

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	United States History I CP							
GRADE BAND		K-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	October 10, 2022							

COURSE OVERVIEW

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

This course is designed as a survey of our nation’s early United States history. This course takes a chronological approach to examining the major turning points, issues, people, and events in United States history. It addresses the colonial period, events leading up to the American Revolution, the origins of our Constitution, reform movements, expansion, the Civil War, and Reconstruction. Students will learn fundamental concepts in human rights, geography, economics and civics to get a better understanding of United States history. Students will learn from historical documents and materials, analyze various texts including primary sources, complete written assignments, and conduct historical research to develop as critical thinkers and more well-rounded members of the community.

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UNIT OF STUDY	Indigenous Cultures/Three Worlds Meet (1400-1754)
PACING	Approximately 20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did North American Indigenous cultures advance prior to and cope with colonization? ● What were the effects of European colonization on Indigenous people and African people in North America between 1400 and 1754? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Advanced Indigenous cultures pre-existed prior to colonization in North America and developed unique relationships with European colonists. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Compare and contrast North American Indigenous cultures and recognize that they were advanced civilizations. ● Identify the effects of European colonization on Indigenous people. ● Analyze the development of the institution of slavery in the English colonies. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic Organizers ● North American Native Tribes Chart - Complete activities interpreting various forms of graphic representations (e.g., maps, charts, graphic organizers). ● Colonial Regions Chart - Compare and contrast colonial settlements and regional differences.
Summative	<ul style="list-style-type: none"> ● Document Based Question - Source Analysis “Three Worlds Meet” (CA1). ● Synthesize information to successfully complete a written assessment.
Benchmark	<ul style="list-style-type: none"> ● Document Based Question - Source Analysis “Three Worlds Meet” (CA1). ● Synthesize information to successfully complete a written assessment.
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	

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Must include the standard # & verbiage

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- WHST.9-10.8. Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics

- None.

Science

- None.

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Visual & Performing Arts
<ul style="list-style-type: none">• None.
World Languages
<ul style="list-style-type: none">• None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none">• None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none">• None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none">• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).• 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none">• Historian, museum tour guide, politician, archeologist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none">• Indigenous Peoples (Holocaust Curriculum Mandate).• Two-Spirit People (Inclusive Curriculum Mandate).• Enslaved Peoples & Free Black People (Amistad Curriculum Mandate).• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none">• Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management
<ul style="list-style-type: none">• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

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Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." *Chimamanda Ngozi Adichie: The Danger of a Single Story | TED Talk*, TED, https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare.
- *America: The Story of Us*. Films Media Group, 2010.
- Beemyn, Genny. "Transgender History of the United States." in *Trans Bodies, Trans Selves* edited by Laura Erickson-Schroth. Oxford, 2022.
- Bergen, Doris L. *War & Genocide: A Concise History of the Holocaust*. University of British Columbia Crane Library, 2017.
- "Black American History." *YouTube*, Crash Course. <https://www.youtube.com/playlist?list=PL8dPuualjXtNYJO8JWpXO2JP0ezgxrJJ>.
- Bradford, William, *Of Plymouth Plantation: Sixteen Twenty to Sixteen Forty-Seven*, 1952.
- Brady, Charles, and Phil Roden. *Mini-Qs in American History*. Vol. 1, The DBQ Project, 2009.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
- Chilukuri, Siri. "17 Powerful Quotes about the Colonial Experience." *Teen Vogue*, 13 Oct. 2021, <https://www.teenvogue.com/story/quotes-about-colonialism>.
- Compston, Christine. *Constitution Study Guide*. Prentice Hall, 2001.
- Miller, Arthur. *The Crucible*. 1953.
- "Facing History and Ourselves." *Facing History and Ourselves*, <https://www.facinghistory.org/>.
- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
- Horn, James. *A Land as God Made It, Jamestown and the Birth of America*. Basic Books Publishing, 2006.
- Kirchner, Jana, and Andrew McMichael. *Inquiry-Based Lessons in U.S. History*. Prufrock Press Inc., 2015.

