

**UNITED STATES HISTORY I**  
**2006**

**COURSE DESCRIPTION:**

This course is designed to study United States history from 1820 to 1929. It begins with the study of Southern society, its use of slaves and its dependency on an agriculture-based economy. Sectional differences in the U.S, preceding the Civil War will also be stressed. The development of American culture is stressed through the study of the American Civil War, Reconstruction, Westward Expansion, Industrial Growth and the United States emergence into a world power both militarily and economically both before and during World War I. The course will conclude with the reasons for an economic depression both in the U.S. and globally.

**CORE CURRICULUM CONTENT STANDARDS:**

6.4.F Expansion and Reform (1801-1861)

**CUMULATIVE PROGRESS INDICATORS:**

1. 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.
2. 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.
3. 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).

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

**INSTRUCTIONAL STRATEGIES:**

1. Complete a chart stating the position of several individuals to the acquisition of new land during the 1800's.

2. Evaluate how individuals, groups, and institutions influence solutions to society’s problems. Utilize “PEDLIGS” (a method which allows students to take notes in a more visual way). Students will fill in information from the chapter into appropriate columns.

PEOPLE	EVENTS	DOCUMENTS	LAWS	IDEAS	GROUP	SUPREME COURT

3. Research and present information regarding significant women contributors involved in the womens’ suffrage movement.
4. Create a map illustrating various agricultural, industrial, economic, and sectional differences in the U.S, preceding the civil war.

**EVALUATION/ASSESSMENT OF STUDENTS:**

- Tests
- Quizzes
- Discussion
- Projects
- Time Lines
- Essays on Primary Resources

**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:**

- Internet
- Textbooks
- Primary resources
- Constitution

**CORE CURRICULUM CONTENT STANDARDS:**

6.4.G Civil War and Reconstruction (1850-1877)

**CUMULATIVE PROGRESS INDICATORS:**

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.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

**INSTRUCTIONAL STRATEGIES:**

1. 1. View the film "*Amistad*"-Write a judicial decision as to whether the slaves should be free or not. Write an essay to explain how The Amistad incident increased national attention toward the issue of slavery.
2. Debate the issue of slavery from an Abolitions point of view versus a Proslavery point of view.
3. Create a timeline highlighting the major events in the growing conflict between North and South. Select one event and write an essay explaining how it was representative of The North-South Conflict.
4. Construct a chart of historical incidents on both sides of the North-South Conflict which led up to the Civil War starting from the Compromise of 1850 to Lincoln's election.
5. Utilize the Internet to construct a timeline of major events occurring during the years 1861-1865. Select a given year and create a poster of those events.
6. Read the book *Red Badge of Courage* and write a report describing how you would react to a wartime involvement. Also discuss how being a soldier in the Civil War differs from modern military conflicts.
7. Analyze the primary resource by Walt Whitman *Specimen Days* and write a paper discussing why you agree or disagree with Whitman's assessment of Lincoln's character and legacy.

**EVALUATION/ASSESSMENT OF STUDENTS:**

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## **CORE CURRICULUM CONTENT STANDARDS:**

6.4.H. ( The Industrial Revolution ) ( 1870-1900)

## **CUMULATIVE PROGRESS INDICATORS:**

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.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

**INSTRUCTIONAL STRATEGIES:**

1. Create a poster identifying different ethnic groups and their contributions to America. Collaborative learning groups.
2. View and discuss the video *Far and Away*. Students will write an essay identifying historically correct sequences from the video.
3. Cite examples of Yellow Journalism and how it contributed to support of the American involvement in the Spanish American war. Select a world news event from a newspaper and/or magazine and give examples of Yellow-Journalism and point out how an event can be embellished to sway the reader.
4. Compare and contrast “*Captains of Industry*” of the early 1900’s with leading entrepreneurs of today. Example Bill Gates vs. Andrew Carnegie. Explain how the government has changed in terms of regulating industry and finance.
5. Make a chart identifying major changes in technology from 1900 to present. Write a personal essay selecting the biggest contribution to modern technology.

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## **CORE CURRICULUM CONTENT STANDARDS:**

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

## **CUMULATIVE PROGRESS INDICATORS:**

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 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.
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.

## **SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

### **INSTRUCTIONAL STRATEGIES:**

1. Create a chart identifying the main causes of World War I.
2. On a world map identify the opposing sides in World War I.

3. Write a report on the role of minorities in direct and indirect support of World War I. Include the role of woman in this report.
4. Compare and contrast America's Stand of Isolationism with America's present day role in world conflicts.
5. Design a poster illustrating the various weapons utilized in World War I. Write an essay how warfare differed from previous wars.
6. Debate the U.S. decision not join the League of Nations. Discuss possible implications if the U.S had joined.

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**CORE CURRICULUM CONTENT STANDARDS:**

6.4.J The Great Depression and World War II (1929-1945)

**CUMULATIVE PROGRESS INDICATORS:**

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.
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.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO: (Arrange by standard)**

**INSTRUCTIONAL STRATEGIES:**

1. Explore on the Internet some public projects created by the Works Progress Administration in New Jersey during the Great Depression.
2. View the video *Cinderella Man* and respond in an essay how the Depression affected the average person.
3. Design a collage illustrating issues of the Great Depression. Examples: Hooverville's, bread lines, unemployment lines, etc.
4. Make a list of government reforms that are still in existence today as a result of New Deal Legislation.
5. Compare and contrast Truman's attempt vs. Roosevelt's approach to solving the great economic depression.

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