

**School District of South Orange-Maplewood  
Social Studies Curriculum-Grade 6**



**South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction**

**2017-2018**

## **THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD**

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### **ACKNOWLEDGEMENTS**

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Anna Elson

## Philosophy

The South Orange & Maplewood School District believes that students develop the enduring understandings and skills necessary to prepare them to actively assume citizenship responsibilities in the 21<sup>st</sup> century. Students will, through participation in a wide array of social studies disciplines, develop requisite skills to read and think critically, examine events and phenomena through multiple perspectives, develop reasoned arguments and informed opinions, detect bias and grapple with ambiguity, and engage in substantive conversation through informal and structured discourse.

The National Council for the Social Studies outlines five principles of powerful teaching and learning. Teaching and learning must be meaningful, integrative, value-based, challenging, and active. These principles, coupled with the Historical Thinking Standards developed by the National Center for History in the Schools (UCLA), provide the foundation for the development of a rigorous and engaging social studies curriculum. As a result, the social studies program focuses on providing rich and rigorous learning experiences for students that enable them to uncover what has been documented about the past *and* to construct meaning for themselves.

The South Orange & Maplewood School District supports a Social Studies Program, which is inclusive of all learners and maximizes opportunities for each student to:

- Develop discipline-based literacy and information acquisition and analysis skills
- Explore social studies content in an integrative manner- drawing upon content in the arts, humanities, and sciences
- Critically examine the values that serve as a foundation for our democratic form of government- justice, equality, and freedom of thought and speech in their study of the past and present
- Investigate their respective disciplines with an appreciation for multiple perspectives
- Understand that any study of the past is a purposefully constructed narrative and be able to construct meaning on their own
- Work individually and collaboratively to investigate the past and present, discuss and debate issues and interpretations, and build meaning
- Use technology and digital media to develop understanding and construct meaning
- Utilize targeted instructional strategies to enhance reading comprehension and argument-based writing

## Guidelines for Social Studies Instruction

The National Council for the Social Studies outlined broad attributes of Powerful Teaching and Learning in Social Studies in *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy* (1992, 2008).

More specifically, a rigorous social studies program is characterized by the use of effective instructional practices where:

- Students understand the clearly stated learning outcomes tied to the driving questions of the curriculum and are presented for each lesson. These outcomes may be presented as 'Key Questions to be addressed during instruction.'
- Students are required to articulate *their* understanding of key ideas developed over the course of a lesson and this understanding is assessed throughout instruction.
- Students engage in purposeful and rigorous tasks designed to deepen their understanding of the course content and hone their thinking skills associated with a particular discipline.
- Students have frequent opportunities to explore primary and secondary source material to learn about the past, specifically:
  - Sourcing: identifying the author, main idea, intended audience and purpose
  - Contextualization: identifying the people, events, ideas at the time
  - Corroboration: establishing relationship between one source to other evidence.
- Students apply reading comprehension strategies (Pre-, During, and Post-) that are purposefully selected and explicitly modeled and reinforced.
- Students have regular and frequent opportunities to develop meaning through dialogue (especially student-to-student dialogue), to pose questions relating to the ideas and content they interact with, and to reflect on the significance of a particular learning task.
- Students use various methods to organize information including graphic organizers. The Cornell method of note taking will be used in all social studies classes.
- Students use a variety of ways to demonstrate their understanding over the course of the year.
- Students receive regular and insightful feedback regarding their achievement and progress in a timely manner.

### Reading Instruction in Social Studies

Teachers of social studies are teachers of reading. In social studies classrooms, students are asked to read for a variety of purposes ranging from determining the main idea of a particular passage to uncovering the biases or purposes for writing in an author's account of a particular event in the past.

To support teacher's efforts to provide students with the tools to enhance their comprehension and close reading of historical texts, all social studies teachers in grades 6-12 have a copy of Daniels and Zemelman's *Subjects Matter*, a content-area reading guide that focuses on pre-

reading and reading processing strategies. In addition, teachers are provided with a resource packet, *Historical Think Alouds and Other Strategies to Promote Reading Comprehension*- a collection of strategies and approaches to assist teachers in teaching the types of thinking historians experience while conducting 'close readings' of source material. As historian Carl Becker noted, "Like it or not, we are all historians." Authentic learning experiences in social studies classrooms require students to engage in historical thinking.