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- "LGBTQ-Inclusive Lessons and Resources." *LGBTQInclusive Lessons and Resources*, Garden State Equality and Make It Better for Youth, <https://www.teach.lgbt/lesson/colonial-dilemmas/>.
- Mann, Charles. *1491: New Revelations of the Americas Before Columbus*. Vintage, 2006.
- Middleton, Richard. *Colonial America, A History to 1963*. Wiley-Blackwell, 2011.
- O'Connor, Edward. *Teaching and Using Document-Based Questions for Middle School*. Teacher Ideas Press, 2004.
- "One of Us or One of Them? - Facing History PSA with Josh Gad." *Facing History and Ourselves*, <https://www.facinghistory.org/resource-library/video/one-us-or-one-them-facing-history-psa-josh-gad>.
- PBS Learning Media. <https://ny.pbslearningmedia.org/>.
- *Pocahontas*. Walt Disney Studios Home Entertainment, 2015. (Used to analyze media portrayals of Indigenous people.)
- *The Scarlet Letter*. Hollywood Pictures, 1995.
- Shedlock, Robert W. *Lessons on American History*. Learning Center USA, 1998.
- *Squanto: A Warrior's Tale*. Walt Disney Pictures, 1994. (Used to analyze media portrayals of Indigenous people.)
- "Teaching with Current Events in Your Classroom." *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events.
- Usner, Daniel. *Indians, Settlers and Slaves in a Frontier Exchange Economy: The Lower Mississippi Valley Before 1783*. Omohundro Institute and University of North Carolina Press, 1992.
- Vindex, Diogenes, *Derivation Incognita: A Comprehensive Study into the Peopling of America*. CreateSpace Independent Publishing Platform, 2009.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Beacon Press, 2015.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU&t=233s>.
- Iroquois Constitution.
- Letters from William Penn and Roger Williams.
- Maryland Toleration Act of 1649.
- Mayflower Compact. 1620.
- "EmbraceRace Mini-Courses Based on Frequently Asked Questions." *EmbraceRace*, <https://www.embracerace.org/resources/mini-courses>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- "Education Resources from the Library of Congress." *Library of Congress*. 22 September 2022. <https://www.loc.gov/education/>.

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UNIT OF STUDY	Pre-Revolution and the American Revolution (1700 - 1783)
PACING	Approximately 30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What were the immediate and long-term causes of the American Revolution? ● How did distinct groups of Americans, including African Americans, Native Americans, and women, mobilize for war? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The war for independence was a result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. ● The pre-Revolutionary War and Revolutionary War periods would not have been possible without the contributions of a diverse group of Americans. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Analyze primary sources to identify different perspectives on the ideals of freedom and natural rights. ● Identify the contributions to the war effort made by distinct and diverse groups of people, including women, Indigenous people, enslaved people, and free Black people. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic Organizers
Summative	<ul style="list-style-type: none"> ● Extended Response Question - To what extent did the American Revolution increase freedom for all people? (CA2)
Benchmark	<ul style="list-style-type: none"> ● Extended Response Question - To what extent did the American Revolution increase freedom for all people? (CA2)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. ● 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. ● 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues. 	

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- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

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9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian, Author, Military Personnel

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Common Assessment 2 addresses whether the American colonists were justified in revolting. Students will consider the economic, political, and social impacts of colonization and revolution on a diverse group of individuals as they respond to this question.
- Contributions of women and the LGBTQIA+ community throughout the Pre-Revolution and Revolutionary Periods (Inclusive Curriculum Mandate).
- Contributions of Black people throughout the Pre-Revolution and Revolutionary Periods (Amistad Curriculum Mandate).
- Contributions of Native Americans throughout the Pre-Revolution and Revolutionary Periods (Holocaust Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

