

Curriculum Guide

Name of Course: American Studies I Honors **Written/Revised:** 2009
Course Number: 211.01 **Number of Credits:** 5
Level of Course: Honors **Grade Level Offered:** 10

Prerequisite: World Studies Honors or Honors Test

Course Description:

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

Core Curriculum Content Standards Addressed:

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

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

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

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

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Course Outline/ Timeline:

Unit Films : *George Washington : The Man Who Wouldn't Be King*
Jefferson's Blood
The Duel
1812
Founding Brothers
Founding Fathers
Ken Burns - Lewis and Clark

Chapter 5 - The Constitution of the United States (1776-1800) pp 142- Summer Assignment

Unit Goals

1. Students should become familiar with Internet research.
2. Students should become familiar with the elements of a Document-Based Question.
3. Students should review their understanding of the American Revolutionary War prior to beginning their studies in American Studies I.

Unit Objectives

By the completion of the Unit, the student will submit a summer assignment based their ability to answer a Document-Based Question. (A copy of the assignment has been included.)

Chapter 6 - 6.1, 6.2, 6.3, 6.4, 6.5 The Origins of American Politics (1789-1820) pp198 - 234

Unit Goals

Students should be able to:

1. Describe the terms of the Land Ordinances of 1785 and 1787 and the ideas behind the conquest theory.
2. Itemize the steps taken by Robert Morris to deal with the national debt.
3. Explain the causes and consequences of Shays' Rebellion.
4. Describe the reasons for dissatisfaction with the Articles of Confederation.
5. State the major compromises worked out at the Constitutional Convention and the major features of the original Constitution – its organizational format and most significant allocations of power, rights,

- and responsibilities.
7. Outline the major arguments of Federalists and Anti-Federalists in the debates over the ratification of the Constitution.
 8. Describe the Bill of Rights.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Student will construct a graphic organizer that details the weaknesses of the Articles of Confederation.
3. The students will review the Preamble to the Constitution and list the goals of the government that it establishes. For each goal, the students will identify at least two constitutional provisions , laws or government actions that further that goal.
4. The students will complete a classroom project in which they will be divided into one of two groups: the Federalists or the Anti-Federalists. Each group will be responsible for creating and presenting a speech that summarizes their group's position toward the new Constitution and the arguments that support that position.
5. Each student will research the role of a founding father of the Constitution. Each student will prepare a brief, autobiographical speech that summarizes their character's beliefs about the roles in the new government. Students will present their findings in a brief panel presentation.
6. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 8 - 8.2, 8.3, 8.4 ½ , 8.5 The Growth of the National Economy (1790-1850) pp 270 –296

Unit Goals

Students will :

1. Outline Hamilton's view of the proper role of government, his financial plan, and the fate of each proposal.
2. State the major events in George Washington's administration, including the causes of the Whiskey Rebellion.
3. Describe the social composition, political principles, and activities of the Democratic-Republican societies.
4. Describe the major domestic and foreign crises of the administration of John Adams.
5. Explain the measures taken by Jefferson to reshape and cleanse the federal government.
6. List the main functions of the federal government in the early nineteenth century.

7. Explain the reasons why Jefferson believed agricultural life was essential to political liberty.
8. Show how changing land acts affected settlement of the public domain.
9. Show the conflicting goals of federal Native American policy.
10. Outline the causes and significance of the War of 1812 and of the Monroe Doctrine.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will construct Venn diagrams that elaborate on the section title, "Liberty versus Order in the 1790's." Students should label one circle of their diagrams "Liberty" and the other "Order." In each circle, students should record appropriate examples that they gather from their readings of the section. Students should fill in overlapping areas with events or conditions of the time that were common to both.
3. Students should work together to construct a two-column table listing "President Jefferson's Beliefs" and "President Jefferson's Actions." Students will draw connections and disconnects between both columns.
4. Students will complete as a class project an original poem or narrative about Native American resistance during the early years of the United States that are expressed from the Native American point of view.
5. Students will write a chapter summary of the section using the major headings in their textbook as the basis for their paragraph topic sentences.
6. Students will complete a web quest on the War of 1812 at sea. Students are to research typical British and American warships of the period and their significant naval actions.
7. All students are to complete all written reading content quizzes and all chapter tests.

