

# SCHOOL DISTRICT OF THE CHATHAMS

## US History I 9<sup>th</sup> Grade Full Year

### Course Overview

Using a multi-faceted approach that includes sociological, cultural, economic, political, and diplomatic perspectives, US History I introduces students to concepts, movements, events, and personalities of the history of the United States from the pre-colonial period to the closing of the frontier in the late 19<sup>th</sup> century. Although the course explores the past within a chronological framework, US History I develops historical thinking and information processing skills, improving students' ability to find, critically analyze, and evaluate the significance of facts and ideas. The course also requires students to build, support, defend, and effectively communicate their own understandings of United States history.

The US History I course is offered at three different levels, US History I A , US History I B, and US History I C. These courses vary in instructional approaches, materials and pacing in order to meet the needs of various learners. All courses meet the New Jersey Student Learning Standards.

### New Jersey Student Learning Standards

*The New Jersey Student Learning Standards (NJSLS) can be located at [www.nj.gov/education/cccs/2020/](http://www.nj.gov/education/cccs/2020/).*

#### Colonization and Settlement (1585–1763)

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.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.

#### Revolution and the New Nation (1754–1820s)

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.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 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.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.
- 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 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).

### Expansion and Reform (1801–1861)

- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 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.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 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.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.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

### Civil War and Reconstruction (1850–1877)

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- 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.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.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.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 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.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.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.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

### The Development of the Industrial United States (1870–1900)

- 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.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

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6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

### History, Culture, and Perspective: Claims and Argumentation

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

### Technology Standards

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

### 21st Century Integration | NJSL 9

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

### Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural/global competence.

### Interdisciplinary Connections

#### English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by

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particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style

are appropriate to task, purpose, and audience.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
  - A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
  - B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

## **Units of Study**

### Course Essential Questions:

- What do Americans need to understand about their past to make sense of their present?

### Unit 1: European Colonization of America (1492 – 1765) (~12 classes)

- How does the common understanding of European exploration and colonization differ from the historical record?
- How can we tell if the development of a system of hereditary African slavery was inevitable? Why did it develop and flourish in North America? How do we know?
- What evidence helps understand the relative role of opportunity, liberty, ordeal and oppression in Colonial America?
- What social, economic, religious or political traits of the original thirteen colonies are most visible in America today?

### Unit 2: Revolutionary America (1766-1780) (~15 classes)

- How important is the difference between the popular understanding of the American Revolution and the various interpretations of historians?

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- What actions and arguments of individuals and groups played a role in the forces of conflict and compromise that led to the American Revolution?
- The state of New Jersey's educational standards of history are required by law to be taught to public education students. What should those standards say about the leaders of the American Revolution?
- Was the American Revolution truly revolutionary for different populations in the British Colonies? Should it be called a Revolution?

Unit 3: Constitution, Forging a New Nation (1789 – 1828) (~14 classes)

- Is a strong federal system the most effective government for the United States? Which level of government, federal or state, can best solve our nation's problems?
- Did the debate over the Constitution and the document itself forecast the divisions of opinion found in the United States today?
- What has been and what should be more influential in framing our political system, the Declaration of Independence or the Constitution?
- What can we learn about the development of political parties in the early years of the United States that helps us understand political parties today?
- Should the political opposition have the right to criticize a president's foreign policy? Does dissent make our country stronger or weaker?

Unit 4: Market Revolution, Expansion and Reform (1828 – 1860) (~15 classes)

- Why does Andrew Jackson have an age named after him, when other presidents do not?
- What qualities of American society allowed for the various ways minorities were treated during this period? Do those qualities still exist today?
- What role does religion and spirituality play among different populations in society?
- What evidence helps us understand the primary causes of economic growth through this period?
- Should states have the right to ignore the laws of the national government?
- Was change a blessing or a curse during this period?

Unit 5: Manifest Destiny and Sectionalism (1835 – 1861) (~15 classes)

- Was the United States destined to expand across the continent?
- What justifications for war are legitimate?
- What evidence helps us determine how much of the growth and wealth of the United States was the result of the system of slavery and eliminating Native populations?
- Does militancy strengthen or weaken a protest movement?

Unit 6: Civil War (1861 – 1865) (~15 classes)

- How can virtually all historians agree that slavery was the primary cause of the Civil War, yet many Americans don't agree that slavery was the primary cause of the Civil War?
- In what ways is Abraham Lincoln deserve to be called the "Great Emancipator?"
- When is "total war" justified?
- Should confederate plaques, memorials and statues be torn down?
- Who gained the most from the Civil War? How can we tell?

