

Social Studies education strives to provide learners with the knowledge, skills, attitudes, and perspectives necessary to become active, informed, and contributing members of communities.

Access the full NJ Students Learning Standards for Social Studies here: [Social Studies NJSLs](#)

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p>	
<p>NJCCCS: 6.1.8.A.3.a - Determine Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. 6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.A.3.c - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.d - Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government. 6.1.8.A.3.e - Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. 6.1.8.A.3.f - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. 6.1.8.A.3.g - Evaluate the impact of the Constitution and Bill of Rights on current day issues. NJSLS: 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period. • 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · The Declaration of Independence is one of the most inspirational documents of all time but the new country could not live up to its aspirations · The Constitution is a living document · The Bill of Rights is what allowed the Constitution to be sold to the citizens of the new nation · Separation of power is a founding principle of the US · The Constitution would not have been possible without compromise · The Articles of Confederation were a well intentioned by misguided first attempt at a national government · The Alien and Sedition Acts undermined civil liberties · The Bill of Rights remains an extremely important portion of the Constitution even today 	

<p>Essential Questions:</p> <ul style="list-style-type: none"> · Did the creation of the United States of America live up to the language in the Declaration of Independence? · Is the Constitution changeable? · What factor did the Bill of Rights play in getting the Constitution approved? · What was wrong with the Articles of Confederation? · Is the United States always the country its founding documents declare it to be? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · The United States is a country which is constantly striving to live up to its founding documents · The Constitution is malleable but it is a difficult thing to change · The Bill of Rights consisted of the guarantees which made people comfortable with a stronger central government · The Articles of Confederation were simply too weak to make an effective country
<p>Knowledge, Skills, and Instructional Objectives: The Constitution was a hotly debated and carefully thought out document which continues to be the foundation of our government today The Bill of Rights contains is a key piece of the Constitution which guarantees specific rights</p>	
<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Constitution, Declaration of Independence, compromise, liberty, Bill of Rights</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4; 8.1.8.C.1</p>
<p>Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Create a Classroom Constitution which the entire class would ratify</p>	

<p>Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2</p> <p>21st Century Skills CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: B. Geography, People, and the Environment</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p> <p>NJCCCS:</p> <p>6.1.8.B.3.a - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.8.B.3.b - Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.B.3.c - Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p>	

6.1.8.B.3.d - Explain why New Jersey's location played an integral role in the American Revolution.

NJSLS:

6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

Big Ideas:

- Conflict between the British and French allowed for Great Britain's footprint to expand in the New World
- Geography played a key role in the New Jersey and Virginia plans
- The Revolutionaries used their intimate knowledge of the regions geography in order to defeat a much better equipped and larger force
- Monmouth and Morristown played key roles in the American Revolution

Essential Questions:

- How did European conflicts affect the New World? · What does geography have to do with the Constitution? · How can geographic knowledge change the outcome of a battle? · Which New Jersey cities were key Revolutionary spots?

Enduring Understandings:

- European rivalries led to an expansion of British territory in the New World
- New Jersey and Virginia came up with plans that they thought would benefit the population their land could hold · Understanding of one's surroundings can be the best weapon in an arsenal
- New Jersey was an integral part of the Revolutionary War

Knowledge, Skills, and Instructional Objectives:

The United States was greatly influenced by events happening all over the world
Geography plays a huge role in the history of the United States

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Geography, Compromise, Revolution

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi
8.1.8.A.4; 8.1.8.C.1

Recommended Instructional Activities:

Venn Diagram, guided reading, lecture, web quest, research

Extension Strategies/Activities:

Visit local sites that have deep connections to the American Revolution

Cross-curricular Connections/Standards:

Language Arts: R1.7.4;R1.7.7;W.7.2

21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12

Suggested Assessments:

Essay, quiz, notes, class discussion, guided activity

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: C. Economics, Innovation, and Technology</p>
<p>Era: Revolution and the New Nation (1754-1820s)</p>	
<p>NJCCCS: 6.1.8.C.3.a - Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. 6.1.8.C.3.b - Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. 6.1.8.C.3.c - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country. NJSLS: 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · When the government changes regulations suddenly it can cause a major disruption, i.e. The Stamp Act · Inflation was as much a cause of the American Revolution as tea · Slavery was a waning institution until the invention of the cotton gin brought it back 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · How does monetary policy relate to the overall health of a nation? · Why is printing money a bad idea? · Can technological invention have unforeseen consequences? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Introduction of a new tax can cause riotous behavior if not properly handled · Printing money without any control can lead to unrestrained inflation · The cotton gin ultimately can be seen as a major cause of the civil war
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> · Taxation, monetary, and trade policy can be motivating factors against the power of a government · Inventions have ripple effects which cannot be predicted by their creators 	
<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Cotton Gin, Monetary, Stamp Act, Revolution</p> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4; 8.1.8.C.1</p>
<p>Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Give students a fictional invention and tell them to predict how this invention might change the world</p>	

