

Week	Marking Period 1	Week	Marking Period 3
1	Pre-Course Assignment (Ch.1-6)	21	Pre-Course Assignment (Ch.1-6)
2	Pre-Course Assignment (Ch.1-6)	22	Pre-Course Assignment (Ch.1-6)
3	The Duel for North America	23	The Duel for North America
4	The Road to Revolution	24	The Road to Revolution
5	America Secedes from the Empire	25	America Secedes from the Empire
6	The Confederation and the Constitution	26	The Confederation and the Constitution
7	Launching the New Ship of State	27	Launching the New Ship of State
8	The Triumphs and Travails of the Jeffersonian Republic	28	The Triumphs and Travails of the Jeffersonian Republic
9	The Second War for Independence and the Upsurge of Nationalism	29	The Second War for Independence and the Upsurge of Nationalism
10	The Rise of a Mass Democracy	30	The Rise of a Mass Democracy
Week	Marking Period 2	Week	Marking Period 4
11	Forging the National Economy	31	Forging the National Economy
12	The Ferment of Reform and Culture	32	The Ferment of Reform and Culture
13	The South and the Slavery Controversy	33	The South and the Slavery Controversy
14	Manifest Destiny and Its Legacy	34	Manifest Destiny and Its Legacy
15	Renewing the Sectional Struggle	35	Renewing the Sectional Struggle
16	Drifting Toward Disunion	36	Drifting Toward Disunion
17	Girding for War: The North and the South	37	Girding for War: The North and the South
18	The Furnace of the Civil War	38	The Furnace of the Civil War
19	The Ordeal of Reconstruction	39	The Ordeal of Reconstruction
20	FINAL EXAM	40	FINAL EXAM

<b>Time Frame</b>	<b>Week One/Two (Pre-Course Assignment)</b>
<b>Topic</b>	
New World Beginnings; The Planting of English America; Settling the Northern Colonies; American Life in the Seventeenth Century; Colonial Society on the Eve of Revolution	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Should the Spanish <i>conquistadors</i> be especially blamed for the cruelties and deaths inflicted on the original Indian populations of the Americas?</li> <li>• What did England and the English settlers really want from colonization?</li> <li>• Was there a fundamental difference between Englishmen who essentially tried to recreate their old way of life and those who saw life in America as a radical departure, and what tensions might have resulted between these two groups?</li> <li>• Why did slavery grow to be such an important institution in colonial America?</li> <li>• How democratic was colonial society?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Europe's growing demand for Eastern luxuries prompted exploration in the hopes of reducing the expense of those goods with new trade routes.</li> <li>• After a late start, a proud, nationalistic England joined the colonial race and successfully established five colonies along the southeast seacoast of North America.</li> <li>• Religious and political turmoil in England shaped settlement in New England and the middle colonies.</li> <li>• In the Chesapeake region, seventeenth-century colonial society was characterized by disease-shortened lives, weak family life and social hierarchy; in contrast, early New England life was characterized by healthy, extended life spans, strong family life, closely knit towns and churches and a demanding economic and moral environment.</li> <li>• In the eighteenth century, colonial culture took on distinct American qualities in areas such as evangelical religion, education, press freedom and self-government.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.1 SOC.9-12.6.1.12.B SOC.9-12.6.1.12.C SOC.9-12.6.1.12.D	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Assess and discuss the changes and conflicts that occurred when the diverse worlds of Europe, Africa and the Americas collided.</li> <li>• Summarize the major factors that led England to begin colonization.</li> <li>• Describe the conflict between the colonists and Indians in New England, and assess the effects of King Philip's War.</li> <li>• Outline and analyze the basic economy, demographics and social structure of the seventeenth-century colonies.</li> <li>• Describe the demographic, economic and social structure of the eighteenth-century colonies, and indicate how they have changes since the seventeenth century.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> </ul>	

- Worksheets/Guidebook pages
- Quote and cartoon analyses
- Additional readings

### Assessments

- AP Review Questions
- ‘Varying Viewpoints’ excerpt(s)
- ‘Examining the Evidence’ excerpt(s)
- ‘Thinking Globally’ excerpt(s)
- ‘Makers of America’ excerpt(s)
- DBQ #1 – ‘The Transformation of Colonial Virginia’
- DBQ #2 – ‘English-Indian Relations’
- Additional FRQ and/or DBQ writing exercises
- Multiple choice test

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

**Time Frame****Week Three****Topic**

The Duel for North America (Ch.6)

**Essential Questions**

- Why was the French empire ultimately so much less successful than either the Spanish or the British empires?
- How did the treatment of Americans by British officers and military during the war contribute to simmering resentment against the ‘mother country’?
- How important was William Pitt’s leadership in winning the Seven Years’ War?
- Should the French and Indian War be considered one of the major causes of the American Revolution?