Unit 7: Reconstruction (1865 – 1877) (~15 classes)

- The North won the Civil War through the surrender of Confederate armies. Who won Reconstruction?
- Can we tell if it was possible to have a peace of reconciliation after the Civil War?
- Should the South have been treated as a defeated nation or as rebellious states?
- Can political freedom exist without economic equality?

- When should a president be impeached and removed from office?
- Does racial equality depend upon government action?

#### Unit 8: Becoming an Industrial Society (1878 – 1900) (~20 classes)

- Were the changes of this period a blessing or a curse? For whom? How can we tell?
- Does the treatment of Native Americans by the United States government meet the definition of genocide as defined by Article 2 of the Convention on the Prevention and Punishment of the Crime of Genocide adopted by the United Nations in 1948?
- How does the study of this era help answer the question, “how should business be regulated by the government?”
- Did big business in this era benefit all Americans or just some of them? How can we tell?
- Who benefits more from immigration, the nation, or the immigrants?

<h3>Learning Objectives/Discipline Standards of Practice</h3>
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#### Learning Objectives:

- Students will understand what history is
  - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
  - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is
  - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
  - Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
  - Engage in Chronological Thinking
    - Construct timelines of the events occurring during major eras.
    - Explain how major events are related to one another in time.
  - Engage in Spatial Thinking
    - Select and use various geographic representations to compare information about people, places, regions, and environments.
    - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
  - Engage in Critical Thinking
    - Compare and contrast differing interpretations of current and historical events
    - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
  - Engage in Presentation Skills
    - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Students will develop habits & dispositions
  - Be curious and attentive to people, thoughts, ideas and events and appreciate their power

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- to change individuals and groups.
- Be suspicious and thorough in research and the interpretation and corroboration of evidence.
- Be mindful of the provisional nature of knowledge, and the limitations of egocentric and sociocentric thinking.
- Be aware of the elements of their thinking and the intellectual standards by which those elements can be assessed.
- Be confident of their reasoning and comprehensive in their conclusions.
- Be responsible in their thoughts and actions, demonstrate honesty, mutual respect, cooperation, and attention to multiple perspectives.
- Students will develop skills to
  - Ask Questions about people, thoughts, ideas and events
  - Research, vet and corroborate evidence.
  - Interpret, analyze and synthesize evidence and ideas in primary and secondary sources.
  - Apply conceptual tools of social studies such as continuity and change over time, context and perspective, causality, contingency and complexity.
  - Prove a thesis of defensible conclusions based on the application of evidence in writing, discussion and presentation.

#### Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
  - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
  - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
  - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
  - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations

- Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
  - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
  - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### **Instructional Resources and Materials**

*Whole class resources have been identified with an asterisk.*

*A broad diversity of historical evidence of the past in the form of primary source materials as well as secondary source interpretations of the past are assigned or recommended by teachers in the course of instruction. Primary source materials in text, art, photographs, images, film, audio recordings, and statistical data include, but are not limited to, correspondence, diaries, census and court records, legislation, manuscripts, maps, memoirs, music, art, news stories, oral histories, speeches and sound and film recordings. Secondary sources to support student learning in the discipline of history include, but are not limited to, book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials.*

*Instructional materials are recommended by and included in Units of Study resources and vary in order to explore essential questions and meet the learning needs of students.*

### **Resources**

- Exemplary Primary Sources Archives:
  - Adverts 250 Project
  - American in Class from the National Humanities Center
  - Avalon Project of Yale University
  - Choices Program of Brown University
  - Digital Scholarship Lab of Richmond University
  - Edsitement of the National Endowment of the Humanities
  - ehistory of University of Georgia
  - Founders Online Project of the National Archives
  - Gilder Lehrman Institute of American History
  - HathiTrust Digital Archive
  - Internet Archive
  - Jamestown Rediscovery Foundation
  - Library of Congress

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- Massachusetts Historical Society
- National Archives
- National Park Service
- Slavevoyages Trans-Atlantic and Intra-American slave trade databases
- Stanford History Education Group
- Teaching American History
- Exemplary Secondary Sources:
  - Commplace Journal of Early American Life
  - CQ Researcher Online
  - CrashCourse
  - Digital History of the University of Houston
  - *Don't Know Much about History* by Ken Davis
  - Journal of the American Revolution
  - *History of the American People* by Paul Johnson
  - Khan Academy
  - Miller Center of the University of Virginia
  - National Constitution Center
  - PBS Learning Media
  - *People's History of the United States* by Howard Zinn
  - Perspectives on History of the American Historical Association
  - ProQuest
  - Smithsonian Magazine

### **Assessment Strategies**

*Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).*

*Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:*

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live and recorded presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary source, text, images, and maps.
- Drawings, digital infographics, image collages and sketched representations of historical concepts, developments, and events.