

CURRICULUM
FOR
SOCIAL STUDIES
GRADE 8

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Stephanie Holobinko, Program Supervisor of Assessment and Social Studies

The Board acknowledges the following who contributed to the preparation of this curriculum.

Edward Dailey

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Subject/Course Title:
Social Studies
Grade 8

Date of Board Adoption:
September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 8

PACING GUIDE

Unit	Title	Pacing
1	Road to Revolution, Revolutionary War and Early U.S. Government/Civics	10 weeks
2	The New Nation: Civics and the Constitution	10 weeks
3	The Nation Expands	10 weeks
4	Reform, Civil War and Reconstruction	10 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Provide extra visual and verbal cues and prompts. • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Weekly home-school communication tools (notebook, daily log, phone calls or email messages). • Provide study sheets and teacher outlines prior to assessments. • Quiet corner or room to calm down and relax when anxious. • Reduction of distractions. • Permit answers to be dictated. • Hands-on activities. • Use of manipulatives. • Assign preferential seating. • No penalty for spelling errors or sloppy handwriting. • Follow a routine/schedule. • Provide student with rest breaks. • Use verbal and visual cues regarding directions and staying on task. • Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> • Provide scaffolded vocabulary and vocabulary lists. • Differentiate reading levels of texts (e.g., Newsela). • Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. • Provide extra visual and verbal cues and prompts. • Provide links to audio files and utilize video clips. • Provide graphic organizers and/or checklists. • Provide modified rubrics. • Provide a copy of teaching notes, especially any key terms, in advance. • Provide students with additional information to supplement notes. • Modify questioning techniques and provide a reduced number of questions or items on tests. • Allow additional time to complete assignments and/or assessments. • Provide shorter writing assignments. • Provide sentence starters. • Utilize small group instruction. • Utilize Think-Pair-Share structure. • Check for understanding frequently. • Have student restate information. • Support auditory presentations with visuals. • Provide study sheets and teacher outlines prior to assessments. • Use of manipulatives. • Have students work with partners or in groups for reading, presentations, assignments, and analyses. • Assign appropriate roles in collaborative work. • Assign preferential seating. • Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> • Differentiate reading levels of texts (e.g., Newsela). • Offer students additional texts with higher lexile levels. • Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. • Allow for independent reading, research, and projects. • Accelerate or compact the curriculum. • Offer higher-level thinking questions for deeper analysis. • Offer more rigorous materials/tasks/prompts. • Increase number and complexity of sources. • Assign group research and presentations to teach the class. • Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> • Provide extended time. • Assign preferential seating. • Assign peer buddy who the student can work with. • Check for understanding frequently. • Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). • Have student repeat directions. • Make vocabulary words available during classwork and exams. • Use study guides/checklists to organize information. • Repeat directions. • Increase one-on-one conferencing. • Allow student to listen to an audio version of the text. • Give directions in small, distinct steps. • Allow copying from paper/book. • Give student a copy of the class notes.

	<ul style="list-style-type: none"> • Provide written and oral instructions. • Differentiate reading levels of texts (e.g., Newsela). • Shorten assignments. • Read directions aloud to student. • Give oral clues or prompts. • Record or type assignments. • Adapt worksheets/packets. • Create alternate assignments. • Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. • Allow student to resubmit assignments. • Use small group instruction. • Simplify language. • Provide scaffolded vocabulary and vocabulary lists. • Demonstrate concepts possibly through the use of visuals. • Use manipulatives. • Emphasize critical information by highlighting it for the student. • Use graphic organizers. • Pre-teach or pre-view vocabulary. • Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. • Provide audio versions of the textbooks. • Highlight textbooks/study guides. • Use supplementary materials. • Give assistance in note taking • Use adapted/modified textbooks. • Allow use of computer/word processor. • Allow student to answer orally, give extended time (time-and-a-half). • Allow tests to be given in a separate location (with the ESL teacher). • Allow additional time to complete assignments and/or assessments. • Read question to student to clarify. • Provide a definition or synonym for words on a test that do not impact the validity of the exam. • Modify the format of assessments. • Shorten test length or require only selected test items. • Create alternative assessments. • On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Road to Revolution, Revolutionary War and Early U.S. Government/Civics

Target Course/Grade Level: 8th Grade

Unit Summary: Students will examine how the cost of the French and Indian War created economic and political tensions between British King George III, Parliament and the American Colonists. Instruction will focus on events such as the Boston Massacre, Boston Tea Party and the levying of new taxes and restrictive laws which led to the American Revolution. Students will analyze the resulting fight against the British military and the creation and signing of the Declaration of Independence. Additionally, students will comprehend the War for Independence as a multi-faceted conflict that included the enslaved, free African-Americans, Native Americans, Loyalists and women. Students will also determine how the ideals that drove the Patriots during the Revolution shaped the structure and laws of the early U.S. government. Students will harness this knowledge and develop an opinion on an upcoming election.

Approximate Length of Unit: 10 weeks: Road to Revolution (3 weeks), Revolutionary War (4 weeks), Early U.S. Government (3 weeks)

LEARNING TARGETS

NJ Student Learning Standards:

- 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.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. (AAH)
- 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.HistorySE.3.b:** Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 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.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. (AAH)
- 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.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.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.
- 6.1.8.HistoryCC.3.d:** Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.3.8.CivicsPR.1:** Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
- 6.3.8.CivicsPI.1:** Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPD.1:** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.CivicsPD.2:** Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1:** Analyze the resource citations in online materials for proper use.
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- 8.2.8.ITH.4:** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Visual and Performing Arts

- 1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- 1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

Road to Revolution

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The cost of the French and Indian War prompted the British Parliament to raise taxes on the American colonists.
- The Boston Massacre caused colonial resentment toward Great Britain.
- Colonists protested the British monopoly on tea with the Boston Tea Party.
- Great Britain responded to colonial actions by passing the Quartering and Coercive Acts.
- Colonists organized effective resistance against British acts and taxes through Committees of Correspondence and the Sons of Liberty

Revolutionary War

- Tensions between the colonies and Great Britain led to armed conflict in 1775.
- After the Battles of Lexington and Concord, the Second Continental Congress established a Continental Army with George Washington as commander.
- The Declaration of Independence formally announced the colonies were now free of British authority.
- The Patriots both won and lost battles during the years 1775-77.
- Military help from France and Spain led to Patriot victory and British surrender at the Battle of Yorktown.
- Great Britain recognized the independence of the United States in 1783 at the Treaty of Paris.

Early U.S. Government

- After the conclusion of the war, the states were loosely affiliated under the Articles of Confederation.
- The Magna Carta, the English Bill of Rights and the Enlightenment were all influencers in the shape of the new nation's governance.

- The states faced issues such as high inflation, debt and a weak economy after the war.
- Shays's Rebellion exposed the weaknesses of the Articles of Confederation.
- Poor participation at a convention in Annapolis in 1786 prompted James Madison, Alexander Hamilton and others to call for a convention in Philadelphia to revise the Articles.

Unit Essential Questions:

Road to Revolution

- How did the mistakes of Parliament and King George III further the efforts of rebellious colonists?

Revolutionary War

- How was it possible for the American Patriots to gain their independence from the powerful British Empire?

Early U.S. Government

- How did the weaknesses of the new nation under the Articles of Confederation lead to the Constitutional Convention?