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- "Black American History." *YouTube*, Crash Course, <https://www.youtube.com/playlist?list=PL8dPuualjXtNYJO8JWpXO2JP0ezgxsrJJ>.
- Brady, Charles, and Phil Roden. *Mini-Qs in American History*. Vol. 1, The DBQ Project, 2009.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
- Buck, Elaine, and Beverly Mills. *If These Stones Could Talk: African American Presence in the Hopewell Valley, Sourland Mountain, and Surrounding Regions of New Jersey*. Wild River Books, 2018.
- Compston, Christine. *Constitution Study Guide*. Prentice Hall, 2001.
- Ellis, Joseph. *Founding Brothers: A Revolutionary Generation*. Vintage, 2002.
- Emmerich, Roland. *The Patriot*. Columbia Pictures, 2000.
- Harmon, Robert. *The Crossing*. A&E, 2000.
- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
- Hooper, Tom, et. al. *John Adams*. 2008.
- Hunt, Peter H. 1776. 1972.
- Isaacson, Walter. *Benjamin Franklin: An American Life*. Simon & Schuster, 2004.
- Johnson, Lamont. *The Broken Chain*. 1993.
- Kirchner, Jana, and Andrew McMichael. *Inquiry-Based Lessons in U.S. History*. Prufrock Press Inc., 2015.
- Mann, Michael, *The Last of the Mohicans*. Twentieth Century Fox Home Entertainment, Inc., 1992.
- McCullough, David. 1776. Simon & Schuster, 2006.
- McCullough, David. *John Adams*. Simon & Schuster, 2008.
- O'Connor, Edward. *Teaching and Using Document-Based Questions for Middle School*. Teacher Ideas Press, 2004.
- Paine, Thomas. *Common Sense*. Dover, 1997.
- Potter, David M. *The Impending Crisis: 1848-1861*. Harper, 1977.
- Shedlock, Robert W. *Lessons on American History*. Learning Center USA, 1998.
- "Teaching with Current Events in Your Classroom." *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events.
- Wills, Garry. *Inventing America: Jefferson's Declaration of Independence*. Mariner Books, 2002.
- Wilkerson, Isabel. *Caste*. Random House, 2020.
- Wood, Gordon S. *The Radicalism of the American Revolution*. Vintage, 1993.

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- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- American Battlefield Trust. "The Revolutionary War: Animated Battle Map." *YouTube*, 27 June 2019, <https://www.youtube.com/watch?v=0JLvRJzvOic>.
- Boston Tea Party Account. 1773.
- Boston Massacre Account. 1770.
- Chilukuri, Siri. "17 Powerful Quotes about the Colonial Experience." *Teen Vogue*, 13 Oct. 2021, <https://www.teenvogue.com/story/quotes-about-colonialism>.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU&t=233s>.
- CrashCourse. "The Seven Years War and the Great Awakening: Crash Course US History #5." *YouTube*, 28 Feb. 2013, <https://www.youtube.com/watch?v=5vKGU3aEGss>.
- CrashCourse. "Taxes & Smuggling - Prelude to Revolution: Crash Course US History #6." *YouTube*, 7 Mar. 2013, <https://www.youtube.com/watch?v=Eytc9ZaNWyc>.
- CrashCourse. "Who Won the American Revolution?: Crash Course US History #7." *YouTube*, 14 Mar. 2013, <https://www.youtube.com/watch?v=3EiSymRrKl4>.
- Declaration Of Independence. 1776.
- JoczProductions. "The American Revolution (APUSH 3.5, Period 3)." *YouTube*, 20 Sept. 2021, https://www.youtube.com/watch?v=wTS_uPMaH-Y.
- JoczProductions. "American Pageant Chapter 6 Apush Review (Period 3)." *YouTube*, 15 June 2015, <https://www.youtube.com/watch?v=qmPAIbd9je8>.
- JoczProductions. "American Pageant Chapter 7 Apush Review (Period 3)." *YouTube*, 9 Aug. 2015, <https://www.youtube.com/watch?v=xvnYXOU3-h4>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.

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UNIT OF STUDY	The New Nation (1776 - 1820s)
PACING	Approximately 45 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does the Constitution draw influence from a variety of sources in an effort to balance the needs of individual citizens, states and national governments? ● How well did early government leaders represent the people living in America at the time and their rights in the Constitution? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights. ● Debates about individual rights, states’ rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic. ● The rights the United States Constitution outlined did not apply to all individuals living under its jurisdiction. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Compare and contrast the rights established in the Constitution and the extent to which various groups of people experienced those rights (including Women, Indigenous people, enslaved people, free Black people). ● Analyze primary and secondary sources to evaluate the positions of the Federalists and Democratic-Republicans. ● Develop a defensible argument identifying the major contributions of the Federalists or Democratic-Republicans. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic Organizers ● Federalist v. Antifederalist Chart
Summative	<ul style="list-style-type: none"> ● Document Based Question Skill - Source Analysis “The New Nation” (CA4)
Benchmark	<ul style="list-style-type: none"> ● Document Based Question Skill - Source Analysis “The New Nation” (CA4)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

Mathematics

- None.

