

**UNITED STATES HISTORY HONORS I
2006**

COURSE DESCRIPTION: This advanced history honors course traces the history of the United States from 1820 to 1920. In this course, students will analyze the causes of the American Civil War, the results of Reconstruction, the impact of western expansion, the rise of industry and organized labor. Students will also examine domestic reforms of the Populist and Progressive Movements, and American foreign policy as the United States became a world power, and American involvement in World War I.

CORE CURRICULUM CONTENT STANDARDS:

6.1- Social Studies Skills

CUMULATIVE PROGRESS INDICATORS:

- 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 governments, political candidates, and the media to communicate with the public.**

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- 1. Trace the long lasting impact of the imperialist efforts of the United States and major European nations during the Imperial Age.**

2. **Create a reconstruction plan for readmitting Southern states back into the union using the key elements of the plans outlined by Lincoln, Jackson and the Radical Republicans.**
3. **Compare and contrast the views about important controversial issues (e.g. death penalty) during the 1800s and today.**
4. **Create a chart listing the Muckrakers of the Progressive era and the legislation that resulted from their efforts.**
5. **Debate the need for freedom of the press during war time and in matters of foreign policy or national security.**

INSTRUCTIONAL STRATEGIES:

Research
Lecture
Discussion
Debate
Analyze charts and graphs
Map skills
Simulation/Role play
Cooperative Learning/Group Work

EVALUATION/ASSESSMENT OF STUDENTS:

Research Projects
Tests
Quizzes
Essays
Charts, graphs and maps
Portfolios
PowerPoint presentations
Debate
Simulation/Role play

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

Textbooks

Internet

Encyclopedias

Dictionaries

Atlases

Primary Resources

CORE CURRICULUM CONTENT STANDARDS:

6.2- Civics

CUMULATIVE PROGRESS INDICATORS:

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.**
- 2. Apply the concept of the rule of law to contemporary issues.**
- 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.**
- 5. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.**
- 6. Evaluate ways that national political parties influence the development of public policies and political platforms.**
- 7. Analyze how public opinion is measured and used in public debate 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 Acts 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 and core documents of subsequent periods of United States history (e.g. Seneca Falls Declaration of Sentiments and Resolutions- 1848).**

- 5. Analyze the successes of American society and disparities between American ideas and reality in American political, social, and economic life and suggest ways to address them.**
- 6. Explore the importance and presence of voluntarism and philanthropy in American and examine the role of local, state, national, and international organizations.**

C. The Constitution and American Democracy

- 1. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government, civic virtue, 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.**
- 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.**

D. Citizenship

- 5. Discuss how citizens can participate in the political process at the local, state, or national level and analyze how these forms of political participation influence public policy.**

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

- 1. Compare and contrast key past and present United States Foreign policy actions and positions and evaluate their consequences.**
- 2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine and the Mexican Cession.**
- 9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.**
- 12. Analyze the impact of communication networks, technology, transportation, and international business on global 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. Native Americans).**

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- 1. Research and present the major decisions delivered by Chief Justice John Marshall.**
- 2. Compare and contrast the “Declarations of Sentiments” from the Seneca Falls Convention in 1848 to the Declaration of Independence.**
- 3. Research and present the major philanthropic activities of major American inventors and innovators (e.g. Rockefeller and Carnegie) of the Industrial Revolution.**
- 4. Compare and contrast the philosophies of the major political parties of the 1800s and the parties of today.**
- 5. Create a PowerPoint presentation detailing the impact of technology, migration, politics and urbanization had on American culture in the early 1900s.**
- 6. Create a chart that details the major differences of today’s political parties in both state and federal current policies.**
- 7. Debate the need for term limits in political offices.**
- 8. Compare and contrast the stages of genocide used against Native Americans with other groups that have also been the victims of genocide (e.g. Jews, Armenians).**

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CORE CURRICULUM CONTENT STANDARDS:

6.3 World History

CUMULATIVE PROGRESS INDICATORS:

E. The Age of Revolutionary Change (1750-1914)

- 2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.**
- 3. Trace the growth of independence movement and rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and José Martí in Cuba.**
- 6. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and growth.**

F. The Era of the Great Wars (1914-1945)

- 1. Analyze the causes and aftermath of World War I, including**
 - The growth of the European nationalism and increased competition for resources and markets.**
 - Technology and the changing face of war**
 - The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)**

- **The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia and the Middle East.**
- **Nationalism and propaganda**
- **Disintegration of the Ottoman Empire**

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. **Read portions of *The Jungle* and recreate a model/drawing of a tenement housing unit found in Chicago of the early 1900s.**
2. **Research the impact that living in the United States had on José Martí and his role in the Cuban independence movement.**
3. **Debate the need for American participation in the League of Nations at the end of World War I.**
4. **Compare and contrast the use of propaganda in war during Spanish American War and previous wars.**
5. **Create maps that depict the national boundary changes that occurred with the disintegration of the Ottoman Empire.**

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CORE CURRICULUM CONTENT STANDARDS:

6.4 United States and New Jersey History

CUMULATIVE PROGRESS INDICATORS:

F. Expansion and Reform (1801-1861)

- 2. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana's Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.**
- 3. 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 states of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, the political and economic implications of the transportation monopolies.**
- 4. Compare and contrast the characteristics of cultural, religious, and social reform movement 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),**

G. Civil War and Reconstruction (1850-1877)

- 1. Analyze key issue, events, and personalities of the Civil War period,**

including New Jersey's role in the Abolition 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.

H. 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 regulating including:
 - Inventions such as the telephone and the 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 the period and 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 the social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organization such as the Ku Klux Klan, and the Plessy. 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, and 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.
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).
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 condition 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.
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 Movement (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.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

1. Simulate a congressional debate on whether the United States should declare war on Mexico.
2. Research/write an essay about the role of religion in major reform movements (e.g. Abolition Movement, Women's Suffrage and the temperance movement).
3. List and explain methods used to maintain segregation after the Civil War.
4. Evaluate and explain the impact the Sherman Anti-trust Act and the Interstate Commerce Act on American business.
5. Identify and list the necessary factors that led to the American Industrial Revolution.
6. Create a cause and effect chart about the Spanish-American War.
7. Compare and contrast the Monroe Doctrine and the Roosevelt Corollary.
8. List the achievements of the Progressive Movement using a PEDLIG chart detailing the important people, events, documents, legislation, ideas and groups that came out of this era.

9. Evaluate Wilson's "Fourteen Points" speech and write a position letter to Congress on why the presidents' ideas would or would not work.
10. Compare and contrast the lives and roles of women from the beginnings of the Women's Rights movement (1848) with the lives and roles of women during the time of the passage of the 19th Amendment.
11. Trace the routes of the Great Migration on a map of the United States.
12. Create a PowerPoint presentation that details the working conditions of the early mills and factories of the cities of New Jersey.
13. Compare and contrast the goals, activities and membership of major advocacy organizations (e.g. AFL/CIO, NAACP, WCTU) in the late 1800s and early 1900s in the United States.
14. Evaluate the impact of Manifest Destiny and assimilation on the American Indian.

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6.5 Economics

CUMULATIVE PROGRESS INDICATORS:

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. 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.**
- 4. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.**
- 5. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.**

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- 1. Research and create a PowerPoint presentation about the history and the role that Federal Reserve has in creating fiscal policy in the United States.**
- 2. Debate the need for regulatory legislation and its impact on the Stock Exchange.**
- 3. Compare and contrast a free market society and a modified market economy.**
- 4. Examine and list legislation that fights discrimination for minorities in financial transactions, employment, business, and housing in the United States.**

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