**Enduring Understandings**

- As part of their worldwide rivalry, Great Britain and France engaged in a great struggle for colonial control of North America, culminating in the British victory in the Seven Years’ War that drove France from the continent.
- Before the Seven Years’ War, Britain and its American colonies had already been facing some tensions, as illustrated by the sporadic British efforts to enforce trade laws, as well as colonial reaction to the peace treaty in 1748. During the Seven Years’ War, the relationship between British military regulars and colonial militias added to the tensions.
- The French defeat in the Seven Years’ War created conditions for a growing conflict between Britain and its American colonies.

**Alignment to NJCCCS**

SOC.9-12.6.1.12.A.1.a

SOC.9-12.6.1.12.C.1.b

**Key Concepts and Skills**

- Explain what caused the great contest for North America between Britain and France, and assess why Britain won.
- Analyze and discuss how the series of wars with France helped foster greater unity among the British colonies.
- Assess how and why the Seven Years’ War became one of the background causes of the American Revolution.

**Learning Activities**

- Lecture/PowerPoint
- Notes/Graphic organizers
- Class discussions
- Collaborative activities
- Worksheets/Guidebook pages
- Quote and cartoon analyses
- Additional readings

**Assessments**

- AP Review Questions
- ‘Varying Viewpoints’ excerpt
- *The American Spirit*, Ch.6
- FRQ and/or DBQ writing exercises
- Reading quiz and/or chapter assessment

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
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- Video excerpts
- Google maps
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<b>Time Frame</b>		<b>Week Four</b>					
<b>Topic</b>							
The Road to Revolution (Ch.7)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• Was the American Revolution inevitable?</li> <li>• Were all of the American grievances really justified, or were the British being more reasonable than most Americans have traditionally believed?</li> <li>• What was the Revolutionary movement, at its core, really all about?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Tension between the colonies and Britain centered around the issues of mercantilism and its implementation.</li> <li>• The American Revolution occurred because the American colonists, who had long been developing a strong sense of autonomy and self-government, resisted British attempts to impose tighter imperial controls and higher taxes after the end of the French and Indian War.</li> <li>• At the outset of the Revolutionary War, Britain appeared to be a mighty empire, but it was weaker than it seemed; Americans, on the other hand, had many advantages, but also faced numerous difficulties.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Identify and assess the deeply rooted historical factors that moved America toward independence from Britain.</li> <li>• Assess the balance of forces between the British and the American rebels as the two sides prepared for war.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Thinking Globally’ excerpt</li> <li>• DBQ #3 – ‘The Road to Revolution’</li> <li>• <i>The American Spirit</i>, Ch.7</li> <li>• Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
TEC.9-12.8.1.12.B  
TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
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- Elmo/Projector
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<b>Time Frame</b>		<b>Week Five</b>					
<b>Topic</b>							
America Secedes from the Empire (Ch.8)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• What was radical and new in the Declaration of Independence, and what was old and traditional?</li> <li>• Was military strategy or politics the key to American victory in the war? How did the two coincide?</li> <li>• How important were diplomatic relations between European nations in determining the success of the American Revolution?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• When hostilities began in 1775, the colonists were still fighting for their rights as British citizens within the empire, but in 1776, they declared their independence; inspired by revolutionary idealism, they also fought for an end to the monarchy and the establishment of a free republic.</li> <li>• American independence was recognized by the British only after the conflict had broadened to include much of Europe. American diplomats were able to secure generous peace terms because of the international political scene.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.2							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Describe how Americans engaged in major military hostilities with Britain after April 1775, even while proclaiming their loyalty to the British crown.</li> <li>• Identify and explain the specific reasons and general principles used in the Declaration of Independence to justify America's separation.</li> <li>• Outline the course and conduct of the Revolutionary War after 1778.</li> <li>• Describe the terms of the Treaty of Paris and analyze how/why America was able to achieve such a stunning diplomatic victory.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• 'Varying Viewpoints' excerpt</li> <li>• 'Examining the Evidence' excerpt</li> <li>• 'Makers of America' excerpt</li> <li>• <i>The American Spirit</i>, Ch.8</li> <li>• FRQ and/or DBQ writing exercises</li> <li>• Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration



x	Life & Career Skills	x	Information Literacy	x	Media Literacy
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### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