Knowledge and Skills:

Students will know...

Road to Revolution

- **Key Terms:** French and Indian War, Proclamation of 1763, Stamp Act, Committees of Correspondence, Sons of Liberty, Sugar Act, Quartering Act, Coercive Acts, Tea Act, Boston Tea Party, Boston Massacre, First Continental Congress
- **Key Figures:** Samuel Adams, John Adams, Paul Revere, Crispus Attucks (AAH), John Hancock, King George III, Patrick Henry, Lord North, Thomas Gage, Joseph Warren, James Otis, George Washington, Pontiac, Mercy Otis Warren, Thomas Hutchinson
- That the French and British were rivals for North American land and resources.
- That a young George Washington sparked the conflict known as the French and Indian War (7 Years War).
- That although Britain will prevail against the French, the cost of the war will be shifted to the colonies in the form of new taxes.
- How the Proclamation of 1763 will prevent American colonists from settling on land west of the Appalachian Mountains.
- The details of the Stamp, Sugar, Quartering, Tea and Coercive Acts.
- Know the meaning of Patrick Henry's "Give me liberty or give me death!" speech
- How the traditional depictions of the Boston Massacre defer from the historical record.
- That Crispus Attucks was the first casualty at the Boston Massacre. (AAH)
- How the Boston Tea Party protest on the British monopoly of tea will prompt King George to close Boston port and suspend town meetings.
- Why the First Continental Congress was unable to prevent further conflict with Parliament and King George.

Revolutionary War

- **Key Terms:** Battle of Lexington and Concord, minutemen, Patriots, Redcoats, Second Continental Congress, Continental Army, Battle of Bunker Hill, Ft. Ticonderoga, Declaration of Independence, Loyalists, *Common Sense*, mercenaries, Olive Branch Petition, Battle of Trenton, Battle of Saratoga, Washington's Crossing, Hessians, *The Crisis*, Valley Forge, Battle of Yorktown, Treaty of Paris
- **Key Figures:** Mum Bett (AAH), Abigail Adams, Colonel Tye (AAH), Deborah Sampson, Benjamin Franklin, Margaret Cochran Corbin, Benedict Arnold, Phillis Wheatley (AAH), Thomas Jefferson, Thomas Paine, Marquis de Lafayette, Baron von Steuben, John Burgoyne, Barnardo de Galvez, Casimir Pulaski, Charles Cornwallis, Comte de Rochambeau, Francis Marion, Nathanael Greene, William Howe, Johann Rall, John Paul Jones, Peter Salem (AAH), George Rogers Clark, Abraham Clark, Henry Knox, John Dickinson, James Forten (AAH), Lord Dumore, Joseph Brant
- How Paul Revere and other riders sent word of the British army's plan to seize guns and powder at Concord.
- That the "shot heard around the world" fired at Lexington started armed conflict.
- Why the Patriot army was able to hold back a larger British force at the Battle of Bunker Hill.
- That at the Second Continental Congress John Adams proposed George Washington to lead the new Continental Army.
- That the Second Continental Congress sent an Olive Branch Petition in an effort to reconcile with the King.
- The meaning of Thomas Paine's *Common Sense* pamphlet.
- The position of the American Loyalists.
- The meaning of the sections of Thomas Jefferson's Declaration of Independence including the list of grievances.
- That the Congress voted to declare independence on July 2 and issued Jefferson's Declaration on July 4, 1776.
- That African-Americans fought on both sides of the conflict. (AAH)
- Why the British offered freedom to the enslaved to join their army. (AAH)
- How George Washington's army achieved a surprise military victory at the Battle of Trenton.
- That the Battle of Saratoga was the turning point of the war.
- That New Jersey saw a significant number of skirmishes and battles because of its location between NYC and Philadelphia.
- That despite Philadelphia falling to the British, Patriot advances in the south continued to the war.
- How Benjamin Franklin's efforts in France secured an alliance that was instrumental in the victory at the Battle of Yorktown.
- What the Terms of Treaty of Paris were.

Early U.S. Government

- **Key Terms:** Magna Carta, constitution, Virginia Statute for Religious Freedom, Articles of Confederation, Northwest Ordinance of 1787, Enlightenment, English Bill of Rights, tariffs, inflation, Shays's Rebellion
- **Key Figures:** King John, Thomas Jefferson, Daniel Shays, James Madison, Alexander Hamilton
- How the states acted as their own nations after independence.
- That beliefs about limited government were formed by influence of the Enlightenment, Magna Carta and the English Bill of Rights.
- The economic issues existing in the states including debt, high tariffs and inflation.
- Why Revolutionary War veteran Daniel Shays and other farmers rebelled in 1786.

- That the lack of a strong legislative and executive branch exposed the weaknesses of the Articles of Confederation.
- That the government was powerless to help put down Shays's Rebellion and this led to the call to meet to revise the Articles.

Students will be able to...

Road to Revolution

- Create a timeline of new laws and taxes passed by the British Parliament.
- Summarize causes and events leading to the French and Indian War.
- Analyze a young George Washington's performance during the FAIW.
- Comprehend how British victory after war will lead to new taxes and laws placed on the American colonists.
- Explain each of the new taxes and laws.
- Design a Sons of Liberty poster calling for boycott of British goods.
- Create a wanted poster for Thomas Paine, Samuel Adams and Patrick Henry.
- Design a memorial for Crispus Attucks. (AAH)
- Investigate the different interpretations of what happened at the Boston Massacre.
- Explain why the colonists destroyed tea at Boston Harbor in 1773.
- Summarize the meetings at the First Continental Congress.

Revolutionary War

- Create a story board illustrating the events of Paul Revere's Ride.
- Investigate who fired the first shot of the war at Lexington.
- Write biographies for the important delegates at the Second Continental Congress.
- Summarize the beliefs of the delegates at the Congress.
- Analyze the selection of George Washington as commander of the Continental Army.
- Research and present on an important battle of the war.
- Identify the problems facing the Patriot forces during the war.
- Comprehend the role of African-Americans during the war. (AAH)
- Identify individuals from other nations who came to the colonies to participate in the war.
- Analyze the words of the Declaration of Independence
- Comprehend the Declaration as an important founding document.
- Summarize how Native Americans reacted to and participated in the war.
- Compare and contrast the tactics and strategies used by the Patriots and the British.
- Explain how the alliance with France and Spain will result in the conclusion of the war.
- Draw a map of North America showing before and after the war.

Early U.S. Government

- Summarize the issues facing the newly independent states after the Treaty of Paris.
- Investigate the historical precedents shaping the new government's design.
- Comprehend how Shays's Rebellion caused the calls for a stronger central government.
- Create a cartoon showing how tariffs and inflation work.
- Critique the flaws of the Articles of Confederation.
- Write a newspaper article reporting on the events of Shays's Rebellion.
- Summarize the early lives of Alexander Hamilton and James Madison.

