physical and human characteristics of the world to answer complex geographical questions

C. Physical Systems

1. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

Instructional Activities:

- **“Mr. Buterick’s Spanish-American War Internet Project”**
- **Spanish-American War Map**
- **World War I Map Activity**
- **World War I Re-enactor Presentation**
- **Essay writing**

Materials and Resources:

- **World War I Map Outline and Instructions**
- **Computer/Internet**
- **Appropriate videos (e.g., “America Debates Imperialism,” “Splendid Little War,” etc.)**

Unit of Study

Unit Title: Boom to Hard Times: 1919 – 1938 – Unit VI

Essential Questions of the Unit:

- 1. How did prosperity transform American values?**
- 2. How did the fluctuation in the economic cycle lead to change in the role of the federal government?**
- 3. How were political, economic, and social values affected by the prosperity of the 1920s and the depression of the 1930s?**

Assessments:

- 1. Students will construct an essay in which they evaluate the causes of the Great Depression.**
- 2. Students will develop a presentation in which they demonstrate social and economic changes in the 1920s.**

Content:

- **Return to Normalcy**
- **The 1920s**
 - Invention**
 - Jazz Age**
 - Boom Times**
 - Literature**
- **Technological and Cultural Reorganization of U.S. Today**
- **Social Changes**
 - Women**
 - Prohibition**
- **Good Life**
- **Economic Optimism**
- **Business**
- **The Crash – Stock Market**
 - Cause and Effect**
- **The 1932 Election**
- **FDR and the New Deal**
- **Move Toward Social Welfare**

Skills:

1. **Students will construct an essay in which they discuss and analyze the causes of the Great Depression.**
2. **Students will analyze and interpret graphs and charts of the boom and bust economy of the 1920s and 1930s.**

Purpose / Rationale of the unit:

With the end of World War I, the United States embarked on a decade of industrial productivity, economic growth, and national affluence unrivaled anywhere in the world and unprecedented in all of history. This was also a decade of internal tensions rising from the war and of significant social and political change. It would culminate sharply and disastrously in the economic crash of 1929. The Depression that began in 1929 and lasted until World War II deserves careful study, because it was the greatest economic crisis in American history and, it wrought deep changes in peoples' attitudes toward government's responsibilities, gave new rights to organized labor, and set in place legislation that helped shape modern American capitalism.

New Jersey Core Curriculum Content Standards:

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

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.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. American Values and Principles

1. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
2. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
3. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
4. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington's Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; the Gettysburg Address; President Franklin Roosevelt's "Four Freedoms" speech-1941; President Kennedy's Inaugural Address 1961; the 17th, 19th, and 24th Amendments; Martin Luther King Jr.'s "I Have a Dream" speech and the "Letter from Birmingham Jail").
5. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals). Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.

Time Frame of Unit: 6 weeks

New Jersey Core Curriculum Content Standards:

- C. The Constitution and American Democracy
 - 2. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
 - 4. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.

- D. Citizenship
 - 3. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.

- E. International Education: Global Challenges, Cultures, and Connections
 - 1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
 - 2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.

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

- F. Expansion and Reform (1801-1861)
 - 4. Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).

- I. The Emergence of Modern America (1890-1930)
 - 8. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.
 - 9. Discuss the working conditions in the Paterson silk mills and the strike of 1913.
 - 10. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People (NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).
 - 11. Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.

- J. The Great Depression and World War II (1929-1945)
 - 1. Explain the economic impact of the Hawley-Smoot Tariff (1930).
 - 2. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.

New Jersey Core Curriculum Content Standards:

3. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
4. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).

STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.

A. Economic Literacy

1. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.
2. Describe the purposes of social security and Medicare.
3. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit
4. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
5. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.
6. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
7. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
8. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
9. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
10. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.

New Jersey Core Curriculum Content Standards:

B. Economics and Society

1. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
2. Evaluate international trade principles and policies
3. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
5. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.

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.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. The World in Spatial Terms

1. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
5. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations, changing environmental preferences and settlement patterns, and frictions between population groups.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Analyze why places and regions are important factors to individual and social identity.

D. Human Systems

5. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.

New Jersey Core Curriculum Content Standards:

A. Environment and Society

1. Discuss the global impacts of human modification on the physical environment (e.g., the built environment).
2. Discuss the importance of maintaining biodiversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.
4. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey, and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.
7. Describe how and why historical and cultural knowledge can help improve present and future environmental maintenance.
8. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

New Jersey Core Curriculum Content Standards:

STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

9.1.12 A. Career Awareness and Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

9.1.12 B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - . Communication
 - . Punctuality
 - . Time management
 - . Organization
 - . Decision making
 - . Goal setting
 - . Resources allocation
 - . Fair and equitable competition
 - . Safety
 - . Employment application skills
 - . Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students in career and technical education

electing further study will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

New Jersey Core Curriculum Content Standards:

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

8.1.12 A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

8.1.12 B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

New Jersey Core Curriculum Content Standards:

STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL SOCIETY AND THE ENVIRONMENT.