Science

- None.

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Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

CAREERS ASSOCIATED WITH THIS UNIT

- Museum curator, historian, politician

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- United States Constitution, Bill of Rights (Holocaust Curriculum Mandate).
- 3/5th Compromise, Slave Trade Compromise, Black participation in the War of 1812 (Amistad Curriculum Mandate).
- Women's Rights (Inclusive Curriculum Mandate).
- Common Assessment 3 addresses the emerging political parties and the precedents they set, as well as the influence these parties have on contemporary and future Americans. Students will determine which party had a greater influence on the development of the United States, considering the effects of policy decisions on individuals including women, Indigenous people, free Black people, enslaved people, and LGBTQIA+ people.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges.

Hillsborough Township Public Schools Curriculum Map
Course Title: USI CP

Self-Management

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others.

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others.

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills.

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Ambrose, Stephen. *Undaunted Courage*, Simon & Schuster. 1997.
- "America: The Story of US" Films Media Group, 2010.
- "Black American History." *YouTube*, Crash Course, <https://www.youtube.com/playlist?list=PL8dPuualjXtNYJO8JWpXO2JP0ezgsrJJ>.
- Brady, Charles, and Phil Roden. *Mini-Qs in American History*. Vol. 1, The DBQ Project, 2009.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
- Chernow, Ron. *Alexander Hamilton*, Penguin Books, 2005.
- Compston, Christine. *Constitution Study Guide*. Prentice Hall, 2001.
- "Constitution." *C3 Teachers*, 11 June 2021, <http://c3teachers.org/inquiries/constitution/>.
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- "Federalism." *C3 Teachers*, 11 June 2021, <http://c3teachers.org/inquiries/federalism/>.
- Fleming, Thomas. *George Washington and the Dangerous Two Years After Yorktown, 1781-1783*. Walker and Company, 2011.
- Hakim, Joy, *A History of US*, Oxford University Press, 2007.
- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
- Hooper, Tom, David Coatsworth, Steven Shareshian, Tom Hanks, Gary Goetzman, Paul Giamatti, Laura Linney, Danny Huston, John B. Lloyd, Justin Theroux, Ritchie Coster, Guy Henry, Stephen Dillane, David Morse, Željko Ivanek, John Dossett, Jean-Hugues Anglade, Judith Magre, Steven Hinkle, Madeline Taylor, Neal Huff, Tom Wilkinson, Tom Hollander, Sarah Polley, Ebon Moss-Bachrach, Rufus Sewell, Samuel Barnett, Andrew Scott, Rob Lane, Joseph Vitarelli, Melanie Oliver, Gemma Jackson, Tak Fujimoto, Danny Cohen, Kirk Ellis, Michelle Ashford, and David G. McCullough. *John Adams*. 2008.

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- Kirchner, Jana, and Andrew McMichael. *Inquiry-Based Lessons in U.S. History*. Prufrock Press Inc., 2015.
- Madison, James. *Notes of Debates in the Federal Convention of 1787*. Ohio University Press, 1985.
- Meyer, Muffie, Alexander Hamilton, PBS, 2007.
- O'Connor, Edward. *Teaching and Using Document-Based Questions for Middle School*. Teacher Ideas Press, 2004.
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- "Slavery in the Constitution." *Stanford History Education Group*, Stanford University, <https://sheg.stanford.edu/history-lessons/slavery-constitution>.
- "Teaching with Current Events in Your Classroom." *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events."
- de Tocqueville, Alexander. *Democracy in America*. CreateSpace, 2011.
- Weir, Peter. *Master and Commander*. Twentieth Century Fox Home Entertainment, Inc., 2003.
- Wood, Gordon S. *Empire of Liberty: A History of the Early Republic, 1789-1815*. Oxford University Press, 2011.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Articles of Confederation. 1777.
- Constitution. 1789.
- CrashCourse. "The Constitution, the Articles, and Federalism: Crash Course US History #8." *YouTube*, 21 Mar. 2013, <https://www.youtube.com/watch?v=bO7FQsCcbD8>.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UftU&t=233s>.
- CrashCourse. "Where US Politics Came from: Crash Course US History #9John." *YouTube*, 4 Apr. 2013, <https://www.youtube.com/watch?v=r161cLYzuDI>.
- Hamilton, Alexander, et al. *The Federalist Papers*. 1787-1788.
- "Marbury v. Madison (1803)." *National Archives and Records Administration*, National Archives and Records Administration, <https://www.archives.gov/milestone-documents/marbury-v-madison>.
- Paine, Thomas. *The American Crisis*. 1776.
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- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- "For Educators." Monticello. <https://www.monticello.org/research-education/for-educators/>.
- "Lesson Plans." Mount Vernon. <https://www.mountvernon.org/education/lesson-plans/>.