Unit Two : Chapter 8-5 The Age of Jackson pp 297 - 304

Unit Goals

Students should be able to:

1. Understand the development of Democratic-Republican Societies
2. Identify the three sections of Jefferson's America – The South, The Northeast, and the Trans-Appalachian West
3. Identify the patterns of Revitalization, Accommodation, and Resistance that was practiced by Native American Societies

Unit Objectives

Chapter 9 - 9.2, 9.3 Religion and Reform (1815-1855) pp 308 - 338

Unit Goals

1. Distinguish several geographic regions and describe the socioeconomic class variations of slaveholding patterns in the Old South.
2. List ways in which slaves protested and resisted their situation.
3. Develop arguments for and against slavery from the perspective of southern slaveholders, non-slaveholding southerners, northern whites, slaves, and freed blacks.
4. Describe ways in which political culture changed between the early 1820's and 1840.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students are to research a modern American industry with a special consideration for the following questions: What products do we make at home?, what percentage of the workforce is dedicated to this industry?, and how have modern inventions changed the way that this industry operates?
3. Students are to research a major city of the Northeast during the first half of the nineteenth century. The following questions are to be addressed in a student's presentation: What was the city's population in 1800?, How much had it grown by 1850?, What were some of the city's significant industries?, What kinds of housing did people live in?, How safe were the city's streets?, and what kind of neighborhoods developed during this period?
4. The students will obtain recordings of spirituals that were popular during this period including a copy of the lyrics, for the class. The students will identify the suggested purpose of the song and the intended emotion in order to develop a pattern that represents the spirituals as a whole.
5. Students will compose a letter to Great Britain from President Monroe that outlines the need for each of the provisions of the Monroe Doctrine.
6. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 10 - 10.1, 10.3, 10.4, 10.5 The Coming of the Civil War (1846- 1861)

pp 344 - 374

Unit Goals

1. Students will trace the development of foreign claims and possessions in the Trans-Mississippi west from 1811 to 1840. Students will learn about the American interests in this same area.
2. Students will learn about several justifications for American westward expansion in the 1840's.
3. Students will discuss the major expansions of the status of Texas from Mexican state, to Lone Star Republic, to American state.
4. Students will study the causes and consequences of the Mexican – American War.
5. Analyze President Polk's reasons for the annexation and joint occupation of Oregon.
6. Trace a typical journey into the West along one of several trails – Oregon, Western, California, or Mormon.
7. Study the four bonanzas of the West: cattle kingdom, mining kingdom, farming kingdom, and urban kingdom.
8. Explain the development and migration of the Mormons to the Salt Lake area.
9. Describe the culture and political organization of the Plains Indians and their relationship with white culture.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will work in small groups to create an annotated map showing some of the hardships that were faced by settlers moving West. Students are to select a specific journey such as a farm family moving from Vermont to Kansas, as the source for their maps.
4. Students will report on the various aspects of the culture of the Plains Indians. These should include tribal organization, daily life, spiritual belief, housing, transportation, clothing, art, legends, and famous leaders. Students should present their findings to the class with accompanying illustrations.
5. Students will report on the development of mining communities in the Far West, including those that turned into large cities such as Helena, Denver, Virginia City, and Denver; as well as those that eventually became ghost towns. Students will diagram the road to boom town or ghost town.

Chapter 11 - 11.1,11.2,11.3,11.4 Civil War (1861- 1865)

pp 378 - 420

Unit Goals

1. Students will analyze the major developments between 1848 and 1861 that contributed to the Civil War.
2. Identify the major territorial acquisitions from the Mexican War that contributed to the national debate regarding the issue of the extension of slavery.
3. Students will trace the political issues concerning slavery that contributed to the Compromise of 1850.
4. Discuss the events that fed northern suspicions of a conspiracy to extend the power and influence of the South in the government.
5. Analyze the birth and development of the Second American Political Party System.
6. Understand why the events in Kansas during the 1850's offered a preview to the Civil War.
7. Contrast the views of Abraham Lincoln and Stephen Douglas as expressed in the Illinois Debates of 1858, concerning slavery, abolitionism, and racial equality.
8. Discuss the events from November 1860 to April 1861 that sparked the Civil War.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will create graphs from the table on page 350 to visually compare the economic differences between the North and the South. Each graph shall contain the following three categories: Agriculture, Manufacturing, and Finance.
3. Students will assume the role of Northerners or Southerners in 1846 and write letters to the editor either supporting or opposing the United States entry into a war with Mexico. Suggested topics for inclusion would be the effect of national expansion. Students should identify the role of the writer and the position of the writer on the war.
4. Students will think about the issues and events of the 1840's and 1850's that would have influenced their political attitudes and values. Students will then write a one page summary of one of the following positions: Democratic, Whig, Free Soil, or American.
5. Students will work in pairs or small groups to create a time line titled "The Road to the Civil War." Students will begin with the Kansas-Nebraska Act and end with John Brown's Raid on Harpers Ferry. Students will then present their findings to the class.
6. Students will organize into groups of seven or eight. Half the students should represent Southerners and half the students should represent Northerners. The task is for the students to attempt to reach a negotiated settlement of the secession crisis. Each side must reach a settlement that is compatible with the position of the larger society that they represent.