### **The Role of the Textbook in Social Studies Instruction**

Every social studies course has core textbooks to serve as a resource for students. These textbooks do not however, serve as the sole source of information for students and oftentimes play a subsidiary function when they are required to assume the role of a historian by constructing meaning based on the evidence at hand. Therefore in a meaningful and active social studies classroom students work frequently with a variety of source material to enhance their understanding of past and pose questions that purposefully reveal the limits of their understanding.

### **Assessment**

Students should be assessed on a regular basis on their understanding of the course content and social studies skills as outlined in the district curricula. Students must have opportunities to demonstrate their understanding in a variety of ways and these methods of assessment should be used on multiple occasions throughout the year. For example, DBQ's are used for certain district assessments. The analysis of documents, subsequent grouping of documents, and the writing of essays should all be done systematically throughout the semester to develop the critical thinking skills required to perform these tasks well.

South Orange Maplewood School District  
Social Studies 6<sup>th</sup> Grade Curriculum

United States History II  
6th Grade Social Studies  
Curriculum Outline

<b>Units of Study</b>	<b>Suggested weeks (34)</b>
1. Foundations in American Government	2
2. Civil War and Reconstruction	5
3. Growth in the West	2
4. Imperialism	2
5. Immigration, Industrialization, Progressivism	5
6. World War I	4
7. The 20's & the Great Depression	4
8. World War II & the Holocaust	5
9. Cold War	2
10. Civil Rights	3

## **Unit 1 Overview: Foundations in American Government**

This unit revisits an examination of our nation's system of government and the challenges Americans face in upholding the values and ideas set forth in the founding of the United States. Students will review the structure of our government as well as the rights and responsibilities of American citizens. An examination of fundamental documents will serve as one reference point throughout the year as students examine our nation's continuing struggle to uphold the principles for all people as set forth in these documents. The ideals of freedom and liberty are central to Americans and yet, throughout our history, they remain a source of disagreement, struggle and conflict.

**Suggested Time Frame: 2 weeks**

### **Core Concepts**

1. Citizenship
  - a. An examination of the importance of personal and political and economic rights must be accompanied by an examination of personal and civic responsibilities. For American constitutional democracy to flourish and seek to attain its ideals, citizens must not only be aware of their rights, they must also exercise them responsibly and fulfill those personal and civic responsibilities necessary in a self-governing, free, and just society.
  - b. Citizens must examine the basic values and principles of the United States Constitution and monitor the performance of political leaders and government agencies to insure their fidelity to them. In addition, they must examine their own behavior in relation to those values and principles and learn to deal appropriately with situations in which their responsibilities may require that their personal rights, desires, or interests be subordinated to the common good.
2. The American system of government relies on its citizens' commitment to these constitutional values and principles set forth in the Constitution, as well as in the Declaration of Independence and other writings. These values and principles provide the foundation for the establishment, in James Madison's words, of an "energetic" and effective government, one capable of fulfilling the purposes for which it was created—to protect the inalienable rights of the individual to life, liberty, and property and to promote the common good. But an equally important purpose of the Constitution is to separate and limit the powers of government so that the basic liberties of the people are not infringed. The Bill of Rights was added to the Constitution to clarify and strengthen limitations on the powers of the national government, and it has become central to the American idea of constitutional government. Citizens must understand the importance of the fundamental ideas of American constitutional government to develop a reasoned commitment to them, as well as to use them as criteria to evaluate their own behavior and the behavior of government officials.

### 3. American values

a. Agreement on certain fundamental values and principles is essential to the preservation and improvement of American constitutional democracy. They are stated in the Declaration of Independence, the Constitution, the Gettysburg Address, the Emancipation Proclamation and other significant documents, speeches and writings. They provide common ground on which Americans can work together to decide how best to promote the attainment of individual, community, and national goals.

b. Disparities have always existed between the realities of daily life and the ideals of American constitutional democracy. The history of the United States, however, has been marked by continuing attempts to narrow the gap between ideals and reality. For these reasons, Americans have joined forces in political movements to abolish slavery, extend the franchise, remove legal support for segregation, and provide equality of opportunity for each individual. Citizens need to be aware of historical and contemporary efforts of Americans who, through individual, social, and political action, have sought to lessen the disparity between ideals and reality. Citizens need to understand that American society is perpetually "unfinished," and that each generation has an obligation to help the nation move closer to the realization of its ideals.