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

UNIT OF STUDY	Growth of a Nation (1803-1861)
PACING	Approximately 30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What were the economic, social and political impacts of the growth of the United States during the time period? ● What impacts did the growth of the nation have on distinct groups of people (Immigrants, women, Black people, Indigenous people, Mexicans, Filipinos, and LGBTQIA+ people)? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Multiple political, social, and economic factors caused American territorial expansion. ● The rapid expansion and transformation of the United States contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Compare and contrast the attempts of distinct groups of people to experience rights and freedoms during this time period of reform. ● Evaluate the impact of United States expansion on distinct groups of people, including immigrants, women, Black people, Indigenous people, Mexicans, Filipinos, and LGBTQIA+ people. ● Evaluate primary and secondary sources to identify arguments related to United States expansion. ● Develop an argument evaluating the impacts of United States expansion, including learned information and citations from primary and secondary sources. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic Organizers ● Impacts of United States Expansion Chart
Summative	<ul style="list-style-type: none"> ● Document Based Question (CA4)
Benchmark	<ul style="list-style-type: none"> ● Document Based Question (CA4)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Hillsborough Township Public Schools Curriculum Map
Course Title: USI CP

Mathematics
<ul style="list-style-type: none"> • None.
Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market. • 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Geologist, Sociologist, Economist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • 5 Civilized Tribes, Trail of Tears (Holocaust Curriculum Mandate). • Reforms related to people with intellectual and physical disabilities (Inclusive Curriculum Mandate). • Abolition movement, <i>Amistad</i> decision, resistance despite the expansion of slavery (Amistad Curriulum Mandate). • Irish and Asian participation in the Transcontinental Railroad (Asian-American and Pacific Islander Curriculum Mandate).

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- This unit addresses the political, social, and economic impacts of American westward expansion. Students will review primary source documents from diverse viewpoints chronicling the effects of westward expansion. They will compare and contrast which groups benefited from expansion and which groups faced negative consequences as a result of expansion.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJSEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others.

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

"America: The Story of US" Films Media Group, 2010.

- "Black American History." *YouTube*, Crash Course, <https://www.youtube.com/playlist?list=PL8dPuuaLjXtNYJO8JWpXO2JP0ezgxsrJJ>.
- Brady, Charles, and Phil Roden. *Mini-Qs in American History*. Vol. 1, The DBQ Project, 2009.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
- Brown, Dee and Hampton Sides. *Bury My Heart of Wounded Knee: An Indian History of the American West*. Holt Paperbacks, 2007.
- Compston, Christine. *Constitution Study Guide*. Prentice Hall, 2001.