- The entire class will then debate and then vote, first as Northerners and then as Southerners.
7. All students are to complete all written reading content quizzes and all chapter tests.
 8. As a northerner or southerner, students will write an article for a local newspaper, expressing their views of the proper values and vision for the nation while pointing out why the views of the other section are improper and dangerous.
 9. Students will compose an essay exploring the topic: "Does John Brown qualify as an American hero?"

Unit Films : *Jackson: Biography Channel*
Amistad
John Brown's Holy War
Not For Ourselves Alone
(Valley of the Shadow Project)

Chapter 12 - 12.2 Reconstruction (1865- 1877)

pp 422 - 450

Chapter 16 – 16.3 Life in The Twentieth Century

pp 564 - 568

Unit Goals

1. Discuss the balance of resources between the North and the South at the beginning of the Civil War and their implications for the military strategy of each side.
2. Contrast the backgrounds, leadership styles, and effectiveness of Presidents Jefferson Davis and Abraham Lincoln.
3. Analyze the results of the Civil War's military developments during 1861 to 1862.
4. Describe the common problems that faced both North and South in an extended war, and how the solutions of each side differed.
5. How and with what results did the southern and the northern military strategies change from 1863 to 1865?
6. Analyze the changes wrought by the Civil War on northern and southern societies and economies.
7. Learn why the North won the Civil War.
8. Analyze the costs and consequences of the Civil War for the United states.

Unit Objectives

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

2. Since the Civil War was the first war to be covered by newspaper reporters, students will design reports that are illustrated with the work of Civil War photographers Matthew Brady and Alexander Gardner and demonstrate the effect that such reporting had on the civilian population on the home front.
3. In a panel discussion, students will explore the division of family allegiance to the North and the South and discuss the various kinds of situations that family members might have met on the battlefield, in a field hospital or in a prisoner of war camp. As an option, students might select to complete the assignment in the form of a role playing activity.
4. Students will be asked to consider in the form of an essay, how Sherman's March To The Sea would have been seen through the eyes of the soldiers in the North who were carrying out Sherman's orders or the Southerners who were the victims of the violence that resulted.
5. Students are to gather statistics on the Southern casualties during the War and then calculate the percentage of southerners who were lost or wounded. Students are also asked to consider the effect of those losses on the southern economy. In addition, they should calculate the loss of slave labor and its effect on the southern economy. All calculations and predictions should be presented in the form of a graphic organizer, such as cause and effect.
6. All students are to complete all written reading content quizzes and all chapter tests.
7. The students will complete a research essay on the following topic: "The Emancipation Proclamation was one of the greatest political documents in American History."
8. Students will create a character who lived through the Civil War: Confederate soldier; northern women; southern slave; etc. and write a journal entry describing their experiences and feelings during a typical day of the war.

Chapter 14 - 14.1,14.2,14.3 Looking West (1860- 1900)

pp 486 - 514

Unit Goals

1. Explain how blacks responded to their former masters after the Civil War had ended.
2. Compare economic conditions of the South with the economic conditions of the North during the period of Reconstruction.
3. Discuss how southern whites reacted to the emancipation of blacks during the period of Reconstruction.
4. Discuss President Johnson's plan for reconstruction and Congress' response to that plan.