- Utilize knowledge gained about early U.S. government to evaluate, take, and defend position on why government is necessary.
- Develop an opinion about a public policy issue or stance concerning an upcoming election through the lens of what role government should play as it did at creation of nation.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Anticipatory Sets
- Quizzes/Tests
- Homework
- Class Discussions
- Essays
- Map work
- End of unit assessment
- Document-Based Questions: [iCivics.org “America’s Founding Preambles”](https://www.icivics.org/america-s-founding-preambles)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Closure/Ticket Out Activities
- Story Boards
- Hexagonal Thinking
- Web based creations
- Jigsaw
- Socratic Seminar
- Think-Pair-Share
- Debate
- Presentations
- Videos
- Edpuzzles
- Colonial Williamsburg: [Virtual Tours](https://www.colonialwilliamsburg.org/virtual-tours)
- Digital Break Out Room: [American Scramble](https://www.american-scramble.com/)
- Mission US simulation: [For Crown or Colony?](https://www.missionus.org/)
- iCivics voting simulation: [Cast Your Vote](https://www.icivics.org/cast-your-vote)
- Google Expeditions: [Historic Philadelphia](https://www.google.com/expeditions/)

RESOURCES

Teacher Resources:

Road to Revolution

- [Road to Revolution](#)

Revolutionary War

- [Revolutionary War](#)

Early U.S. Government

- [Early U.S. Government](#)

Equipment Needed:

- Projector
- Laptops
- Speakers
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The New Nation: Civics and the Constitution

Target Course/Grade Level: 8th Grade

Unit Summary: Meeting in Philadelphia in 1787, the delegates to the Constitutional Convention created a democratic republic with responsibilities shared between three branches of government. In 1781, James Madison added the first ten amendments to the Constitution, known as the Bill of Rights, ensuring American citizens of freedom of speech, religion, and petition, among other rights. The first three presidential administrations of Washington, Adams, and Jefferson would seek to steady young America as it dealt with various economic, foreign and domestic issues. In this unit, students will evaluate the effectiveness of the fundamental principles of the Constitution as the nation grew and expanded.

Approximate Length of Unit: 10 weeks: Constitutional Convention (1 week), Three Branches of Government (3 weeks), Bill of Rights (2 weeks), Early Administrations (4 weeks)

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.8.CivicsPI.3.a:** Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 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.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 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.
- 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.
- 6.3.8.CivicsDP.2:** Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
- 6.3.8.CivicsDP.3:** Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.3.8.CivicsPR.1:** Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
- 6.3.8.CivicsPR.2:** 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.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)

6.1.8.HistoryCC.3.b: 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.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.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.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

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Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Visual and Performing Arts

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

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NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
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- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

Constitutional Convention

- In 1787 the Constitutional Convention met in Philadelphia to improve and revise the Articles of Confederation.
- George Washington was appointed president of the convention.
- James Madison and Alexander Hamilton became key members of the meeting.
- Women, African-Americans and Native Americans did not take part because they did not yet have rights of citizens. (AAH)
- After debate and compromise, the convention produced a new constitution that granted the federal government more power and authority than the Articles of Confederation.

Three Branches of Government

- The new U.S. Constitution created federalism and a balance of power.
- The framers created a government with three branches; a system of checks and balances prevents any branch from becoming too powerful.
- The legislative branch is responsible for proposing and passing laws.
- The executive branch includes the president and the departments that help run the government.
- The judicial branch is made up of all the national courts.

The Bill of Rights

- Federalists and Anti-Federalists engaged in debate over the new Constitution.
- The Federalist Papers played an important role in the fight for ratification of the Constitution.
- Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.
- The First Amendment guarantees basic freedoms to individuals.
- Other amendments focus on protecting citizens from certain abuses.
- The rights of the accused are an important part of the Bill of Rights.
- The rights of states and citizens are protected by the Bill of Rights.

Early Administrations

- George Washington, John Adams and Thomas Jefferson were the first three presidents.
- Alexander Hamilton was an influential member of Washington's cabinet and set economic policy.
- Political parties would form: The Federalists supported Hamilton and the Democratic-Republicans supported Thomas Jefferson.
- Each administration faced economic, domestic and foreign challenges as the young nation grew.
- Washington and Adams kept America out of war.
- Under President Jefferson's leadership, the United States added the Louisiana Territory.

Unit Essential Questions:

Constitutional Convention

- What was the intent of the Framers at the Constitutional Convention?

Three Branches of Government

- What is the role and powers of each Federal Branch of government?

The Bill of Rights

- How do each of the first ten amendments to the Constitution protect citizens?

Early Administrations

- What challenges did the first presidents face when leading the young nation?

Knowledge and Skills:

Students will know...

Constitutional Convention

- **Key Terms:** Articles of Confederation, Shays's Rebellion, Constitutional Convention, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, federalism, popular sovereignty, checks and balances, bicameral, enumerated powers, reserved powers, concurrent powers, preamble, Commerce Compromises
- **Key Figures:** George Washington, James Madison, Alexander Hamilton, Roger Sherman, Benjamin Franklin, James Wilson, Gouverneur Morris, George Mason, Patrick Henry
- That Constitutional Convention was called to revise the Articles of Confederation.
- The Convention was held in 1787 in Philadelphia and George Washington was the president of the Convention.
- That most delegates were well educated and wealthy.
- The differences between the Virginia and New Jersey plans.
- How Roger Sherman's Great Compromise balanced representation between the large and small states.
- That with the Three-Fifths Compromise only three-fifths of a state's slave population would count when determining representation. (AAH)
- That with the Commerce Compromises the Constitution would allow the importation of slaves until the year 1807. (AAH)
- That Gouverneur Morris and other delegates spoke out against slavery. (AAH)
- That James Madison is considered the "father" of the Constitution.

- That the delegates created a federal system with checks and balances upheld by popular sovereignty.
- That the Preamble explains the goals of the new government under the Constitution.

Three Branches of Government

- **Key Terms:** Legislative, Executive, Judicial, cabinet, veto, bill, Senate, House of Representatives, Supreme Court, Speaker of the House, Chief Justice, impeachment, Commander-in-Chief, judicial review, term, president, vice-president, foreign policy, ambassadors
- The role and powers of the Legislative Branch: propose/write bills, taxation, declares war, approves president's ambassadors/cabinet officials/federal justices appointments.
- The Legislative Branch is known as Congress and is bicameral: 435 members of the House of Representatives and 100 members of the Senate.
- The qualifications and requirements to become a Representative and Senator.
- The role and powers of the Executive Branch: signs/vetoes bills into law, commander-in-chief of armed forces, conducts foreign policy, negotiates treaties, enforces federal law, pardons.
- The Executive Branch is composed of the president and vice-president and the cabinet secretaries.
- The qualifications and requirements to be president and vice-president.
- The role and powers of the Judicial Branch: interprets wording of the Constitution, reviews lower court decisions, can strike down a law if finds unconstitutional
- The Supreme Court is highest court in country and hears about one hundred cases a year.
- The Supreme Court is made up of nine justices who serve for life; Chief Justice heads the Court.
- The President makes selections to the Court; there are no requirements to be selected.
- The Vice-President is the President of the Senate and breaks tie votes.