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- Ford, John, et al., directors. *How the West Was Won*. Metro-Goldwyn-Mayer and Cinerama, 1962.
- "Freedom's Journal." *Stanford History Education Group*, Stanford University, <https://sheg.stanford.edu/history-lessons/freedoms-journal>.
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- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
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- Kirchner, Jana, and Andrew McMichael. *Inquiry-Based Lessons in U.S. History*. Prufrock Press Inc., 2015.
- Kolchin, Peter. *American Slavery: 1619-1877*. Hill and Wang, 2003.
- Meacham, Jon. *American Lion: Andrew Jackson in the White House*. Random House, 2009.
- Merry, Robert. *A Country of Vast Designs: James K. Polk, The Mexican War and the Conquest of the American Continent*. Simon & Schuster, 2010.
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- "Teaching with Current Events in Your Classroom." *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events."
- "Unheard Voices: Stories of LGBT History." *ADL*, 13 Jan. 2015, <https://www.adl.org/resources/lesson-plan/unheard-voices-stories-lgbt-history>.
- Woodworth, Steven. *Manifest Destinies: America's Westward Expansion and the Road to the Civil War*. Vintage, 2010.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Chilukuri, Siri. "17 Powerful Quotes about the Colonial Experience." *Teen Vogue*, 13 Oct. 2021, <https://www.teenvogue.com/story/quotes-about-colonialism>.
- CrashCourse. "19th Century Reforms: Crash Course US History #15." *YouTube*, 14 May 2013, <https://www.youtube.com/watch?v=t62fUZJvjOs>.
- CrashCourse. "Age of Jackson: Crash Course US History #14." *YouTube*, 9 May 2013, <https://www.youtube.com/watch?v=beN4qE-e5O8>.
- CrashCourse. "The Market Revolution: Crash Course US History #12." *YouTube*, 26 Apr. 2013, <https://www.youtube.com/watch?v=RNftCCwAolQ>.
- CrashCourse. "Slavery - Crash Course US History #13." *YouTube*, 2 May 2013, <https://www.youtube.com/watch?v=Ajn9g5Gsv98>.
- CrashCourse. "Thomas Jefferson & His Democracy: Crash Course US History #10." *YouTube*, 11 Apr. 2013, <https://www.youtube.com/watch?v=3Ox6vGteek>.
- CrashCourse. "War & Expansion: Crash Course US History #17." *YouTube*, 6 June 2013, <https://www.youtube.com/watch?v=tkdF8pOFUfl>.
- CrashCourse. "The War of 1812 - Crash Course US History #11." *YouTube*, 18 Apr. 2013, <https://www.youtube.com/watch?v=qMXgg2PKJZU>.
- CrashCourse. "Where US Politics Came from: Crash Course US History #9." *YouTube*, 4 Apr. 2013, <https://www.youtube.com/watch?v=r161cLYzuDI>.

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- CrashCourse. "Women in the 19th Century: Crash Course US History #16." *YouTube*, 23 May 2013, https://www.youtube.com/watch?v=fM1czS_VYDI.
- "Declaration of Sentiments." *National Parks Service*, U.S. Department of the Interior, <https://www.nps.gov/woi/learn/historyculture/declaration-of-sentiments.htm>.
- "Emily Dickinson." *Poetry Foundation*, Poetry Foundation, <https://www.poetryfoundation.org/poets/emily-dickinson#tab-poems>.
- Gast, John. *American Progress*. 1872.
- JoczProductions. "American Pageant Chapter 10 Apush Review (Period 3)." *YouTube*, 21 Sept. 2015, <https://www.youtube.com/watch?v=oWhLco6S7L8>.
- JoczProductions. "American Pageant Chapter 11 Apush Review (Period 4)." *YouTube*, 24 Sept. 2015, <https://www.youtube.com/watch?v=ZXvyUQPDxtA>.
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- JoczProductions. "American Pageant Chapter 17 Apush Review." *YouTube*, 23 Oct. 2014, <https://www.youtube.com/watch?v=S11JCenflk4>.
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- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

UNIT OF STUDY	Causes of the Civil War (1850-1877)
PACING	Approximately 35 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What were the immediate and long term factors that led up to the American Civil War? ● How did distinct groups contribute to the pre-war and the Civil War periods (immigrants, women, Black people, Indigenous people, Hispanic/Latinos, Asian-Americans and Pacific Islanders)? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The Civil War was caused by ideological, economic, and political differences about the future course of the nation. ● The contributions of distinct groups helped to influence the pre-war and the Civil War periods (immigrants, women, Black people, Indigenous people, Hispanic/Latinos, Asian-Americans and Pacific Islanders). 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Use primary and secondary sources to understand different perspectives on the causes of the Civil War, and the Civil War itself. ● Identify the causes and major events of the Civil War. ● Explain the contributions of distinct and diverse groups of people towards the Civil War. ● Determine that the Union would not have won the Civil War without the contributions of distinct groups of people. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic organizers ● Causes of the Civil War Chart ● Advantages and Disadvantages of the North and South Venn Diagram
Summative	<ul style="list-style-type: none"> ● 20 Multiple Choice (CA5A) ● 20 Multiple Choice (CA5B)
Benchmark	<ul style="list-style-type: none"> ● 20 Multiple Choice (CA5A) ● 20 Multiple Choice (CA5B)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