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<b>Time Frame</b>	<b>Week Six</b>
<b>Topic</b>	
The Confederation and the Constitution (Ch.9)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Which of the social changes brought about by the revolution was the most significant?</li> <li>• Was the United States in crisis under the Articles of Confederation, or was the ‘crisis’ exaggerated by Federalists to justify their movement?</li> <li>• Should the Founding Fathers’ general elitism and indifference to the rights of people, women, African Americans and Indians be held against them, or should they be viewed with more understanding in their historical context?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The American Revolution was not a radical transformation like the French or Russian revolutions, but it did produce political innovations and some social change in the direction of great equality and democracy.</li> <li>• Compromise on a number of important issues was required in order to create the new federal Constitution.</li> <li>• The federal Constitution represented a moderately conservative reaction against the democratic and decentralizing effects of the Revolution and the Articles of Confederation.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.2 SOC.9-12.6.1.12.A.2.b SOC.9-12.6.1.12.D.2.b SOC.9-12.6.1.12.A.2.d	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Explain the movement toward social and political equality that flourished after the Revolution, and indicate why certain social and racial inequalities remained in place.</li> <li>• Assess the crucial role of Shay’s Rebellion in sparking the movement for a new Constitution.</li> <li>• Identify and discuss the basic intentions and ideas of the Founding Fathers, and how they incorporated their fundamental principles into the Constitution.</li> <li>• Assess why the new Constitutional government represented a conservative reaction to the American Revolution and, at the same time, institutionalized its central radical principles.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.9</li> <li>• DBQ – ‘Impact of the Constitution’ (textbook supplement)</li> <li>• Reading quiz and/or chapter assessment</li> </ul>	

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

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<b>Time Frame</b>	<b>Week Seven</b>						
<b>Topic</b>							
Launching the New Ship of State (Ch.10)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• Did the Bill of Rights satisfy the Antifederalists, and was individual liberty and state sovereignty protected by the new amendments?</li> <li>• Why did Hamilton move so rapidly to create large financial commitments by the federal government, especially when we tend to think of ‘federal debt’ as something bad?</li> <li>• Why were political parties viewed as dangerous by the Founding Fathers?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• Led by Washington and Hamilton, the first administration of the Constitution overcame various difficulties and firmly established the political and economic foundations of the new federal government.</li> <li>• The first Congress under the Constitution, led by James Madison, also contributed to the new Republic by adding the Bill of Rights.</li> <li>• The cabinet debate over Hamilton’s financial measures expanded into a wider political conflict between Hamiltonian Federalists and Jeffersonian Republicans – the first political parties in America.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.2 SOC.9-12.6.1.12.A.2.f SOC.9-12.6.1.12.D							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Assess why George Washington is pivotal to inaugurating the new federal government.</li> <li>• Identify and analyze the methods and policies Alexander Hamilton used to put the federal government on a sound financial footing.</li> <li>• Explain how the conflict between Hamilton and Jefferson led to the emergence of the first political parties.</li> <li>• Analyze and discuss the polarizing effects of the French Revolution on American foreign policy and politics from 1790 to 1800.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Thinking Globally’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.10</li> <li>• FRQ and/or DBQ writing exercises</li> <li>• Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration

x	Life & Career Skills	x	Information Literacy	x	Media Literacy
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### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

- Chromebook
- Teacher laptop
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- Google maps
- Streaming Facts on File

Time Frame		Week Eight					
<b>Topic</b>							
The Triumphs and Travails of the Jeffersonian Republic (Ch.11)							
<b>Essential Questions</b>							
In what sense, if any, is the idea of a 'Revolution of 1800' justified?							
How important was establishing the principle of judicial review?							
How did Jefferson's Louisiana Purchase transform America's understanding of itself and its future?							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>Jefferson's effective, pragmatic policies strengthened the principles of the two-party republican government, even though the Jeffersonian 'revolution' caused sharp partisan battles between Federalists and Republicans over particular issues.</li> <li>Despite his intentions, Jefferson became deeply entangled in the foreign-policy conflicts of the Napoleonic era, leading to a highly unpopular trade embargo and the revival of the Federalist Party.</li> <li>James Madison fell into an international trap, set by Napoleon, and the Western 'war hawks' enthusiasm for a war with Britain was matched by New Englanders hostility.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.2							
SOC.9-12.6.1.12.A.2.e							
SOC.9-12.6.1.12.C.2.b							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Explain how Jefferson's moderation and compromises turned the 'Revolution of 1800' into a relatively smooth transition of party control from Federalists to Republicans.</li> <li>Identify and describe the conflicts between Federalists and Republicans over the judiciary and the important legal precedents that developed from these conflicts.</li> <li>Analyze the causes and effects of the Louisiana Purchase.</li> <li>Describe how America came to be caught up in the turbulent international crisis of the Napoleonic Wars.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture/PowerPoint</li> <li>Notes/Graphic organizers</li> <li>Class discussions</li> <li>Collaborative activities</li> <li>Worksheets/Guidebook pages</li> <li>Quote and cartoon analyses</li> <li>Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>AP Review Questions</li> <li>'Examining the Evidence' excerpt</li> <li>DBQ #4 – 'Thomas Jefferson and Philosophical Consistency'</li> <li><i>The American Spirit</i>, Ch.11</li> <li>Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career	x	Information	x	Media Literacy		

