

CURRICULUM

FOR

AMISTAD

GRADE 8

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

ACKNOWLEDGMENTS

John Perillo, Supervisor of Special Subject Areas

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

**Edward Dailey
Joseph Sorrentino**

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:

Amistad

Grade 8

Date of Board Adoptions:

September 18, 2018

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RAHWAY PUBLIC SCHOOLS CURRICULUM
Amistad- Grade 8

Pacing Guide

Unit	Title	Pacing
1	African Kingdoms	2 weeks
2	Atlantic Slave Trade	1 weeks
3	A New Nation and the Struggle Against Slavery	3 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. • 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.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: African Kingdoms

Target Course/Grade Level: Amistad – 8th Grade

Unit Summary: This unit introduces students to ancient African civilizations, including those of the Nile Valley and the Niger River. Students will gain an understanding of African geography, traditions, cultures, economics, religions and languages.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

6.2 World History / Global Studies by the end of Grade 8

6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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.2: Identify specific examples of distortion, exaggeration, or misrepresentation of 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:

Technology:

8.1.B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Science:

ESS2.D: Weather and Climate

-Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

-Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

-Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

LS4.D: Biodiversity and Humans

-Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)

New Jersey Student Learning Standards for English Language Arts Companion Standards: 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.
- RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5** - Describe how a text presents information.
- RH.6-8.6** - Identify aspects of a text that reveal an author's point of view or purpose.
- RH.6-8.7** - Integrate visual information with other information in print and digital texts.
- RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1**. Write arguments focused on *discipline-specific content*.
- WHST.6-8.2**. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.6-8.4**. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6**. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7**. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8**. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9**. Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings

Students will understand that...

- The first humans and civilization began in Africa (AAH)
- Several important ancient civilizations developed along the Nile River and western Africa (AAH)
- Ancient African cities were advanced centers of culture, economics, religion and politics (AAH)

Unit Essential Questions

- Where and why did the first humans build advanced civilizations in Africa? (AAH)
- How were the first African societies organized? (AAH)
- What were the significant accomplishments of each of the major African civilizations? (AAH)
- How did geography shape the structure and outcomes of each empire? (AAH)
- How did the Nile River Valley civilizations differ from the Niger River civilizations? (AAH)
- What role did ancient African slavery play in the economies of each region? (AAH)

Knowledge and Skills

Students will know...

- Key terms: Nile River, Sahara, dynasty, polytheism, Sahel, migration, Niger River, animism (AAH)
- Key locations: Egypt, Nubia, Kush, Ghana, Mali, Songhai, Aksum, Cairo, Timbuktu, Gao (AAH)
- Key individuals: Mansa Musa, Askia the Great, Hatshepsut, Nefertiti, Tutankhamun, Sundiata, Sunni Ali (AAH)
- Key events: first humans and migration, organization of early Egypt, development of Nile River societies, introduction of Islam, first contacts with Europeans and Asians, development of trade and agriculture (AAH)

Students will be able to...

- Identify significant individuals, locations, events and terms (AAH)
- Analyze primary sources
- Summarize timelines of each civilization covered (AAH)
- Comprehend the lasting accomplishments of ancient Africa (AAH)
- Compare and contrast histories and culture of African groups (AAH)
- Create materials that highlight major learning goals

EVIDENCE OF LEARNING

Assessment

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

- End of unit test
- Handouts
- Journals
- Essays
- Quizzes
- Projects

Learning Activities

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

- Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
- Round Robin: An oral form of brainstorming in which one team member at a time states an idea.
- Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
- Partner Read: Students share a reading assignment with a partner.
- Timed Telling: A student or team is given a fixed time to share information, opinions, or results with the class.
- Team Investigation: Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
- Jigsaw: Within each team, students select or are assigned specific questions or subjects on which to become experts.
- Experts meet and investigate in expert teams, then regroup in their original teams to report out their findings.
- Numbered Heads: Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