CAREERS ASSOCIATED WITH THIS UNIT

- Military leader, historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Harriet Tubman, women's participation, cross-dressing, transgender people (Inclusive Curriculum Mandate).
- Underground Railroad, Frederick Douglass, Harriet Tubman, Sojourner Truth, Free Black People and Enslaved People, Emancipation Proclamation (Amistad Curriculum Mandate).
- Asian Americans in the war effort (Asian-American and Pacific Islander Curriculum Mandate).
- This unit addresses the causes of the Civil War, especially the human rights abuses that led to war. The impacts the causes had on distinct and diverse groups of people, including women, free Black people, enslaved people, Indigenous people, Hispanic-Americans, and Asian-Americans, will be analyzed.

Hillsborough Township Public Schools Curriculum Map

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- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- "African Americans and the Civil War." *C3 Teachers*, 4 Mar. 2022, <https://c3teachers.org/inquiries/african-americans-and-the-civil-war/>.
- *America: The Story of US*. Films Media Group, 2010.
- "Black American History." *YouTube*, Crash Course, <https://www.youtube.com/playlist?list=PL8dPuualjXtNYJO8JWpXO2JP0ezgxrJJ>.
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- Burns, Ken, et al. *The Civil War: A Film by Ken Burns*. PBS, 1990.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
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- Costner, Kevin, director. *Dances with Wolves*. Orion Pictures, 1990.
- "Emancipation." *C3 Teachers*, 4 Mar. 2022, <http://c3teachers.org/inquiries/emancipation/>.
- Finkleman, Paul. *Dred Scott v. Sanford: A Brief With Documents*. Bedford/St. Martin's, 1997.
- Foote, Shelby. *The Civil War: A Narrative*. Vintage, 1986.

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- Haid, Charles, director. *Buffalo Soldiers*. TNT, 1997.
- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
- Kearns, Doris Kearns. *A Team of Rivals: The Political Genius of Abraham Lincoln*. Simon & Schuster, 2006.
- Kirchner, Jana, and Andrew McMichael. *Inquiry-Based Lessons in U.S. History*. Prufrock Press Inc., 2015.
- MacPherson, James. *The Battle Cry of Freedom: The Civil War Era*. Oxford University Press, 2003.
- Maltz, Earl M. *Dred Scott and the Politics of Slavery*. University Press of Kansas, 2007.
- Maxwell, Ron, director. *Gettysburg*. New Line Cinema, 1993.
- McQueen, Steve, director. *12 Years a Slave*. Searchlight Pictures, 2013.
- Minghella, Anthony, director. *Cold Mountain*. Buena Vista Home Entertainment, 2003.
- O'Connor, Edward. *Teaching and Using Document-Based Questions for Middle School*. Teacher Ideas Press, 2004.
- Parks, Gordon, director. *Solomon Northup's Odyssey: Twelve Years a Slave*. Monterey Media, 1984.
- Scorcese, Martin, director. *Gangs of New York*. Miramax Films, 2002.
- Shedlock, Robert W. *Lessons on American History*. Learning Center USA, 1998.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Zwick, Edward, director. *Glory*. Tri-Star Pictures, 1989.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education <https://www.nj.gov/education/standards/dei/>.
- American Battlefield Trust. "The Civil War Animated Battle Map: April 12, 1861 – May 9, 1865." *YouTube*, 25 Feb. 2022, <https://www.youtube.com/watch?v=CTLXVnr6x30>.
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- CrashCourse. "The Civil War Part 2: Crash Course US History #21." *YouTube*, 11 July 2013, https://www.youtube.com/watch?v=GzTrKccmj_l.
- CrashCourse. "Reconstruction and 1876: Crash Course US History #22." *YouTube*, 18 July 2013, <https://www.youtube.com/watch?v=nowsS7pMApl>.
- Dred Scott v. Sanford, 1857.
- Gettysburg Address, 1863.
- JoczProductions. "Apush Review: The Civil War." *YouTube*, 23 Dec. 2013, <https://www.youtube.com/watch?v=0YEJuoJDQKY>.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU&t=233s>.
- "For Families and Educators." ADL, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.