Skills

Literacy

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
TEC.9-12.8.1.12.B  
TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
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Time Frame		Week Nine					
<b>Topic</b>							
The Second War for Independence and the Upsurge of Nationalism (Ch.12)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>Is it valid to call the War of 1812 America's 'worst fought' war? Was the cause of the failure essentially military, or was it the inevitable result of the political disunity over the war's purpose?</li> <li>Did the Missouri Compromise effectively deal with the sectional conflict over slavery, or merely shove it out of view?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>The American effort in the War of 1812 was plagued by poor strategy, political divisions, and increasingly aggressive British power, but the U.S. escaped with a stalemated peace settlement and soon turned its isolationist back to the Atlantic European world.</li> <li>The aftermath of the War of 1812 produced a strong surge of American nationalism that was reflected in economics, law and foreign policy.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.A.3.b SOC.9-12.6.1.12.D.3.c							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Explain why the War of 1812 was so politically divisive and poorly fought by the U.S.</li> <li>Describe the terms of the Treaty of Ghent and the long-term results of the War of 1812 for the United States at home and abroad.</li> <li>Describe and explain the burst of American nationalism that followed the War of 1812.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture/PowerPoint</li> <li>Notes/Graphic organizers</li> <li>Class discussions</li> <li>Collaborative activities</li> <li>Worksheets/Guidebook pages</li> <li>Quote and cartoon analyses</li> <li>Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>AP Review Questions</li> <li>'Makers of America' excerpt</li> <li><i>The American Spirit</i>, Ch.12</li> <li>FRQ and/or DBQ writing exercises</li> <li>Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		
<b>Interdisciplinary Connections</b>							
LA.9-10.CCSS.ELA-Literacy.CCRA.R.1 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8							



LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4

LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10

TEC.9-12.8.1.12.B

TEC.9-12.8.1.12.C

### **Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

Time Frame	Week Ten
<b>Topic</b>	
The Rise of Mass Democracy (Ch.13)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What were the advantages and disadvantages of the new politics of mass democracy?</li> <li>• Which side fared better during the nullification crisis, the national government or South Carolina? Why?</li> <li>• How dramatically did Jackson change the balance of power between the three branches of government?</li> <li>• How was Jackson able to make the ‘Bank War’ such an effective symbol of democracy and of his presidency?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The election to the presidency of Andrew Jackson signaled the end of the older elitist political leadership represented by John Quincy Adams. A new spirit of democracy and popular involvement swept through American society, bringing new energy as well as conflict and corruption to public life.</li> <li>• Amidst the whirl of democratic politics, issues of tariffs, financial instability, Indian policy, and the possible expansion in Texas, difficult sectional and economic problems were festering beneath the surface that were not being successfully addressed.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.2.12.AR SOC.9-12.6.2.12.A.3.a	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Describe and explain the growth of ‘Mass Democracy’ in the 1800s.</li> <li>• Indicate how the ‘corrupt bargain’ of 1824 and Adams’ unpopular presidency set the stage for Jackson’s election in 1828.</li> <li>• Identify and assess the political innovations of the 1830s, including the rise of mass parties, and indicate their significance for American politics and society.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> <li>• ‘Thinking Globally’ excerpt</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• ‘Makers of America’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.13</li> <li>• FRQ and/or DBQ writing exercises</li> <li>• Reading quiz and/or chapter assessment</li> </ul>	