The Bill of Rights

- **Key Terms:** Federalists, Anti-Federalists, *Federalist Papers*, amendments, due process, double jeopardy, eminent domain, search warrant, majority rule, petition, *Tinker v. Des Moines*, rights of accused, public speedy trial, civil trial, *Miranda v. Arizona*, right to bear arms, cruel and unusual punishment, assemble, establishment clause
- Why some delegates did not approve of the new Constitution.
- How the *Federalist Papers* helped get the Constitution ratified.
- That James Madison and Alexander Hamilton were the primary authors of the *Federalist Papers*.
- How the Constitution allows for an amendment process and allows changes to be made as America ages.
- That many were concerned the Constitution did not originally have specific protections for citizens.
- That James Madison wrote the Bill of Rights, the first ten amendments to the Constitution.
- The First Amendment: freedom of speech, religion, assembly, petition, press.
- The debate surrounding the wording of the Second Amendment.
- How the Fourth Amendment protects Americans from unlawful searches and seizures.
- That the Fifth, Sixth, and Seventh Amendments describe the procedures that courts must follow when trying people accused of crimes.
- That the Eighth Amendment prevents excessive and cruel punishment.
- That the people and the states retain other rights with the Ninth and Tenth Amendments.

Early Administrations

- **Key Terms:** precedent, national debt, bonds, loose construction, strict construction, Bank of the United States, Neutrality Proclamation, French Revolution, Jay's Treaty, Pinckney's Treaty, Treaty of Fallen Timbers, Whiskey Rebellion, Bargain Dinner, Hamiltonians, Jeffersonians, XYZ

affair, Alien and Sedition Acts, Kentucky and Virginia Resolutions, *Marbury v. Madison*, Louisiana Purchase, Lewis and Clark expedition

- **Key People:** George Washington, Alexander Hamilton, Thomas Jefferson, John Adams, Martha Washington, Ona Judge (AAH), Benjamin Banneker (AAH), John Jay, Thomas Pinckney, Little Turtle, Abigail Adams, John Marshall, Aaron Burr, Meriwether Lewis, William Clark, York (AAH), Sacagawea
- That in 1789 George Washington became the first president of the United States.
- How Washington set many precedents as first president.
- The financial and foreign and domestic policy differences between the Hamiltonians and Jeffersonians.
- That Washington chose to keep America neutral in the French Revolution.
- How Jay's and Pinckney's Treaties will settle border disputes and expand U.S. territory.
- That Washington's administration will expand into Native American territory and defeat a tax rebellion known as the Whiskey Rebellion.
- That the results of the Bargain Dinner moved the capital south for the support of Hamilton's debt plan.
- The important sections of Washington's Farewell Address.
- The details of the XYZ affair.
- That President Adams tested the strength of the First Amendment with the Alien and Sedition Acts.
- The Federalists were voted out of office with President Jefferson's election in 1800.
- Why Jefferson wanted to buy first New Orleans and then all of the Louisiana Territory from France.
- That the Lewis and Clark Expedition was sent to survey the Louisiana Purchase.
- How Sacagawea and York (AAH) were important members of the Expedition.

Students will be able to...

Constitutional Convention

- Comprehend the issues and debates at the Convention.
- Conduct research on one or more of the delegates at the Convention.
- Compare and contrast the Virginia and New Jersey plans.
- Comprehend that necessary support of southern delegates prevented a more rigorous debate and discussion over the issue of slavery. (AAH)
- Simulate the Convention in the classroom.
- Recite and/or comprehend the wording of the Preamble.
- Analyze James Madison's primary source writings on the proceedings at the Convention.

Three Branches of Government

- Create a physical or digital diagram showing the role/powers of each Federal Branch.
- Simulate how a bill becomes a law.
- List the role and powers of each Branch.
- Interpret the wording of the Branches as written in the Constitution.
- Critique the decisions of the Framers on qualifications/requirements for each office.
- Summarize significant Supreme Court cases.

The Bill of Rights

- Examine arguments of the Federalists and Anti-federalists to debate ratification of the U.S. Constitution.
- Summarize the importance of each Bill of Rights amendment.
- Create a physical or digital diagram showing the rights protected in each Bill of Rights amendment.
- Research the history and current debate over the rights in one of the Bill of Rights amendments.
- Investigate how the Bill of Rights were not historically granted to Americans of African-American, Native American and Asian-American descent. (AAH, AAPI)

Early Administrations

- Compare and contrast the policy differences of the Hamiltonians and Jeffersonians.
- Comprehend the challenges of the early administrations.
- Create a visual that explains Hamilton's economic policies.
- Document the plant and animal species discovered on the Lewis and Clark expedition.
- Critique Washington's decision to stay out of the French Revolution.
- Create a presentation on the life of Benjamin Banneker that shows the early administration's policy towards slavery. (AAH)
- Design a campaign poster for Adams or Jefferson during the Election of 1800.
- Write an eyewitness account to the Whiskey Rebellion.
- Analyze the constitutionality of the Alien and Sedition Acts as if were a member of the Supreme Court.
- Research the life of Sacagawea.
- Investigate the life of York (AAH) after the Lewis and Clark expedition.
- Label on a map the states gained from the Louisiana Purchase.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Anticipatory Sets
- Quizzes/Tests
- Homework
- Class Discussions
- Essays
- Map work
- End of unit assessment
- Document-Based Questions: [iCivics.org "Hamilton and the National Bank"](https://www.icivics.org/lesson-content/grade7/hamilton-and-the-national-bank)
[iCivics.org "The Louisiana Purchase: Branching Out"](https://www.icivics.org/lesson-content/grade7/the-louisiana-purchase-branching-out)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Closure/Ticket Out Activities
- Story Boards
- Hexagonal Thinking
- Web based creations
- Jigsaw
- Socratic Seminar
- Think-Pair-Share
- Debate
- Presentations
- Videos
- EdPuzzles
- Museum of the American Revolution: [Ona Judge Virtual Walking Tour \(AAH\)](#)
- iCivics review game: [Branches of Power](#)
- iCivics simulation: [Race to Ratify](#)
- iCivics simulation: [Do I Have a Right?](#)
- Google Expeditions: [Homes of the United States Presidents](#)
[U.S. Elections](#)

RESOURCES

Teacher Resources:

Constitutional Convention

- [Constitutional Convention](#)

Three Branches of Government

- [Three Branches of Government](#)

The Bill of Rights

- [The Bill of Rights](#)

Early Administrations

- [Early Administrations](#)

Equipment Needed:

- Projector
- Laptops
- Speakers
- Maps

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: The Nation Expands

Target Course/Grade Level: 8th grade

Unit Summary: After the acquisition of the Louisiana Territory, an expanding America clashed with Great Britain in the War of 1812. A successful general in the war, Andrew Jackson's presidency will usher in the new age of Jacksonian Democracy. Free of the British, America will push west, forcing Native Americans off their land and clashing with Mexico for more territory. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions during this time period. By the conclusion of this unit, students will comprehend that by the middle of the 1800s, America had expanded from ocean to ocean but disunion over the issue of slavery was on the horizon.