#### 1. Power/opportunity

- The American political system provides citizens with numerous opportunities for choice and participation. The formal institutions and processes of government such as political parties, campaigns, and elections are important avenues for choice and citizen participation. Another equally important avenue is the many associations and groups that constitute civil society. All provide ways for citizens to monitor and influence the political process.
- a. American constitutional democracy is dynamic and sometimes disorderly. Politics is not always smooth and predictable. Individually and in groups, citizens attempt to influence those in power. In turn, those in power attempt to influence citizens. In this process, the public agenda—the most pressing issues of the day—is set, and public opinion regarding these issues is formed.
- b. If citizens do not understand the political process and how to deal with it effectively, they may feel overwhelmed and alienated. An understanding of the political process is a necessary prerequisite for effective and responsible participation in the making of public policy.

(Source: Center for Civics Education)

### Essential Questions

1. What is citizenship?
2. What are the rights & responsibilities of citizens?
3. What is meant by 'freedom'?
4. What values and principles are basic to American constitutional democracy?
5. How does the US political system provide for choice and opportunity for participation?
6. How are power and responsibility shared, distributed, and limited by the US Constitution?

<b>Content</b>
Students will be able to... <ul style="list-style-type: none"><li>• Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.</li><li>• Explain the essential ideas of American constitutional government.</li><li>• Explain the meaning and importance of the fundamental values and principles of American constitutional democracy.</li><li>• Examine a current event through the lens of the ideals set forth in key documents.</li><li>• The responsibilities of three branches of government and the system of check and balances as addressed in the US Constitution. Distinguish the responsibilities of federal, state, and local governments in addressing the needs of the citizenry.</li><li>• The major debates surrounding the development of the Constitution and the Bill of Rights.</li><li>• How was the term 'citizen' and 'freedom' defined during this period in time and by whom? What rights and responsibilities existed, and were denied to, certain people at this time?</li></ul>
<b>Skills</b>
Students will demonstrate the ability to... <ul style="list-style-type: none"><li>• Identify the difference between primary and secondary sources</li><li>• Identify the central ideas in the American founding documents</li><li>• Use close reading skills to analyze primary source documents</li><li>• Construct initial definitions of citizenship and place them in historical context.</li></ul>
<b>Assessments</b>
<b>History Education Group (SHEG): Beyond the Bubble Assessments</b> Sourcing: <ul style="list-style-type: none"><li>• <a href="https://beyondthebubble.stanford.edu/assessments/declaration-independence">https://beyondthebubble.stanford.edu/assessments/declaration-independence</a></li></ul>
<b>Resources</b>
<b>Teaching and Classroom Resources</b>
Lesson: balancing the Three Branches: Our System of Checks and balances <a href="https://edsitement.neh.gov/lesson-plan/balancing-three-branches-once-our-system-checks-and-balances">https://edsitement.neh.gov/lesson-plan/balancing-three-branches-once-our-system-checks-and-balances</a>
<a href="https://www.docsteach.org/topics/constitution">Stanford History Education Group</a> <a href="https://www.docsteach.org/topics/constitution">https://www.docsteach.org/topics/constitution</a>

<http://njamistadcurriculum.net/>

We The People: The Citizen and the Constitution Level II (Middle School)

**Selected Lessons**

- Unit 1: What Were the Founders Basic Ideas About Government?
- Unit 2: What Shaped the Founders' Thinking About Government?
- Unit 4: How Was the Constitution Used to Establish Our Government?
- Unit 5: How Does the Constitution Protect Our Basic Rights?
- Unit 6: What Are the Responsibilities of Citizens?

**Teacher Content Resources**

**Online**

Center for Civic Education

Foner, Eric. Give Me Liberty Studyspace. Norton.  
<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

Foner, Eric. *The Contested History of American Freedom*. Preserving American Freedom: The Evolution of American Liberties in Fifty Documents. Historical Society of Pennsylvania.  
<http://digitalhistory.hsp.org/preserving-american-freedom>.  
<http://digitalhistory.hsp.org/pafrm/essay/contested-history-american-freedom>

Haefeli, Evan, *Liberty, Diversity, and Slavery The Beginnings of American Freedom*. Preserving American Freedom: The Evolution of American Liberties in Fifty Documents. Historical Society of Pennsylvania  
<http://digitalhistory.hsp.org/pafrm/essay/liberty-diversity-and-slavery-beginnings-american-freedom>

<http://sheg.stanford.edu/intro-historical-thinking>

**Standards/Alignment**

**NJ Student Learning Standards**

U.S. History 6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

U.S. History 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

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

Active Citizenship 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

### **UCLA Standards for History\***

Era 3

#### **Standard 3B**

The student understands the guarantees of the Bill of Rights and its continuing significance.