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

Time Frame	Week Eleven
<b>Topic</b>	
Forging the National Economy (Ch.14)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How does the image of the frontier compare with the reality of pioneer life as described?</li> <li>• What were the push and pull factors behind European immigration, and why was the United States more appealing than other locations?</li> <li>• Which technological innovation was most important for early nineteenth-century economic development?</li> <li>• Is ‘wage slave’ an appropriate description factory workers?</li> <li>• What effects did the movement from subsistence to a market economy have on American society?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The importance of the West grew in the nineteenth century, as cheap land attracted immigrants and natives alike, and, after some technological innovations, the West became an agricultural giant. Increased output also spurred transportation developments to tie this developing region to the rest of the United States.</li> <li>• In the age of Jacksonian democracy, the American population grew rapidly and changed character.</li> <li>• In the early nineteenth century, the American economy developed the beginnings of industrialization.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.D.3.b SOC.9-12.6.1.12.5	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Describe the movement and growth of America’s population in the early nineteenth century.</li> <li>• Assess the impact of Irish and German immigration on American society.</li> <li>• Explain why America was relatively slow to embrace the industrial revolution and the factory.</li> <li>• Outline early industrialism’s effects on workers, including women and children.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Makers of America’ excerpts</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.14</li> <li>• FRQ and/or DBQ writing exercises</li> <li>• Reading quiz and/or chapter assessment</li> </ul>	

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
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- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

<b>Time Frame</b>		<b>Week Twelve</b>					
<b>Topic</b>							
The Ferment of Reform and Culture (Ch.15)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• Why did American produce so many reform and utopian movements, and what did they contribute to American culture?</li> <li>• Were the ‘cult of domesticity’ and the rise of the child-centered family signs of an improvement or a restriction on women’s status and condition?</li> <li>• How important is a free public education to a republic?</li> <li>• What made women such prominent leaders in the religious and reform movements?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• The spectacular religious revivals of the Second Great Awakening reversed a trend toward secular rationalism in American culture, and helped to fuel a spirit of social reform.</li> <li>• The attempt to improve Americans’ faith, morals, and character affected nearly all areas of American life and culture, including education, the family, literature and the arts – culminating in the great crusade against slavery.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.3 SOC.9-12.6.1.12.A.3.h							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Describe the changes in American religion and their effects on culture and social reform.</li> <li>• Assess the cause of the most important American reform movements of the period.</li> <li>• Explain the origins of American feminism.</li> <li>• Describe the utopian and communitarian experiments of the period.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• ‘Makers of America’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.15</li> <li>• DBQ #5 – ‘The Changing Place of Women’</li> <li>• Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
TEC.9-12.8.1.12.B  
TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

Time Frame	Week Thirteen
<b>Topic</b>	
The South and the Slave Controversy (Ch.16)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How did slavery affect whites, both those who owned slaves and those who did not?</li> <li>• How did blacks respond to the conditions of slavery?</li> <li>• Why did the South move from viewing slavery as a ‘necessary evil’ to proclaiming it a ‘positive good’?</li> <li>• How effective were the abolitionists in achieving their goals?</li> <li>• Was Britain being hypocritical by freeing their slaves in the West Indies while openly importing cotton from the slave-owning South?</li> <li>• Were basic freedoms jeopardized or forfeited with regards to Congressional action about the question of slavery?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The explosion of cotton production fastened the slave system deeply upon the South, creating a complex, hierarchal racial and social order that deeply affected whites as well as blacks.</li> <li>• The economic benefits of an increasing production of cotton due to the cotton gin and slavery were shared between the South, the North and Britain.</li> <li>• The emergence of a small but energetic radical abolitionist movement caused a fierce proslavery backlash in the South and a slow but steady growth of moderate antislavery sentiment in the North.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.A.3.f SOC.9-12.6.1.12.A.6.b SOC.9-12.6.1.12.A.3.h	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Identify the strengths and weaknesses of the ‘Cotton Kingdom.’</li> <li>• Describe the Southern planter aristocracy and identify its strengths and weaknesses.</li> <li>• Assess the nature of African American life, both free and slave, before the Civil War.</li> <li>• Analyze the effects of the ‘peculiar institution’ of slavery on both blacks and whites.</li> <li>• Outline the evolution of the abolition movement.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> <li>• ‘Thinking Globally’ excerpt</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.16</li> <li>• FRQ and/or DBQ writing exercises</li> </ul>	