Approximate Length of Unit: 10 weeks: War of 1812 (2 weeks), The Age of Jackson (3 weeks), Expanding West (3 weeks), Industrial Revolution (2 weeks)

LEARNING TARGETS

NJ Student Learning Standards:

- 6.1.8.CivicsDP.4.a:** Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 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.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.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.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.
- 6.1.8.HistoryCC.4.a:** Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 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.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Visual and Performing Arts

- 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

The War of 1812

- The United States tried to stay neutral in the conflicts between France and Great Britain.
- Great Britain's violations of U.S. Neutrality sparked intense debate in America about how to respond.
- The Embargo and Non-Intercourse Acts banned trade with Britain and other European countries in an attempt to avoid a clash.
- Outrage by War Hawks over British impressment of American sailors and aid for Native Americans resisting American expansion prompted President James Madison to call for a declaration of war.
- Early setbacks by the unprepared U.S. military were redeemed with victories at Baltimore and New Orleans.
- Although the war resulted in no new territory gained by either side, increased sense of national pride and weakened Native American resistance will shape policy of the following administrations.

The Age of Jackson

- Andrew Jackson's victory in the election of 1828 marked a change in American politics.
- Known as Jacksonian Democracy, the right to vote was expanded to include more white males.
- Jackson's presidency was marked by political conflicts.
- The rights of the states were debated amid arguments about a national tariff.
- Jackson's attack on the National Bank sparked controversy and led to the Panic of 1837.
- The Indian Removal Act authorized the relocation of Native Americans to the West.

Expanding West

- In the early 1800s, Americans pushed steadily westward.
- The American West drew a variety of settlers; some looked for wealth, others religious freedom.
- Many Americans believed that the nation had a manifest destiny to claim new lands in the West.
- The push west will lead to conflict with Native Americans and other nations.
- Americans in Mexican-owned Texas will foment a revolution leading to independence.
- As a result of the Mexican-American, the United States added territory in the Southwest.
- The discovery of gold in California will result in a rush in 1849, sending Americans further West.

The Industrial Revolution

- The development of new machines and processes brought the Industrial Revolution to the United States.
- The I.R. transformed the way goods were produced.
- The introduction of factories changed working life for many Americans.
- New forms of transportation improved business, travel and communication.
- Advances in technology led to new inventions that continued to change daily life and work.
- Changes brought with the I.R. will contribute to sectional tensions between North and South.

Unit Essential Questions:

The War of 1812

- How did the United States benefit from the War of 1812?

The Age of Jackson

- What impact did Andrew Jackson's presidency have on the nation?

Expanding West

- How did westward expansion transform the nation?

The Industrial Revolution

- How will the changes brought by the I.R. impact travel, business and living conditions in the Antebellum years?

Knowledge and Skills:

Students will know...

The War of 1812

- **Key Terms:** impressment, embargo, War Hawks, Non-Intercourse Act, Battle of New Orleans, Hartford Convention, Ft. McHenry, Treaty of Ghent, Star-Spangled Banner, Battle of Lake Erie, Battle of Tippecanoe, USS Constitution, nationalism, Adams-Onís Treaty, Monroe Doctrine, Era of Good Feelings, Missouri Compromise
- **Key People:** James Madison, Dolley Madison, Henry Clay, Tecumseh, The Prophet, Francis Scott Key, William Henry Harrison, Oliver Hazard Perry, Andrew Jackson, Jean Lafitte, John Quincy Adams, James Monroe
- That British interference with American shipping, support for Native Americans and the impressment of American sailors led to the War of 1812.
- That despite not militarily being prepared for war, President James Madison and the War Hawks urged congress for a declaration of war.
- That Indian leader Tecumseh was unable to unify Natives in the Northwest and lost the Battle of Tippecanoe to the forces of William Henry Harrison.
- That Oliver Hazard Perry made gains against the British navy with a victory at the Battle of Lake Erie.
- Why American soldiers had less success in the East.
- That the British easily overtook Washington DC and set fire to the White House and other government buildings.
- That Dolley Madison, with much help from the White House enslaved (AAH), saved important items from the White House.
- Where the major battle of the war happened.
- That the British were unable to get past Ft. McHenry at Baltimore and the American National Anthem, the Star-Spangled Banner, written by Francis Scott Key, was inspired by the American victory there.
- That Andrew Jackson's victory at the Battle of New Orleans will make him a national hero.
- That the Treaty of Ghent ended the war.

- The effects of the war: weakened Native American resistance, a boost for American manufacturing and an increased sense of national pride.
- That the time after the war will be known as the Era of Good Feelings with James Monroe as president.
- That the Monroe Doctrine was an exclusive statement of American policy warning European powers not to interfere with the Americas.

The Age of Jackson

- **Key Terms:** Jacksonian Democracy, Democratic Party, spoils system, Kitchen Cabinet, Tariff of Abominations, nullification crisis, Whig Party, Panic of 1837, *McCulloch v. Maryland*, Indian Removal Act, *Worcester v. Georgia*, Trail of Tears, Cherokee, Choctaw, Seminole
- **Key People:** Andrew Jackson, John C. Calhoun, Martin Van Buren, Daniel Webster, Sequoya, Black Hawk, Osceola, John Marshall, John Ross
- That with Jacksonian Democracy, the right to vote was expanded to include more white males.
- That Andrew Jackson's fame as a result of the War of 1812 will propel to win the Presidency in 1828.
- That the new Democratic Party with Jackson as its leader defeated President John Quincy Adams.
- Why Jackson is perceived as the first "people's" president.
- That Jackson did not trust the National Bank.
- That Jackson's own vice president, John C. Calhoun, argued that states could leave the union over an issue such as the Tariff of Abominations.
- How Jackson used the Nullification crisis to strengthen the power of the presidency.
- Why Americans wanted Native Americans removed from their land in the 1820s-30s.
- That the Indian Removal Act of 1830 authorized the removal of Native Americans who lived east of the Mississippi River to lands in the West.
- That the Cherokee Indians believed that they could prevent conflicts and avoid removal by adopting contemporary culture of white Americans.
- That the result of Supreme Court decision *Worcester v. Georgia* granted the Cherokee their land.
- That Georgia ignored the ruling and Jackson let the removal of the Indians to continue.
- That many Native groups resisted forced removal off their land.
- Why the Cherokee's 800-mile forced march became known as the Trail of Tears.

Expanding West

- **Key Terms:** Oregon Trail, Santa Fe Trail, Mormons, The Alamo, Battle of San Jacinto, Texan Revolution, manifest destiny, Californios, Bear Flag Revolt, Treaty of Guadalupe Hidalgo, Mexican-American War, Gadsden Purchase, The Donner Party, forty-niners, Gold Rush, *gaman haak* (AAPI)
- **Key People:** John Jacob Astor, Jim Beckwourth (AAH), Joseph Smith, Brigham Young, Stephen F. Austin, Antonio Lopez de Santa Anna, Sam Houston, Davy Crockett, James K. Polk, Zachary Taylor, Mariano Guadalupe Vallejo, Winfield Scott, John Sutter, Levi Strauss
- That during the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.
- That the Oregon and Santa Fe Trails brought many settlers west.
- That Mormons seeking religious freedom were led west by Brigham Young.
- That Americans of diverse backgrounds including African-Americans such as Jim Beckwourth (AAH) participated in the push west.
- That Americans were invited by Mexico to settle in Texas.
- That Americans in Texas refused to follow the ban on slavery (AAH) amongst other laws.
- That Texans declared independence from Mexico in 1836.
- That nearly all Americans were killed at the Battle of the Alamo,