5. Describe the general attitude of the Union soldiers stationed in the South during Reconstruction toward blacks .
6. Discuss Congress' plan for Reconstruction and explain what Congress hoped to achieve as a result of that plan.
7. Discuss the economic conditions of poor white and poor blacks during the period of Reconstruction.
8. Evaluate the successes and failures of the Republican administration that controlled the southern state governments during the period of Reconstruction.
9. Discuss the methods by which conservative white Democrats regained control of the southern state governments a the end of Reconstruction.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will research the history of the Freedmen's Bureau, including if possible, information about some of its notable graduates. The information is to be presented to the class in the form of a documentary film.
3. Students are to assume the roles of various carpetbaggers, honest as well as less honorable. Each person should tell his or her "story" in the form of a testimony at a legislative hearing on their economic motivations for their journey south.
4. Students are to conduct mock interviews with members of the Black Congressional Caucus to discuss its history, membership, and important issues from the perspective of Reconstruction and the present.
5. All students are to complete all written reading content quizzes and all chapter tests.

Unit Films : *The History Channel: The Civil War Glory*
Ken Burns' Civil War
Wild West Tech
Wounded Knee

Chapter 17 - 17.1, 17.2 ½ , 17.3 Becoming a World Power (1890- 1915)

pp582 - 608

Unit Goals

1. Discuss the concept of the United States as a model society for other countries and understand how that concept affected American foreign policy in the nineteenth century.

2. Discuss American efforts to expand into the Pacific Ocean prior to the outbreak of the Spanish-American War.
3. Explain how profits, piety, and politics affected American foreign policy in the late nineteenth century.
4. Discuss the philosophy of those individuals who, in the late nineteenth century, believed that the United States should seek national glory and greatness in world affairs.
5. Discuss the factors that led the United States to declare war against Spain in 1898.
6. Contrast the arguments of those individuals who supported U.S. control of the Philippines after the end of the Spanish-American War with the arguments of those who opposed American acquisition.
7. Discuss the issue of imperialism as a factor in the election of 1900 and explain the policy that the United States eventually adopted for governing territories it controlled outside the limits of the continental United States.
8. Discuss the basic ideas that influenced Theodore Roosevelt's foreign policy philosophy.
9. Discuss U.S. relations with Japan and Europe during the Roosevelt administration.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will create cause and effect diagrams to summarize in graphic form the different forces whose influence and power led to the build-up of the U.S. Navy. Diagrams could use illustrations as well as text to identify the various factors involved. Students should present their findings along with their diagrams.
4. Students will complete an assignment in which they are columnists assigned to analyze the motives behind the country's expansionist policies. The students will develop an outline for their story that will examine the following driving forces: economic profit, military strategy, patriotism, religion, and a sense of racial and cultural superiority.
5. Students working in pairs will create parallel journal entries for two people who might have been present on August 15, 1914, the day that the *USS Ancon* became the first ship to complete a trip through the canal. One entry should be that of an American engineer, and the other should be that of a Jamaican worker as he recalls the cost in lives and labor that were needed to complete the canal.
6. Students will consider the voices that spoke against imperialism. Students will react to the proposal of a constitutional amendment that outlaws imperialism through working in small groups to compose such a law.

Students will include a definition of imperialism and discuss the passage of the law with the entire class.

Chapter 18 - 18.4 the Progressive Reform (1890- 1920)

pp 612 - 640

Unit Goals

1. Learn the key goals of the Progressives.
2. Find out how the ideas of progressive writers helped to inspire new reform movements.
3. Read about how the progressives wished to expand the role of government.
4. Learn about the major policies that President Wilson put into place.
5. Learn the ways in which Susan B. Anthony and Elizabeth Cady Stanton formed a “bridge” to the 20th century suffrage effort.
Study the factors that led to the final victory for suffrage

Chapter 19 World War I (1914-1920)