- Reading quiz and/or chapter assessment

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

<b>Time Frame</b>	<b>Week Fourteen</b>						
<b>Topic</b>							
Manifest Destiny and Its Legacy (Ch.17)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>Was American expansion across North America an ‘inevitable’ development? How was the idea of Manifest Destiny used to justify expansion?</li> <li>Why was the Texas annexation so controversial?</li> <li>How did rivalry with Britain affect the American decision to annex Texas, the Oregon dispute, and other controversies of the period?</li> <li>What were the costs and benefits of the Mexican War both immediately and in the longer run of American history?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>American expansionism gained momentum in the 1840s, leading first to the acquisition of Texas and Oregon, and then to the Mexican War, which added vast southwestern territories to the United States and ignited the slavery question.</li> <li>American international prestige grew as America expanded. Successful military campaigns against Mexico along with well negotiated treaties with Britain force Europe to respect America more while Latin America becomes wary of the ‘Colossus of the North.’</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12 SOC.9-12.6.1.12.A.3.a SOC.9-12.6.1.12.D.3.c							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Explain the spirit of ‘Manifest Destiny’ that inspired American expansionism in the 1840s.</li> <li>Outline the major conflicts between Britain and the United States over debts, Maine, Canada, Texas, Oregon, and growing British hostility toward slavery.</li> <li>Describe how the dramatic American victory in the Mexican War led to the breathtaking territorial acquisition of the whole Southwest.</li> <li>Assess the consequences of the Mexican War, especially its impact on the slavery question.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture/PowerPoint</li> <li>Notes/Graphic organizers</li> <li>Class discussions</li> <li>Collaborative activities</li> <li>Worksheets/Guidebook pages</li> <li>Quote and cartoon analyses</li> <li>Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>AP Review Questions</li> <li>‘Makers of America’ excerpt</li> <li><i>The American Spirit</i>, Ch.17</li> <li>FRQ and/or DBQ writing exercises</li> <li>Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration

x	Life & Career Skills	x	Information Literacy	x	Media Literacy
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### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

Time Frame		Week Fifteen					
<b>Topic</b>							
Renewing the Sectional Struggle (Ch.18)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>Was the Compromise of 1850 a wise effort to balance sectional differences or a futile attempt to push the slavery issue out of sight?</li> <li>Why did the North so strongly resent the Fugitive slave law, and why did the South resent northern resistance to enforcing it?</li> <li>Is there a significant difference in the leadership of Old Guard Senators when compared to the Young Guard?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>The sectional conflict over the expansion of slavery that erupted after the Mexican War was temporarily quieted by the Compromise of 1850, but Douglas's Kansas-Nebraska Act exploded it again.</li> <li>In the 1850s, American expansionism in the West and in the Caribbean was extremely controversial because it was tied to the slavery question.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.3 SOC.9-12.6.1.12.D.3.c							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>Explain how the issue of slavery in the territories acquired from Mexico disrupted American politics from 1848 to 1850.</li> <li>Identify the major terms of the Compromise of 1850 and assess how this agreement attempted to deal with the issue of slavery.</li> <li>Describe America's first ventures into China and Japan in the 1850s, and their diplomatic, economic, cultural and religious consequences.</li> <li>Analyze Douglas's Kansas-Nebraska Act and explain why it stirred the sectional controversy to new heights.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>Lecture/PowerPoint</li> <li>Notes/Graphic organizers</li> <li>Class discussions</li> <li>Collaborative activities</li> <li>Worksheets/Guidebook pages</li> <li>Quote and cartoon analyses</li> <li>Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>AP Review Questions</li> <li><i>The American Spirit</i>, Ch.18</li> <li>FRQ and/or DBQ writing exercises</li> <li>Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
TEC.9-12.8.1.12.B  
TEC.9-12.8.1.12.C

**Technology Integration**

- Chromebook
- Teacher laptop
- Teacher website
- PowerPoint/Google Presentation
- Elmo/Projector
- Video excerpts
- Google maps
- Streaming Facts on File

Time Frame		Week Sixteen					
<b>Topic</b>							
Drifting Towards Disunion (Ch.19)							
<b>Essential Questions</b>							
<ul style="list-style-type: none"> <li>• How did each of the major crisis events of the 1850s contribute to the advent of the Civil War?</li> <li>• How could a fanatical and violent man like John Brown come to be regarded as a hero by millions of northerners?</li> <li>• Why did Douglas's 'popular sovereignty' approach to the slavery question prove to be unworkable in Kansas and elsewhere?</li> <li>• What is significant about the <i>Dred Scott</i> case?</li> </ul>							
<b>Enduring Understandings</b>							
<ul style="list-style-type: none"> <li>• A series of major North-South crises in the late 1850s culminated in the election of the antislavery Republican Lincoln to the presidency in 1860. His election caused seven southern states to secede from the Union and form the Confederate States of America.</li> </ul>							
<b>Alignment to NJCCCS</b>							
SOC.9-12.6.1.12.4 SOC.9-12.6.1.12.4 SOC.9-12.6.1.12.A.4.b							
<b>Key Concepts and Skills</b>							
<ul style="list-style-type: none"> <li>• Enumerate the sequence of major crises that led from the Kansas-Nebraska Act to the secession and explain the significance of each.</li> <li>• Explain how/why 'Bleeding Kansas' became a dress rehearsal for the Civil War.</li> <li>• Assess how the <i>Dred Scott</i> decision and Brown's Harpers Ferry raid deepened sectional antagonism.</li> <li>• Trace the rise of Lincoln as the leading exponent of the Republican doctrine of no expansion of slavery.</li> <li>• Describe the movement toward secession, the formation of the Confederacy and the failure of the last compromise effort.</li> </ul>							
<b>Learning Activities</b>							
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>							
<b>Assessments</b>							
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• 'Varying Viewpoints' excerpt</li> <li>• 'Examining the Evidence' excerpt</li> <li>• DBQ #6 – Slavery and Sectional Attitudes</li> <li>• <i>The American Spirit</i>, Ch.19</li> <li>• Reading quiz and/or chapter assessment</li> </ul>							
<b>21<sup>st</sup> Century Skills</b>							
x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration

x	Life & Career Skills	x	Information Literacy	x	Media Literacy
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### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

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- Elmo/Projector
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- Google maps
- Streaming Facts on File

**Time Frame****Week Seventeen****Topic**

Girding for War: The North and the South (Ch.20)

**Essential Questions**

- How justified were Lincoln's war time abridgments of civil liberties and his treatment of the Copperheads?
- What were the advantages of the South during the Civil War? The North? What advantages proved most important to each side?
- To what degree did Britain get involved in the American Civil War? How would you assess the importance of that degree of involvement to the North and the South?
- Did the results of the Civil War justify its cost?
- What made Lincoln a great president?

**Enduring Understandings**

- The North effectively brought to bear its long-term advantages of industrial might and human resources to wage a devastating total war against the South. The war helped organize and modernize northern society, while the South, despite its efforts, was economically and socially crushed.
- Lincoln's skillful political leadership helped keep the crucial Border States in the Union and maintain northern morale, while his effective diplomacy kept Britain and France from aiding the Confederacy.

**Alignment to NJCCCS**

SOC.9-12.6.1.12.4  
 SOC.9-12.6.1.12.A.4.c  
 SOC.9-12.6.1.12.A.4.d  
 SOC.9-12.6.1.12.B.4.a  
 SOC.9-12.6.1.12.C.4.a  
 SOC.9-12.6.1.12.C.4.b  
 SOC.9-12.6.1.12.C.4.c  
 SOC.9-12.6.1.12.D.4.a

**Key Concepts and Skills**

- Explain how the firing on Fort Sumter and Lincoln's call for troops galvanized both sides for war.
- Describe the crucial early struggle for Border States.
- Indicate the strengths and weaknesses of both sides as they went to war.
- Describe the diplomatic struggle for the sympathies of the European powers.
- Compare Lincoln and Davis's political leadership during the war.
- Analyze the economic and social consequences of the war for both sides.

**Learning Activities**

- Lecture/PowerPoint
- Notes/Graphic organizers
- Class discussions
- Collaborative activities
- Worksheets/Guidebook pages
- Quote and cartoon analyses
- Additional readings

**Assessments**

- AP Review Questions



- ‘Makers of America’ excerpt
- *The American Spirit*, Ch.20
- FRQ and /or DBQ writing exercises
- Reading quiz and/or chapter assessment

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

### Technology Integration

- Chromebook
- Teacher laptop
- Teacher website
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<b>Time Frame</b>	<b>Week Eighteen</b>
<b>Topic</b>	
The Furnace of Civil War (Ch.21)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• Why did the North win the Civil War? How might the South have won?</li> <li>• How would you rank Antietam, Gettysburg and Vicksburg in order of importance? How do you defend this assessment?</li> <li>• Should the Civil War be seen primarily as a war to save the Union or a war to free the slaves?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• The Civil War, begun as a limited struggle over the Union, eventually became a total war to end slavery and transform the nation.</li> <li>• After several years of seesaw struggle, the Union armies under Ulysses S. Grant finally wore down the Sothern forces under Robert E. Lee and ended the Confederate bid for independence as well as the institution of slavery.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.4 SOC.9-12.6.1.12.A.4.c SOC.9-12.6.1.12.A.4.d SOC.9-12.6.1.12.B.4.a SOC.9-12.6.1.12.C.4.a SOC.9-12.6.1.12.C.4.b SOC.9-12.6.1.12.C.4.c SOC.9-12.6.1.12.D.4.a	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Describe the failure of the North to gain its expected early victory in 1861.</li> <li>• Explain the significance of Antietam and the Northern turn to a ‘total war’ against slavery.</li> <li>• Asses the role that African Americans played in the war.</li> <li>• Describe the political struggle between Lincoln’s ‘Union Party’ and the antiwar Copperheads.</li> <li>• Analyze and discuss the end of the war and identify its final consequences.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> <li>• ‘Examining the Evidence’ excerpt</li> <li>• ‘Thinking Globally’ excerpt</li> <li>• <i>The American Spirit</i>, Ch.21</li> <li>• DBQ – ‘Slavery and the Civil War’</li> <li>• Reading quiz and/or chapter assessment</li> </ul>	