RESOURCES

Teacher Resources:

- Textbook
- Supplemental Material
- Primary Source Documents
- Maps
- [Digital Public Library of America](#)

Equipment Needed:

- Overhead projector
- Computer (PowerPoint)
- Internet Access
- Library Access
- Project materials

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Studies

Unit Title: Atlantic Slave Trade

Target Course/Grade Level: Amistad – 8th Grade

Unit Summary: Students will learn about African contact with European Traders. Student focus will be placed on the development and implementation of the Atlantic Slave trade and its impact on both Africa and the settlement of the New World. Students will also analyze the harsh conditions and situations African Slaves were forced to deal with in the New World.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

New Jersey Student Learning Standards:

6.2 World History / Global Studies by the end of Grade 8

6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

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9.1.8.A.4. Relate earning power to quality of life across cultures.

9.2.12.C.4. Analyze how economic conditions and societal changes influence employment trends and future education.

Interdisciplinary Connections and Standards:

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WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings

Students will understand that...

- Labor needs of economies of European countries led to the Atlantic slave trade (AAH)
- The Atlantic slave trade negatively altered West African societies while increasing power and wealth of European (AAH)
- The brutalities of European imposed chattel slavery were unlike earlier forms of ancient African slavery (AAH)
- The middle passage and the triangle trade continued for nearly four hundred years (AAH)

Unit Essential Questions

- Which European nations participated in the Atlantic Slave Trade and when? (AAH)
- What were the economic and political motivations for African rulers to participate in Slave trade? (AAH)
- What items were traded by Europeans for slaves? (AAH)
- How many Africans were forced into slavery and to what regions were they brought? (AAH)
- What happened to Africans during the middle passage and what were the means of resistance? (AAH)
- How did the concept of race solidify reasons and excuses for slavery? (AAH)

Knowledge and Skills

Students will know...

- Key terms: chattel, cowrie, Atlantic slave trade, triangle trade, African diaspora, slave forts, indentured servitude, commodification, coffle (AAH)
- Key locations: slave forts, Accra, the slave ship, Gold Coast, Goree, Bight of Benin (AAH)
- Key individuals: King Afonso, Olaudah Equiano, Prince Henry the Navigator (AAH)
- Key events: Portuguese exploration of Africa, colonization of the Americas, Middle Passage, legal support for organization of slave trade in colonies (AAH)

Students will be able to...

- Identify significant individuals, locations, events and terms (AAH)
- Locate important locations on current and historical maps (AAH)
- Analyze primary sources
- Summarize timeline of the Atlantic Slave Trade (AAH)
- Comprehend the lasting damage of slavery to Africa (AAH)
- Compare and contrast slavery in Africa before European contact with chattel slavery (AAH)
- Create materials that highlight major learning goals

EVIDENCE OF LEARNING

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UNIT OVERVIEW

Content Area: Social Studies

Unit Title: A New Nation and the Struggle Against Slavery

Target Course/Grade Level: Amistad – 8th Grade

Unit Summary: This unit examines the conditions and economics of slavery during the colonial period up until the Civil War. This unit will also analyze the impact of African Americans during this period of history. Additionally, students will analyze why slavery perpetuated in the South for so many years and the rise of the abolitionist movement out of the North.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

6.1 U.S. History: America in the World by the End of Grade 5

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1 U.S. History: America in the World by the End of Grade 8

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.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

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.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.

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.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

Career Readiness, Life Literacies, and Key Skills:

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Science:

ESS2.D: Weather and Climate

-Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

-Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)

-Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

LS4.D: Biodiversity and Humans

-Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on-for example, water purification and recycling. (secondary to MS-LS2-5)

New Jersey Student Learning Standards for English Language Arts Companion Standards: 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.
- RH.6-8.4-** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5-** Describe how a text presents information.
- RH.6-8.6.-** Identify aspects of a text that reveal an author’s point of view or purpose.
- RH.6-8.7-** Integrate visual information with other information in print and digital texts.
- RH.6-8.8-** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9-** Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1.** Write arguments focused on *discipline-specific content*.
- WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- WHST.6-8.4.** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9.** Draw evidence from informational texts to support analysis, reflection, and research.