Cross-curricular Connections/Standards:

Language Arts: R1.7.4;R1.7.7;W.7.2

21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12

Suggested Assessments:

Essay, quiz, notes, class discussion, guided activity

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and

Strand: D. History, Culture, and Perspectives

skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Era: Revolution and the New Nation (1754-1820s)

NJCCCS:

6.1.8.D.3.a - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.b - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.c - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.d - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f - Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

6.1.8.D.3.g - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

NJSLS:

• **6.1.8.HistoryCC.3.a:** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. **6.1.8.HistorySE.3.a:** Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

• **6.1.8.HistoryUP.3.c:** Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

• **6.1.8.HistoryUP.3.b:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war

Big Ideas:

- The Seven Years War concurrently caused The UK to raise taxes on the Americans and tighten their control on the territory · The corner stone of the Declaration was “No Taxation Without Representation” which was reflected in the US constitution · Washington was a capable general and a precedent setting leader
- The newly independent nation was helped by wealthy citizens and other countries that had lingering resentments towards the UK · The American Revolution proved to be a crisis point for many sub groups living within the newly formed United States · The Treaty of Paris indebted the United States to France and led the USA into an antagonistic relationship with most European powers that still had empire in the New World

Essential Questions:

- Can winning a war eventually led to undesired consequences?
- Why is the Declaration of Independence such an enduring document?
- What made Washington special?
- Did all citizens agree with the decision to forcibly sever ties with the United Kingdom?
- How was the new nation positioned in the world after the Treaty of Paris?

Enduring Understandings:

- Often the cost of a war can overwhelm the benefits of winning
- The Declaration of Independence is one of the most important documents of all time
- George Washington was a transformative precedent setting man who has left an indelible mark on American government and life
- The Revolution tore families apart, offered opportunities to others and generally made many in the territory unsure of where their loyalties lied
 - The United States was at once indebted to European power and the protector of the Americas from undue European meddling

Knowledge, Skills, and Instructional Objectives:

The period of the US Revolution had many intricacies and competing interests
 France became an ally of the new nation as a way to meddle with her longtime rival
 George Washington was uniquely suited to run the nation in the Revolutionary and Post Revolutionary period

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Debt, taxation, treaty, trade

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi
 8.1.8.A.4; 8.1.8.C.1

Recommended Instructional Activities:

Venn Diagram, guided reading, lecture, web quest, research

Extension Strategies/Activities:

Compare the combatants in the 7 years war to the combatants in World War I

Cross-curricular Connections/Standards:

Language Arts: R1.7.4;R1.7.7;W.7.2

21st Century Skills

CRP1; CRP3; CRP6; CRP11; CRP12

Suggested Assessments:

Essay, quiz, notes, class discussion, guided activity

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand: A. Civics, Government, and Human Rights

Era: Expansion and Reform (1801-1861)

NJCCCS:

6.1.8.A.4.a - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c - Assess the extent to which voting rights were expanded during the Jacksonian period.

NJSLS:

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

• **6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.**

• **6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.**

Big Ideas:

- Shortly after the Revolution America was seen as a young country which could be bullied, that had changed by the 1860's
- Manifest Destiny became engrained in American politics informing almost every major political decision
- Jacksonian democracy eliminated land provisions for voting and expanded suffrage to all white males

Essential Questions:

- How did the United States become a player on the world stage?
- Can an idea transform a continent?
- What is Jacksonian Democracy?

Enduring Understandings:

- Through diplomacy and force the United States emerged as a world power by the mid 1800's
- Manifest Destiny informed the desire of an entire nation
- Jacksonian Democracy expanded voting rights, allowed for election of previously appointed positions, and put the power of government into the hands of the common man

Knowledge, Skills, and Instructional Objectives:

- Jacksonian Democracy is the democracy of the USA
- Ideas have power
- The Monroe Doctrine was the first major foreign policy aimed at asserting American power

Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Manifest Destiny, Jacksonian Democracy, suffrage, annexation
	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi

8.1.8.A.4;8.1.8.C.1	
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Craft an anti-Jackson argument in favor of appointed Judges	
Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	Strand: B. Geography, People, and the Environment
Era: Expansion and Reform (1801-1861)	
NJCCCS: 6.1.8.B.4.a - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the	

United States. 6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. NJSLS: • 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
Big Ideas: <ul style="list-style-type: none"> · The Louisiana purchase was a new chapter in American government · With expansion came conflict

Essential Questions:

- What precedents were set by the Louisiana Purchase? ·
- How did the Louisiana Purchase lead to Manifest Destiny? ·
- Were the Native Americans better off when the French believed that Louisiana belonged to them?