**21<sup>st</sup> Century Skills**

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

**Interdisciplinary Connections**

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

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<b>Time Frame</b>	<b>Week Nineteen</b>
<b>Topic</b>	
The Ordeal of Reconstruction (Ch.22)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How truly ‘radical’ was ‘radical Reconstruction’?</li> <li>• Could presidential Reconstruction have succeeded with a politically skilled Lincoln instead of a politically inept Johnson?</li> <li>• How did both Southern and Northern racial attitudes shape Reconstruction?</li> <li>• Was Reconstruction a noble experiment that failed, a vengeful Northern punishment of the South, a weak effort that did not go far enough, or the best that could have been expected under the circumstances?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Johnson’s political blunders and Southern white recalcitrance led to the imposition of congressional military Reconstruction in the South. Reconstruction did address difficult issues of reform and racial justice in the South and achieved some success, but was ultimately abandoned, leaving a deep legacy of racial and sectional bitterness.</li> <li>• During Reconstruction, the Constitution was strengthened with the Fourteenth and Fifteenth Amendments, but it was also tested with the conflicts between the President and Congress that culminated in an impeachment process.</li> </ul>	
<b>Alignment to NJCCCS</b>	
SOC.9-12.6.1.12.4 SOC.9-12.6.1.12.B.4.b SOC.9-12.6.1.12.D.4.c SOC.9-12.6.1.12.D.4.d SOC.9-12.6.1.12.D.4.e SOC.9-12.6.1.12.C.4.b	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• Identify and discuss the major problems facing the South and the nation after the Civil War.</li> <li>• Describe the responses of both whites and African Americans to the end of slavery.</li> <li>• Analyze the difference between the presidential and congressional approaches to Reconstruction.</li> <li>• Assess how the blunders of President Johnson and the white South opened the door to the radical Reconstruction policies of the congressional Republicans.</li> <li>• Describe how militant white opposition gradually undermined the Republican attempt to empower Southern blacks.</li> <li>• Explain the legacy of Reconstruction and assess its successes and failures.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Lecture/PowerPoint</li> <li>• Notes/Graphic organizers</li> <li>• Class discussions</li> <li>• Collaborative activities</li> <li>• Worksheets/Guidebook pages</li> <li>• Quote and cartoon analyses</li> <li>• Additional readings</li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• AP Review Questions</li> <li>• ‘Varying Viewpoints’ excerpt</li> </ul>	

- ‘Examining the Evidence’ excerpt
- DBQ #7 – ‘Abraham Lincoln and the Struggle for Union and Emancipation’
- *The American Spirit*, Ch.22
- Reading quiz and/or chapter assessment

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

LA.9-10.CCSS.ELA-Literacy.CCRA.R.1  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.2  
 LA.9-10.CCSS.ELA-Literacy.CCRA.R.8  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.4  
 LA.11-12.CCSS.ELA-Literacy.WHST.11-12.10  
 TEC.9-12.8.1.12.B  
 TEC.9-12.8.1.12.C

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<b>Time Frame</b>	<b>Week Twenty</b>						
<b>Topic</b>							
FINAL ASSESSMENT							
<b>Essential Questions</b>							
Cumulative (Chapters 1-22)							
<b>Enduring Understandings</b>							
Cumulative (Chapters 1-22)							
<b>Alignment to NJCCCS</b>							
Cumulative (Chapters 1-22)							
<b>Key Concepts and Skills</b>							
Cumulative (Chapters 1-22)							
<b>Learning Activities</b>							
Cumulative (Chapters 1-22)							
<b>Assessments</b>							
FINAL EXAM - Comprehensive (multiple choice, short answer, FRQ, DBQ)							
<b>21<sup>st</sup> Century Skills</b>							
	Creativity		Critical Thinking		Communication		Collaboration
	Life & Career Skills		Information Literacy		Media Literacy		
<b>Interdisciplinary Connections</b>							
N/A							
<b>Technology Integration</b>							
N/A							