pp 644 - 768

Unit Goals

1. Discuss the reasons why the United States government announced a policy of neutrality at the outbreak of World War I in 1914, as well as the difficulties the United States had in maintaining such a policy prior to its entry into the war in 1917.
2. Discuss the factors that motivated American foreign policy in Latin America during the Wilson administration and evaluate the success of that policy in dealing with Mexico.
3. Discuss the approach of the American government in promoting support for the American involvement in World War I among its citizens and evaluate the impact of these policies on the activities of the American people.
4. Discuss the activities of the government in mobilizing the American economy after the United States entered World War I.
5. Discuss how the progressives attempted to promote their philosophy during World War I.
6. Discuss President Wilson’s role in drafting the Treaty of Paris at the end of World War I.
7. Discuss the factors that brought about the failure of the United States to ratify the Treaty of Versailles.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will research the nations of the world that have established certain rules of war. The first Geneva Convention or Treaty was signed in 1864 and updated in 1906, 1929, 1949, and 1977. The Hague Convention was signed in 1907 to establish rules of combat and the war at sea.
4. Students will design propaganda posters that attempt to do one of the following: convert or strengthen public opinion in support of the United States joining World War I, the recruitment of soldiers, nurses, or ambulance drivers; or the recruitment of women to replace men in the armed forces.
5. Students will research the war poets: Siegfried Sassoon, Rupert Brooke, Wilfred Owen, Isaac Rosenberg, and Malcolm Crowley. Students should read and discuss the poetry in class. The question of whether poetry can communicate the experiences of war should be discussed.
6. Students will debate the following topic: Should true patriots be willing to give up their right to free speech in order to support the war effort? At preparation, students should compare the Espionage Act of 1917 and the Sedition Act of 1918 with the Alien and Sedition Acts of 1798 and the more recent Patriot Act.
7. Students should research the role of political polling assessing how polls are created and how they are conducted. Students should apply this information to the public mood at the time of the United States proposed entry in the League of Nations.
8. Students will compose a class presentation by imagining that they are American Secretary of State Robert Lansing. How would Lansing have evaluated the events after the sinking of the Lusitania, which eventually led the United States to declare war against Germany in 1917?
9. Students will research and present a project to the class on the following topic: "Suppose you were a black American soldier fighting in Europe during World War I. Describe your military experiences while over there.
10. Students will prepare a chart that illustrates the activities of the government in mobilizing the American Economy after the United States entered World War I.

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

Mid Term and Final Exams are in the essay format.

Additional Assignments and Materials:

See above.

Reference/Textbook:

Text : **The Americans : A History**, Jordan, Winthrop D. , *et al.*; McDougall, Littel & Company

Evaluation Tools:

All levels of instruction for this course will follow the grading policy listed below:

Tests , Essays :	40 %
Projects:	25 %
Quizzes Pre-tests:	30 %
Homework	5%

Homework may additionally be graded (5%).

It is the policy of the Social Studies Department that all assignments that are turned in after there due date will be considered late. Assignments that are one day late will result in a permanent loss of credit.

Additional Course Policies:

The Department Honors Policy requires faculty recommendation and an entrance exam for placement into the Honors Level. Students previously enrolled in an Honors course who have also maintained a B average at the end of the first semester may not be required to re-apply for placement at the Honors Level. *A copy of the Department Honors Policy is available by request.*

Faculty recommendation is required for placement into all other course levels. Students at the Honors Level may be required by their Instructor to complete a summer assignment.

Both the Honors Level and the Academic Level require student assessment through the use of a pre-test for reading content.

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

STUDENT GUIDE SHEET
AMERICAN STUDIES I SAMPLE SUMMER
ASSIGNMENT

How Revolutionary Was The American Revolution?

Directions : The word *revolution* means change. We know that the Revolutionary War brought some changes to America - but just what kind, and how much? These are the questions raised by this Document Based Question.

There are several steps to forming an educated opinion.

1. Read the Background Essay. It provides a context for answering the question.
2. Skim through the 14 documents to see what they are about. Many are short.
3. Read the documents slowly. For each make a Document Analysis Sheet to record :
 - a. Who or what is the source? Is it a primary or secondary source?
 - b. What is the main idea of the document?
 - c. Was the audience for the document intended to be private or public?
4. Organize the documents into categories. Classic categories in historical analysis are :
politics, economics, and social groups. Some may have more than one. Add this information to your Document Analysis Sheet.
5. Research the American Revolution. Use printed sources or the Internet. Include a bibliography of all sources that you used.
6. Write a summary of each document in which you describe the content of the document. To what extent does the document support or not support the question of change?

The Documents :

Document A:	<i>La Destruction de la Statue Royale</i>
Document B:	AWe hold these truths ...@
Document D:	Billiards in Hanover-Town
Document E:	A New York Tory Estate

Document F:	Patriot Manors
Document H:	Charles Beard
Document I:	Six Legislatures
Document J:	Slave Trade
Document K:	Abolition
Document L:	Valedictorian of a New York Free School
Document M:	Abigail Adams
Document N:	19 th Amendment
Document P:	Northwest Ordinance
Document Q:	Leader from Three Seneca Leaders