Unit Understandings

Students will understand that...

- slaves actively sought to maintain their humanity through religion, culture, family and acts of Resistance (AAH)
- laws in America after the Revolution solidified slavery and maintained a racial hierarchy (AAH)
- the northern abolitionist movement and political, social and cultural divergence of north and south created tensions in 19th century America (AAH)
- slave rebellions and the Underground Railroad convinced the Southern ruling class to pass the Fugitive Slave Act (AAH)
- the Southern states voted to secede because of perceived northern resistance to slavery and that the Civil War’s major cause was slavery (AAH)

Unit Essential Questions

- How did slaves, abolitionists and free blacks passively and actively resist slavery and its spread? (AAH)
- How did the “Founding Fathers” codify slavery into the nation’s founding documents? (AAH)
- Who were some prominent abolitionists and what were their methods? (AAH)
- What was daily life like for a slave in different parts of the country? (AAH)
- In what ways did slave owners use local and national laws to maintain power? (AAH)

- How did slave auctions further dehumanize slaves? (AAH)
- What was life like for free blacks during this time? Compare their freedom to whites. (AAH)
- How did slave and free blacks participate in the Civil War and how did the defeated South react to Emancipation? (AAH)

Knowledge and Skills

Students will know...

- key terms: Three-Fifths Compromise, Fugitive Slave Act, Underground Railroad, Black Loyalists, manumission, cotton gin, Missouri Compromise, slave coffle, spirituals, tobacco, rice, cotton, Peculiar Institution, 54th Massachusetts, African Methodist Episcopal Church (AAH)
- key locations: slave plantations, slave ships, Harpers Ferry, Philadelphia, Boston, New York City, Washington D.C., Mason-Dixon Line (AAH)
- key individuals: James Forten, Crispus Attucks, Harriet Tubman, Robert Smalls, John Brown, William Lloyd Garrison, Benjamin Banneker, Dred Scott, Frederick Douglass, Denmark Vesey, Gabriel Prosser, Sally Hemings, Elizabeth Freeman, Prince Hall, Nat Turner, Richard Allen, Solomon Northup (AAH)
- key events: *Amistad* ship uprising, Vesey, Prosser, and Turner's rebellions, Revolutionary War, signing of U.S. Constitution, John Brown's Raid, various Civil War battles, secession of Southern states, Lincoln's election (AAH)

Students will be able to...

- Identify significant individuals, locations, events and terms (AAH)
- locate important locations on current and historical maps
- analyze primary sources
- summarize timeline of the abolitionist movement and events leading to the Civil War (AAH)
- comprehend the daily struggle of slaves to maintain their humanity (AAH)
- compare and contrast lives of slaves and free blacks (AAH)
- create materials that highlight major learning goals

EVIDENCE OF LEARNING

Assessment

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

- End of unit test
- Handouts
- Journals
- Essays
- Quizzes
- Projects

Learning Activities

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

- Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
- Round Robin: An oral form of brainstorming in which one team member at a time states an idea.
- Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
- Partner Read: Students share a reading assignment with a partner.
- Timed Telling: A student or team is given a fixed time to share information, opinions, or results with the class.
- Team Investigation: Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
- Jigsaw: Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in expert teams, then regroup in their original teams to report out their findings.
- Numbered Heads: Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

RESOURCES

Teacher Resources:

- Textbook
- Supplemental Material
- Primary Source Documents
- Maps
- [Digital Public Library of America](#)

Equipment Needed:

- Overhead projector
- Computer (PowerPoint)
- Internet Access
- Library Access
- Project materials