Enduring Understandings:

- The Louisiana Purchase was extra-Constitutional but Jefferson could not pass up the opportunity to more than double the size of US territory thus setting a precedent that would transform into Manifest Destiny

Knowledge, Skills, and Instructional Objectives: Identify land that was purchased by Jefferson in the Louisiana Purchase Trace the route taken by Lewis and Clack Identify Native American groups that were living in the Louisiana territory	
Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Manifest Destiny, Constitution, Non-Constitutional
	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4;8.1.8.C.1
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Report on Thomas Jefferson's struggle over the Louisiana Purchase	
Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	Strand: C. Economics, Innovation, and Technology
Era: Expansion and Reform (1801-1861)	

NJCCCS:

6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

NJSLS:

• **6.1.8.EconET.4.a:** Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

• **6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation

• **6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Big Ideas:

- Control over a national currency is the only way to ensure international success
- Technology made the world a smaller and more dangerous place in the first half of the 19th century

Essential Questions:

- Why is a national currency is the only way to ensure international success?
- How was technology a double edged sword for the American worker?

Enduring Understandings:

- Control over currency allows a nation to truly be the supreme authority in the land
- Technology made travel swifter and goods cheaper, however, it also made life very difficult and dangerous for people stuck in manufacturing jobs

Knowledge, Skills, and Instructional Objectives:

- Land and water transportation improved in the 1800's
- The National Bank, uniform currency, and protective tariffs were key tools in the success of the early United States
- Factory conditions in early American manufacturing were horrendous

Instructional Materials/Resources:

Textbook, Safari Montage, Online Databases

Suggested Vocabulary

Social class, innovation, tariffs, currency

Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi

Recommended Instructional Activities:

Venn Diagram, guided reading, lecture, web quest, research

Extension Strategies/Activities:

Research how government regulation improved working conditions for millions of workers

Modification Strategies/Activities:

Notes provided, key vocabulary identified, review sheets provided

Cross-curricular Connections/Standards:

Read excerpts from classic American literature

Suggested Assessments:

Essay, quiz, notes, class discussion, guided activity

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
<p>Era: Expansion and Reform (1801-1861)</p>	
<p>NJCCCS: 6.1.8.D.4.a - Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. 6.1.8.D.4.b - Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. 6.1.8.D.4.c - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. • 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. 	

<p>Big Ideas:</p> <ul style="list-style-type: none"> · European problems coupled with the US availability of land brought immigrants to the United States in large numbers · American citizens attempted to reform all facets of life in an effort to make the US a more perfect union · The Dred Scott decision forced Americans to take a hard look at slavery · New Jersey was a key junction in the Underground Railroad 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · What was the Underground Railroad? · Why was the Dred Scott decision a crisis moment in American history? · What about the Antebellum period allowed for reform? · Why did people flock to the USA? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · The Dred Scott decision made slavery legal everywhere in the United States of America · People came to the USA in search of a better life for themselves and their children
<p>Knowledge, Skills, and Instructional Objectives: Dred Scott decision angered many people in the North Woman's suffrage was closely tied with anti-slavery The United States was seen as a land of opportunity with religious freedom</p>	
<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Dred Scott, Underground Railroad, suffrage</p> <hr/> <p>Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4;8.1.8.C.1</p>
<p>Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research</p>	
<p>Extension Strategies/Activities: Examine the power of the Supreme Court</p>	

<p>Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12 Visual and Performing Arts: 1.1.8.B.1; 1.1.8.D.1</p>
<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>

<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: A. Civics, Government, and Human Rights</p>
<p>Era: Civil War and Reconstruction (1850-1877)</p>	
<p>NJCCCS: 6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. 6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of</p>	

<p>the South.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South 	
<p>Big Ideas:</p> <ul style="list-style-type: none"> · The Emancipation Proclamation and Gettysburg Address brought the USA closer to attaining the promise of the Declaration of Independence · The executive and legislative branches believed they had the authority to mount the Reconstruction effort of the South 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · Why were Johnson's veto's not enough exert executive power? · Who had the better plan for Reconstruction? · Did the Gettysburg Address and Emancipation Proclamation fulfill the promise of the Revolution for all citizens? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Veto's were overturned by 2/3 majority of congress · Both plans had strengths and weaknesses · While Lincoln certainly helped to create a more perfect union, many were still without a voice in government and some only had it temporarily
<p>Knowledge, Skills, and Instructional Objectives: The Civil War was a traumatic period for the United States and Reconstruction was abandoned too early</p>	
<p>Instructional Materials/Resources: Textbook, Safari Montage, Online Databases</p>	<p>Suggested Vocabulary Reconstruction, veto, Emancipation Proclamation, Gettysburg Address</p>