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Course Title: USI CP

UNIT OF STUDY	Reconstruction (1865 - 1877)
PACING	Approximately 20 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● In what ways did the social, political, and economic structures of the United States change and stay the same during Reconstruction? ● How were distinct groups living within the United States affected by Reconstruction (immigrants, women, Black people, Indigenous people, Hispanic/Latinos, Asian-Americans, and Pacific Islanders)? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The impact of the Reconstruction Era on the social, political and economic structure of America. ● The ways the Constitutional amendments and national laws from the war and postwar period impacted the lives of distinct groups (immigrants, women, Black people, Indigenous people, Hispanic/Latinos, Asian-Americans, and Pacific Islanders). 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify that Reconstruction is an unfinished process. ● Explain how Reconstruction related to human rights and later civil rights movements. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance/exit ticket ● Writing prompt ● Graphic organizer(s)
Formative	<ul style="list-style-type: none"> ● Quiz(zes) ● Small group activity ● Self and peer assessment ● Graphic organizers ● Success and Failures of Reconstruction Chart
Summative	<ul style="list-style-type: none"> ● CA6 - Long Essay Question on Final Exam
Benchmark	<ul style="list-style-type: none"> ● CA6 - Long Essay Question on Final Exam
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. ● 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. 	

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Course Title: USI CP

- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

English Language Arts

- RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

Hillsborough Township Public Schools Curriculum Map

Course Title: USI CP

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Historian, Lawyer, Author

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Frederick Douglass (Amistad Curriculum Mandate).
- Charles Sumner (Inclusive Curriculum Mandate).
- 13th, 14th, 15th Amendments (Holocaust Curriculum Mandate).
- This unit addresses key issues facing the United States after the Civil War, how the period of Reconstruction aimed to address these issues, and whether those tasked with reuniting the United States were successful. The impacts of the Civil War and the systemic factors facing diverse groups of individuals, including Black people, women, Indigenous people, Hispanic-Americans, and Asian-Americans, are analyzed.
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SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

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Course Title: USI CP

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Social Awareness

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Relationship Skills

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Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

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- "Black American History." *YouTube*, Crash Course, <https://www.youtube.com/playlist?list=PL8dPuuaLjXtNYJO8JWpXO2JP0ezgsrJJ> .
- "Booker T. Washington and W.E.B. Du Bois: The Conflict." *PBS LearningMedia*, WNET, 13 Apr. 2022, <https://why.pbslearningmedia.org/resource/bf10.socst.us.indust.bookert/booker-t-washingt-on-and-web-du-bois-the-conflict/us-history-collection/>.
- Brady, Charles, and Phil Roden. *Mini-Qs in American History* . Vol. 1, The DBQ Project, 2009.
- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2012.
- "Chinese Massacre of 1871: Lesson Plan Curriculum: The Asian American Education Project." *Chinese Massacre of 1871 | Lesson Plan Curriculum | The Asian American Education Project*, <https://asianamericanedu.org/chinese-massacre-of-1871-connecting-past-with-present.html>.
- Compston, Christine. *Constitution Study Guide*. Prentice Hall, 2001.
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- Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. Harper Classics, 2002.
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- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
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- Oshinsky, David M. *Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*. Free Press, 1997.

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- "Page Act 1875 Documents." *Google Docs*, Google, https://docs.google.com/document/d/1i2_i58EwHgou1vO4dLXCffRQBj_6mLo5uMfW_S_OFU/edit.
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- "Teaching with Current Events in Your Classroom." *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events."
- "The Reconstruction Amendments." *PBS LearningMedia*, WNET, 14 Dec. 2020, <https://why.pbslearningmedia.org/resource/ilwnet17-soc-us-reconamend/the-reconstruction-amendments/>.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2005.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Plessy vs. Ferguson, 1896.
- Education Resources. <https://www.loc.gov/education/>.
- CrashCourse. "Reconstruction and 1876: Crash Course US History #22." *YouTube*, 18 July 2013, <https://www.youtube.com/watch?v=newsS7pMApl>.
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- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU&t=233s>.
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- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families/>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- *Reconstruction: America After the Civil War*. PBS. <https://www.pbs.org/show/reconstruction-america-after-civil-war/>.