- That Texans would win the war against Mexico and become an independent nation with Sam Houston as its first president.
- The beliefs of Americans during the age of Manifest Destiny.
- That Manifest Destiny will lead to war with Mexico to acquire land.
- The timeline of the Mexican-American War and the major events and battles.
- That the discovery of gold in California in 1849 will result in a rush of Americans further west.
- That Chinese men fled economic hardship and famine in China and came to California during the Gold Rush period. (AAPI)
- That Chinese miners and businessmen faced violent discrimination. (AAPI)

The Industrial Revolution

- **Key Terms:** Industrial Revolution, textiles, interchangeable parts, mass production, Lowell System, trade unions, strikes, Transportation Revolution, steam power, telegraph, morse code, cotton gin
- **Key People:** Samuel Slater, Eli Whitney, Sarah G. Bagley, Robert Fulton, Peter Cooper, Samuel F.B. Morse, John Deere, Cyrus McCormick, Isaac Singer
- That when America gained its independence most families lived on farms and produced their own clothing and food.
- That with the Industrial Revolution new inventions will increase productivity, transportation and communication.
- How the steam engine works to power a factory and rails.
- How mass production will increase supplies and lower costs.
- That American and recent immigrant women will leave farms and enter factories.
- That the Lowell system of company factories will be replicated in many northern towns.
- That skilled workers facing low wages and the fear of losing their jobs formed trade unions and would often strike.
- That the steamboat was one of the first developments of the Transportation Revolution.
- That railroads were a vital part of the Transportation Revolution and would prompt the development of standardized time.
- How the telegraph uses Morse code to work.
- Why the telegraph machine will increase communication times.
- That the Cotton Gin will increase the demand for slave labor. (AAH)

Students will be able to...

The War of 1812

- Create a visual timeline of the major causes, events and battles of the War of 1812.
- Critique James Madison as a war-time president.
- Comprehend the effects of the end of the war.
- List the important individuals and how they contributed during the war.
- Research the role African-Americans played on both sides during the war. (AAH)
- Investigate why American forces were not prepared for the war.
- Research Tecumseh's life.
- Comprehend the words of the Star-Spangled Banner.
- Label a map showing locations of major battles of the war.
- Write a letter from a delegate to the Hartford Convention, opposing the war.
- Investigate the validity of Jackson as war hero.

- Apply the wording of the Monroe Doctrine to other moments in American history up to current day.

The Age of Jackson

- Write a biography of the life of Andrew Jackson.
- Comprehend Jacksonian Democracy.
- Explain the economic effects of tariffs.
- Label a map of new states admitted to the union.
- Create a visual that explains Jackson's opposition to the National Bank.
- Analyze Jackson's performance as president and form an opinion on where he ranks as president.
- Comprehend that the Indian Removal Act forced thousands of Native Americans off their land even after the Supreme Court ruled in their favor.
- Label a map of the route Natives took on the Trail of Tears.
- Research the life of Indian leader Osceola.
- Summarize the culture, customs and beliefs of each Native American group forced west.
- Summarize the status of America's enslaved population both north and south. (AAH)

Expanding West

- Research the life of fur trapper Jim Beckwourth and other African-American explorers in the west. (AAH)
- Label on a map the Oregon and Santa Fe Trails.
- Research the settlement of the Mormons in Utah.
- Comprehend the reasons for Americans in Texas starting a rebellion against Mexico.
- Create a visual timeline of the Texan Revolution.
- Comprehend the negative effects of Manifest Destiny on the Native American population.
- Investigate the border dispute that started the Mexican-American War.
- Compare and contrast Mexico controlled California and California as an independent nation.
- Research how Mexican and Native American knowledge and traditions shaped many local economies of land now controlled by America.
- Write and perform a play about the Gold Rush.
- Comprehend the injustices faced by Chinese miners in California (AAPI)
- Chart a graph showing the population boom as a result of the Gold Rush in California.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Anticipatory Sets
- Quizzes/Tests
- Homework
- Class Discussions
- Essays
- Map work

- End of unit assessment
- Document-Based Questions: [iCivics.org "Cherokee Resistance"](https://www.icivics.org/Cherokee-Resistance)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Closure/Ticket Out Activities
- Story Boards
- Hexagonal Thinking
- Web based creations
- Jigsaw
- Socratic Seminar
- Think-Pair-Share
- Debate
- Presentations
- Videos
- EdPuzzles
- Museum of Chinese in America: [Learning Resources](https://www.moca-usa.org/) (AAPI)
- Virtual Tour: [The Alamo](https://www.thealamo.org/virtual-tour/)
- Mission US simulation: [A Cheyenne Odyssey](https://www.missionus.org/)
- Google Expeditions: [The Industrial Revolution](https://www.google.com/expeditions/)
[The Railroad Through History](https://www.google.com/expeditions/)

RESOURCES

Teacher Resources:

The War of 1812

- [The War of 1812](https://www.history.com/topics/american-revolution/the-war-of-1812)

The Age of Jackson

- [The Age of Jackson](https://www.history.com/topics/american-revolution/the-age-of-jackson)

Expanding West

- [Expanding West](https://www.history.com/topics/american-revolution/expanding-west)

The Industrial Revolution

- [The Industrial Revolution](https://www.history.com/topics/american-revolution/the-industrial-revolution)

Equipment Needed:

- Projector
- Laptop
- Speakers

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Reform, Civil War and Reconstruction

Target Course/Grade Level: 8th grade

Unit Summary: As America expanded and urbanized, new reform movements gained attention. Increased immigration, calls for temperance, abolitionism, education reform and women's rights were all prominent movements in Antebellum America. The debate over slavery increasingly divided Americans during the mid-1800s. The Civil War resulted from complex regional differences involving political, economic, and social issues as well as different views on slavery. In response to the election victory of antislavery candidate Abraham Lincoln, southern states seceded and formed the Confederacy. The resulting war fought from 1861-65 left behind a ruined South and the deaths of more than 600,000 Americans. Students will understand that the Civil War produced freedom and some protection for African-Americans but the ultimate failure of Reconstruction left their descendants unprotected in an unequal South.

Approximate Length of Unit: 10 weeks: Reform Movements (2 weeks), Debate Over Slavery (2 weeks), The Civil War (4 weeks), Reconstruction (2 weeks)

LEARNING TARGETS

NJ Student Learning Standards:

- 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.
- 6.1.8.HistoryCC.4.b:** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- 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.5.a:** Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.b:** Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.c:** Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.HistoryUP.5.a:** Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple 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.c:** Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 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).
- 6.1.8.HistoryCC.5.e:** Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f:** Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Career Readiness, Life Literacies, and Key Skills:

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Interdisciplinary Connections and Standards:

Computer Science and Design Thinking

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Visual and Performing Arts

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Understandings:

Students will understand that...

Reform Movements

- The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.
- Reform movements in the early 1800s affected religion, education, and society.
- In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States. (AAH)
- Reformers sought to improve women's rights in American society.