	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4;8.1.8.C.1
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Have students develop their own Reconstruction plans	
Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	Strand: B. Geography, People, and the Environment
Era: Civil War and Reconstruction (1850-1877)	
NJCCCS: 6.1.8.B.5.a - Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.	

NJSLS: • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
Big Ideas: · Sherman's March to the Sea was a textbook case of how to use geography to your advantage

· The Northern victory in the Civil War can also be read as a victory for manufacturing	
Essential Questions: · How did Big Business play a role in the Civil War? · How did the North take advantage of terrain and technology?	Enduring Understandings: · Business and government became closely tied as both needed each other during the Civil War · Sherman manipulated the environment and people of the South in order to take and maintain control
Knowledge, Skills, and Instructional Objectives: The Civil War transformed the United States in many profound ways	
Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Terrain, Sherman

	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Was Sherman a terrorist?	
Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	Strand: C. Economics, Innovation, and Technology
Era: Civil War and Reconstruction (1850-1877)	
NJCCCS: 6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South. 6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives. NJSLS: 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.	

Big Ideas: <ul style="list-style-type: none"> · The Civil War had a terrible human and material cost · While the South was reconstructed its economy was in shambles 	
Essential Questions: <ul style="list-style-type: none"> · Why did Reconstruction ultimately fail? · What was the cost of war? 	Enduring Understandings: <ul style="list-style-type: none"> · Reconstruction failed because the American people lost interest · The cost of war was staggering
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> · We must finish what we start · War even just war has a large price 	
Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Reconstruction
	Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4;8.1.8.C.1
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	

<p>Extension Strategies/Activities: Create slogans to convince the North to continue reconstruction</p>	
<p>Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21st Century: CRP1; CRP3; CRP6; CRP11; CRP12</p>	

<p>Suggested Assessments: Essay, quiz, notes, class discussion, guided activity</p>	
<p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Strand: D. History, Culture, and Perspectives</p>
<p>Era: Civil War and Reconstruction (1850-1877)</p>	
<p>NJCCCS: 6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. 6.1.8.D.5.c - Examine the roles of women, African Americans, and Native Americans in the Civil War. 6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>NJSLS: • 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives • 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	

<p>Big Ideas:</p> <ul style="list-style-type: none"> · The Civil War had many causes which brought about hostilities · There were many turning points and critical events in the Civil War · Many minority groups fought for the Union during the Civil War · The promise of the 13th, 14th, and 15th Amendments was not entirely fulfilled for almost a 100 years · The 13th, 14th, and 15th Amendments continue to be important in deciding current debate 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> · Why did the newly freed men and women not enjoy the equality promised to them long term? · Why did the Civil War happen? · How did the Civil War affect minority groups? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> · Jim Crow robbed African Americans of the promised equality · The Civil War happened for many reasons · Natives and African Americans fought for and against the Union
<p>Knowledge, Skills, and Instructional Objectives: The Civil War was a transformative moment in US history</p>	

Instructional Materials/Resources: Textbook, Safari Montage, Online Databases	Suggested Vocabulary Jim Crow, minority Technology: Projector, Document Camera, ActivBoard, computers, iPads, Safari Montage, Prezi 8.1.8.A.4;8.1.8.C.1
Recommended Instructional Activities: Venn Diagram, guided reading, lecture, web quest, research	
Extension Strategies/Activities: Discuss recent cases involving the 13 th , 14 th , and 15 th amendments	
Cross-curricular Connections/Standards: Language Arts: R1.7.4;R1.7.7;W.7.2 21 st Century: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: Essay, quiz, notes, class discussion, guided activity	
Modifications for SpEd/ESL/students at Risk/Gifted: Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following: Presentation accommodations: <ul style="list-style-type: none"> · Listen to audio recordings instead of reading text · Learn content from audio books, movies, videos and digital media instead of reading print versions · Use alternate texts at lower readability level · Work with fewer items per page or line and/or materials in a larger print size · Use magnification device, screen reader, or Braille/Nemeth Code 	

- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)

- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers

- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers

- Answer fewer or different test questions
- Create alternate projects or assignments