8.2.8 A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

8.2.8 B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

8.2.8 C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:

8.2.12 A. Nature and Impact of Technology

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

8.2.12 B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

8.2.12 C. Systems in the Designed World

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

Instructional Activities:

- 1. Students will write an essay exploring the causes of the Great Depression.**
- 2. Students will construct graphs and/or charts illustrating the economic conditions of the 1920s and 1930s.**
- 3. Students will develop presentations of the economic and social changes that took place during the 1920s.**

Materials and Resources:

- Primary source documents and biographical articles about the Great Depression.**
- Videos:**
 - Life in the 1920s**
 - Life in the 1930s**

Instructional Activities: Simulation – Washington Cabinet Meeting – Unit I

Presidential Cabinet Meeting

Washington-Jefferson-Hamilton stage a cabinet meeting.

Class takes on the roles of

Planters
merchants,
farmers
frontiersmen
shippers-traders

Students research main topics.

Jefferson & Hamilton present views on topics.

Students write essays in which they give reasons for their support or opposition.

3 days – 120 minutes – 2 ½ blocks

Materials and Resources:

Library books

Web sites

Class text

See Mr. Laird for activity sheets and rubric

Instructional Activities: Seven Stations – Gilded Age – Unit IV

1. **Students using computer station – complete biographies on Rockefeller, Carnegie, Edison, etc.**
2. **Second station – Analyze three political cartoons and create a cartoon.**
3. **Using a Sears catalog from the time of the Gilded Age with one from today, compare standard of living between now and then.**
4. **Station 4 allows students to form a position on a moral dilemma and support their position.**
5. **Create two historical heads.**
6. **Jigsaw. Two members from a group will read one excerpt from reading. Two others will read a different excerpt. Both groups will share and produce an essay.**
7. **Last station. Computer assignment dealing with lifestyles of rich vs. lifestyles of poor.**

Materials and Resources:

“Chronicles of 20th Century C.D.”
Political cartoons from Gilded Age.
Sears Catalog/J.C. Penney Catalog
“Reasoning and Dilemma” ditto
Materials and Resources – see John or Steve

Instructional Activities: 1920's – Unit V

Introducing the History through Culture/Economics (1920's Advertising).

- . **Intro to lesson – Song “Anything Goes”**
 - **Lyric sheet distributed/song played**
 - **Discuss how lyrics present changing values of 1920's**

- . **Discussion of how consumer products/consumerism dramatically expand.**
 - **Show students brand names of today**
 - **Show transparencies of same brand name products advertising of the 1920's**
 - **Have students discuss how ads reflect the social/cultural economic conditions (changes) of 1920's.**

Materials and Resources:

Tichy/Foglia Resource Notebook containing song lyrics, transparencies, products and tape.

Instructional Activities: Colonial Newspaper – Unit I

- **Students will be split into groups of 2-4 (depending on class size).**
- **Groups will pick a topic to research from colonial times.**
Possible topics:
British taxation, Declaration of Independence, Battles/Campaigns of Revolutionary War, Articles of Confederation, Constitutional Convention, Bill of Rights, Shay’s or Whiskey Rebellions, Federalists/Anti-Federalists, etc.
- **Groups will research topic together and then write a newspaper story about their topic. Teacher may want to discuss newspaper writing (covering who, what, where, when, how). Teacher may want example articles.**
- **One member of group can be assigned the task of typing the article on the computer.**
- **Students or teacher can then compile saved stories into an actual newspaper format (MS Publisher works well).**
- **Each student can use the actual newspapers as a review tool for a test or midterm.**

Materials and Resources:

Textbooks

Computer Access

Writings, books, or web sites about the topics the teacher wants to cover.

This project can be adapted for any time period (Federalist, Civil War, Industrial Revolution, etc.)

Instructional Activities: Boston Massacre Mock Trial – Unit I

Students have some background of Colonial America/pre-revolutionary era.

1. As class, analyze engraving of Boston Massacre. Students should journal a newspaper headline and 5-8 sentences explaining the event based on the engraving.
2. As class read/discuss background of events of Boston Massacre (pg. 79-88).
3. Students review roles of trial (pg. 89-123) and choose role. (Sign up on role sheet p. 132-133).
4. Students rehearse roles in two groups: prosecution and defense attorneys rotate through witnesses drilling with questions. Witnesses help to prepare questions and anticipate arguments from other side.
5. Follow trial procedure from street law manual.
6. Debrief students (may use questions on page 143).
7. Have students re-analyze engraving again into journal.
8. Thesis essay prompt caused the Boston Massacre.

Two to three blocks

Materials and Resources:

- **Justice and Dissent: Ready to use materials for recreating Five Great Trials in American History.** Gary Parker Shoales 1995
- **Engraving of Boston Massacre – Henry Pelham (most publish as Paul Revere’s work).** May be found in “Eyes of the Nation: A Visual History of the U.S.” – Vincent Virga
- **Street Law Mock Trial Manual – Patricia McGuire, Esq. D.C.**