Debate Over Slavery

- Antislavery literature and the annexation of new lands intensified the debate over slavery. (AAH)
- The Kansas-Nebraska Act heightened tensions in the conflict over slavery. (AAH)
- The split over the issue of slavery escalated due to political division and judicial decisions. (AAH)
- John Brown's raid on Harpers Ferry intensified the disagreements between free states and slave states. (AAH)
- In response to anti-slavery candidate Abraham Lincoln winning the election of 1860, southern states seceded from the union. (AAH)

Civil War

- Civil war broke out between the North and South in 1861.
- Confederate and Union forces faced off in Virginia and at sea.
- Fighting in the Civil War spread to the western United States.
- The lives of many Americans were affected by the Civil War.
- Union victory at the Battle of Gettysburg was a major turning point in the war.
- The Emancipation Proclamation freed slaves in Confederate states. (AAH)
- Union troops forced the South to surrender in 1865, ending the Civil War.
- Abraham Lincoln was assassinated by pro-Confederate supporter John Wilkes Booth in 1865.

Reconstruction

- The nation faced many problems in rebuilding the Union.
- The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.
- The Fourteenth Amendment ensured citizenship for African-Americans. (AAH)
- As Reconstruction ended, African-Americans faced new hurdles and the South attempted to rebuild. (AAH)

Unit Essential Questions:

Reform Movements

- What goals did American social reformers have during the early 1800s?

Debate Over Slavery

- How did the issue of slavery affect politics in the United States?

The Civil War

- In what ways did the Civil War transform the nation?

Reconstruction

- How did a deeply divided nation move forward after the Civil War?

Knowledge and Skills:

Students will know...

Reform Movements

- **Key Terms:** nativists, Know-Nothing Party, tenements, Irish Potato Famine, Second Great Awakening, transcendentalism, temperance movement, common-school movement, abolitionism (AAH), American Anti-Slavery Society (AAH), Underground Railroad (AAH), Seneca Falls Convention, Declaration of Sentiments
- **Key People:** Ralph Waldo Emerson, Henry David Thoreau, Dorothea Dix, Horace Mann, Samuel Gridley Howe (LGBTQ/D), Thomas Gallaudet (LGBTQ/D), William Lloyd Garrison, Angelina and Sarah Grimke, Frederick Douglass (AAH), Sojourner Truth (AAH), Harriet Tubman (AAH), Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, Susan B. Anthony
- That famine and war in Europe brought many immigrants to the United States.
- How large numbers of new Irish and German immigrants led to anti-immigration movements.
- That as America became more urbanized, movements such as the belief in transcendentalism was a reaction to it.
- That temperance, prison, and education movements also became prevalent during this time.
- How a growing Abolitionist movement supported the work of Frederick Douglass, Harriet Tubman and other conductors on the Underground Railroad. (AAH)
- That influenced by the abolition movement, a movement calling for women's rights also grew during this period.

The Debate Over Slavery

- **Key Terms:** Wilmot Proviso, Free-Soil Party, Compromise of 1850, Nat Turner's Rebellion (AAH), Fugitive Slave Act (AAH), Uncle Tom's Cabin (AAH), Kansas-Nebraska Act, Pottawatomie Massacre, Republican Party, Lincoln-Douglass Debates, Freeport Doctrine, John Brown's Raid, Confederate States of America, secession, Secession Statements
- **Key People:** Anthony Burns (AAH), Harriet Beecher Stowe, Nat Turner (AAH), Stephen Douglas, John Brown, Charles Sumner, James Buchanan, John C. Fremont, Dred Scott (AAH), Roger B. Taney, Abraham Lincoln, John C. Breckinridge, John Bell, John J. Crittenden, Jefferson Davis
- That the addition of new land in the West renewed disputes.
- That the Compromise of 1850 tried to solve the disputes over slavery. (AAH)
- That the Fugitive Slave Act and the Underground Railroad caused more controversy. (AAH)
- How abolitionists used antislavery literature to promote opposition. (AAH)
- That the Kansas-Nebraska Act allowed voters to allow or prohibit slavery. (AAH)

- That proslavery and antislavery groups clashed violently in what became known as “Bleeding Kansas.” (AAH)
- That the *Dred Scott* decision created further division over slavery. (AAH)
- Why the Lincoln-Douglass debates brought much attention to the conflict over slavery.
- The details of John Brown’s philosophy and his raid on the arsenal at Harpers Ferry in 1859.
- The reaction to John Brown’s raid from the perspectives of Frederick Douglass and others. (AAH)
- The details of the life of Abraham Lincoln.
- That Abraham Lincoln won the presidential election of 1860.
- That several southern states seceded from the union even before Lincoln was inaugurated.
- That the Secession Statements of the Southern states clearly identifies federal failure to support, protect and further the institution of slavery as the main reason for the formation of the Confederate States of America.

The Civil War

- **Key Terms:** Fort Sumter, border states, First Battle of Bull Run, Second Battle of Bull Run, Battle of Antietam, ironclads, blockade, Anaconda Plan, the *Monitor* and *Merrimack*, Homestead Act of 1862, Battle of Shiloh, Siege of Vicksburg, Emancipation Proclamation (AAH), contrabands (AAH), 54th Massachusetts Infantry (AAH), Copperheads, habeas corpus, conscription, hardtack, 1863 NYC Draft Riots, Battle of Fredericksburg. Battle of Chancellorsville, Battle of Spotsylvania, Battle of Gettysburg, Pickett’s Charge, Little Round Top, 20th Maine, Fort Wagner (AAH), Gettysburg Address, Wilderness Campaign, total war, Battle of the Crater, Sherman’s March to the Sea, Appomattox Courthouse, Ford’s Theatre, Lincoln’s Assassination
- **Key People:** Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Robert “Stonewall” Jackson, Winfield Scott, George B. McClellan, David Farragut, Joshua Chamberlain, William H. Carney (AAH), Robert Smalls (AAH), Clara Barton, Robert Gould Shaw, Andersonville Prison, George Pickett, Alexander H. Stephens, William Tecumseh Sherman, George G. Meade, James Longstreet, Joseph E. Johnston, Philip Sheridan, John Wilkes Booth, Andrew Johnson, Edwin Stanton
- That President Lincoln sent supply ships to federal Fort Sumter and it was fired upon by Confederate soldiers on April 12, 1861.
- That following the outbreak of war at Fort Sumter, Americans chose sides.
- The strengths and weaknesses of both Union and Confederate armies.
- The military plan of both sides at the start of the war.
- That the Confederate forces under “Stonewall” Jackson did better than expected at the first major battle of the war, Bull Run.
- That the Battle of Antietam, the bloodiest day in American history, gave the North a slight advantage.
- How the victory at Antietam will allow Lincoln to issue the Emancipation Proclamation. (AAH)
- The details of the Emancipation Proclamation and why it didn’t free all the enslaved immediately. (AAH)
- That in reaction to Lincoln making the cause of the war more about slavery with the Emancipation Proclamation, residents of New York City rioted in 1863, targeting African-Americans. (AAH)
- That the Confederacy was unable to break the Union’s naval blockade.
- That Ulysses S. Grant rose to fame, securing victories on western and southern battlefields.
- That many African-American men would fight for the Union, highlighted by the heroics of the 54th Massachusetts Infantry. (AAH)

- That Clara Barton's work with the battlefield wounded formed the basis for the American Red Cross.
- That the Battle of Gettysburg is one of the most important battles ever fought in American history.
- The details of the three day Battle of Gettysburg.
- Why Pickett's Charge is known as the "high watermark" of the Confederacy.
- That Grant's victory at Vicksburg, coupled with Lee's defeat at Gettysburg, is considered the turning point of the war.
- The words of Lincoln's Gettysburg Address and why it is considered one of the greatest speeches in American history.
- That women, African-Americans (AAH), Native Americans and recent immigrants all contributed to the war effort.
- That General Sherman's total war and March to the Sea crippled the Confederacy in its last years.
- That after Lincoln made Grant in charge of all Union forces the Confederacy was increasingly unable to achieve any advances in the war.
- That Lee surrendered to Grant at Appomattox Courthouse on April 9, 1865.
- The reasons for Confederate defeat: the Union had more money, more soldiers, more rails and factories, a bigger navy and the Confederacy could not convince other countries to help.
- The details of Lincoln's Assassination at Ford's Theatre on April 14, 1865.

Reconstruction

- **Key Terms:** Reconstruction, Ten Percent Plan, 13, 14 and 15th Amendments, Freedmen's Bureau (AAH), Black Codes, Radical Republicans, forty-acres (AAH), Wade-Davis bill, Civil Rights Act of 1866 (AAH), Reconstruction Acts (AAH), Ku Klux Klan, Compromise of 1877, poll tax, sharecropping (AAH), *Plessy v. Ferguson* (AAH), Jim Crow Laws, Redeemers, Panic of 1873
- **Key People:** Andrew Johnson, Oliver O. Howard, Thaddeus Stevens, Charles Sumner, Edwin Stanton, Ulysses S. Grant, Hiram Revels (AAH), Blanche K. Bruce (AAH), Rutherford B. Hayes, Samuel J. Tilden, Homer Plessy (AAH)
- That President Lincoln and Congress differed in their views as Reconstruction began.
- That Lincoln's Ten Percent Plan looked to reunite the nation as quickly and painlessly as possible.
- That the 13th Amendment banned slavery, the 14th Amendment granted citizenship to African-Americans and the 15th Amendment gave African-American men the right to vote. (AAH)
- That the former Confederate states pushed back on the federal Reconstruction plan by passing laws that greatly limited freedom for African-Americans such as the Black Codes. (AAH)
- How the Freedmen's Bureau provided relief for freedpeople in the South. (AAH)
- That the Radical Republicans disapproved of President Johnson's Reconstruction implementation and after winning a larger majority in Congress divided the South into military districts.
- That after Johnson was impeached and Ulysses S. Grant became president in 1869, African-Americans were elected to prominent positions in the South. (AAH)
- That the violent Ku Klux Klan rose to prominence in reaction to civil rights for African-Americans. (AAH)
- That the Republican Party, weakened by scandals during President Grant's two terms, lost control of the Congress.
- That the Compromise of 1877 gave the close presidential election to the Republican Rutherford B. Hayes in exchange for the removal of all federal troops from the South.
- That when Reconstruction ended in 1877, African-Americans were faced with poll taxes, segregation and Jim Crow laws and were forced into the debt cycles of sharecropping. (AAH)

Students will be able to...

Reform Movements

- Summarize reasons for increased European immigration.
- Create a visual explaining the beliefs of each movement.
- Label a map indicating the routes of the Underground Railroad. (AAH)
- Summarize the work of Gridley Howe and Thomas Gallaudet in teaching the hearing impaired and other people with special needs. (LGBTQ/D)
- Research the lives of prominent Abolitionists and present findings. (AAH)
- Analyze the differences between important Abolitionists. (AAH)
- Write and perform a play about the struggle for Women's Rights.
- Comprehend the proceedings at the Seneca Falls Convention.

The Debate Over Slavery

- Comprehend The South's reliance on slavery as the prime motivator for sectional discord.
- Analyze the wording of the Fugitive Slave Act. (AAH)
- Make a list of prominent individuals during this time and classify them as antislavery or pro. (AAH)
- Read and interpret passages from Harriet Beecher Stowe's *Uncle Tom's Cabin*. (AAH)
- Create a slide presentation about the Kansas-Nebraska Act and Bleeding Kansas.
- Evaluate the legacy of John Brown.
- Research the life of Dred Scott. (AAH)
- Comprehend the wording of the Secession Statements. (AAH)
- Label a map showing the dates when the Southern states seceded.
- Design a newspaper front page announcing Lincoln's election victory.
- Comprehend the hardships and brutality of daily life on a Southern slave plantation. (AAH)
- List the ways in which enslaved people challenged enslavement. (AAH)

The Civil War

- Draw a diagram indicating the locations of the major battles of the Civil War.
- Research a battle and present the findings.
- Create a chart showing the resources of the North and South on the eve of war.
- Make a list of the major generals on each side of the war.
- Describe the heroics of the 54th Massachusetts Infantry during the war. (AAH)
- Critique the battlefield decisions of Confederate and Union officers.
- Investigate new inventions used during the war.
- Write and perform a play describing the hardships of civilians during the war.
- Research the life of war heroes William H. Carney (AAH) and Robert Smalls. (AAH)
- Comprehend the death, destruction and economic loss after the fighting ended.
- Research Southern reaction to the Emancipation Proclamation. (AAH)
- Write a research paper on a person or place connected to the Battle of Gettysburg.
- Label a map indicating the path of Sherman's March to the Sea.
- Design a memorial for the Civil War dead.
- Summarize the assassination of President Lincoln.

Reconstruction

- Summarize Lincoln's Reconstruction plan.

- Document the challenges of the Freedmen's Bureau. (AAH)
- Comprehend that newly freed African-Americans sought to support themselves with the skills developed during slavery but were prevented from doing so freely because of the Black Codes and the rise of the KKK. (AAH)
- Research the positions of the Radical Republicans.
- Investigate the impeachment of President Johnson.
- Make a chart outlining the civil rights gains in the 13th, 14th and 15th Amendments. (AAH)
- Make a visual display of important African-American leaders elected during Reconstruction. (AAH)
- Explain how the withdrawal of federal troops from the former Confederate states led to waves of violence against African-Americans. (AAH)
- Research how the failure of Reconstruction will delay equal rights, protections and opportunities until the Civil Rights Movement in the 1960s. (AAH)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- Anticipatory Sets
- Quizzes/Tests
- Homework
- Class Discussions
- Essays
- Map work
- End of unit assessment
- Document-Based Questions: [iCivics.org "Historical Monuments and Meaning"](https://www.icivics.org/learn/1863-1877/monuments-and-meaning)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Closure/Ticket Out Activities
- Story Boards
- Hexagonal Thinking
- Web based creations
- Jigsaw
- Socratic Seminar
- Think-Pair-Share
- Debate
- Presentations
- Videos
- EdPuzzles
- National Women's History Museum: [Collection Virtual Tour](https://www.womenhistorymuseum.org/virtual-tour)
- National Museum of African American History and Culture: [Collection Virtual Tour](https://www.aaahistory.org/virtual-tour) (AAH)

- American Battlefield Trust: [Virtual Tours](#)
- Digital Break Out Room: [A Night at the Civil War Museum](#)
- Google Expeditions: [Gettysburg National Military Park](#)

RESOURCES

Teacher Resources:

Reform Movements

- [Reform Movements](#)

The Debate Over Slavery

- [The Debate Over Slavery](#)

The Civil War

- [The Civil War](#)

Reconstruction

- [Reconstruction](#)

Equipment Needed:

- Laptop
- Speakers
- Maps
- Projector