\*NJ Student Learning Standards are not provided for this historical period in grades 5-8. Therefore, we have referenced the *National Standards for History in the Schools, 1996*. UCLA

### **NJ Amistad Curriculum**

Unit 6: The Constitution and the Continental Congress 1775- 1800

The following topics should be included to the greatest extent possible:

1. The debates at the Constitutional Convention should be discussed as well as the ideological streams that shaped the Constitution.
2. Emphasis should be placed on the systems of checks and balances as well as the delineation of the powers of the legislative, executive, and judicial branches
3. Students should acquire a thorough familiarity with the provisions of the Constitution and the ratification process.
4. They also should discuss its provisions regarding the status of enslaved peoples.
5. The teacher should discuss how the adoption of various amendments has enlarged the Constitution.

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point

of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

## Unit 2 Overview: Civil War and Reconstruction

This unit examines the underlying causes of the war and the import of the unresolved issue of slavery as the nation expanded. Students will be introduced to the complex issue of slavery and how this developed across time and (geographical) place. Other points of emphasis will be the role of abolitionists and the varied efforts of African Americans to exercise agency under incredibly difficult and oppressive circumstances. Students will develop chronological understanding by tracing the significant events of the war and placing them in geographical contexts. During the Reconstruction, students will study the Reconstruction Amendments, leadership, and the challenges, failures, and successes of rebuilding the South and reuniting a nation. Students will address the concepts of Continuity and Change by identifying the aspects of American Society that changed as a result of each period and the aspects of American Society that remained entrenched or unresolved.

**Suggested Time Frame: 5 weeks**

### Core Concepts

1. The geographic, economic, and ideological differences between, and within, regional (i.e., northern, southern), state (i.e. urban and rural, upland and plantation economies), and localized contexts.
2. Turning points alter the ideas and strategies of warfare
  - a. Looking at issues of citizenship, slavery, state's rights
3. Effects of the war on family and social structure, with particular focus on the attitudes and roles of women and African Americans

### Essential Questions

1. What were the causes of the Civil War?
2. What makes an event historically significant? What is a 'turning point?'
3. Did the Civil War transform the United States?
4. Was Reconstruction a success?

### Content Learning Targets

Students will:

- Prioritize the causes and events that led to the Civil War from different perspectives.
- Analyze the issues that inflamed emotions in America in the decades preceding the Civil War and the regional and ideological imperatives that precipitated the war.
  - Attention should be paid to the views and actions of the growing free black population located in the North.
  - Acquire a deep understanding of the national disputes of this period.

- Explore the outbreak and course of the Civil War
  - Impact on the day-to-day and domestic lives
  - The horrible cost in lives and the social consequences
  - Examine the reasons why 1800,000 African Americans fought in the war
  - Debate the reasons President Lincoln issued a limited Emancipation Proclamation
  - Identify the reasons for the Union's eventual victory
  - Determine the consequences of the war for the South and the North.
- Discuss the problems America confronted at the end of the Civil War
  - Special attention should be paid to the experiences of the four million newly freed African Americans
- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- Examine the roles of women, African Americans, and Native Americans in the Civil War.
- Define the major turning points of the war and their significance
- Evaluate the success of Reconstruction
- Address the different meanings of Reconstruction.
- Analyze how the history of the nation — as a political entity — should not be seen as the same for all citizens
- Identify the objectives and long-term consequences of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the U.S. Constitution.
- Identify the introduction of modified forms of slavery
- Identify the reasons why Reconstruction ended
- Assess the strength African Americans displayed constructing their lives after slavery

### Skills

Students will be able to:

#### Reading

- Historical Thinking Skills
  - Sourcing
  - Close reading
  - Corroboration
  - Contextualization

#### Approaches to learning

- Use maps to demonstrate the causes and course of the war
- Historical thinking skills
  - Sourcing primary source documents to determine bias and perspective
- Determine central idea of texts

## Assessments

- Document Analysis/ DBQ tasks
  - Differences between, and within, the North and South
  - Slavery & Agency in the US
  - Reconstruction
  - Pro- and anti-slavery sources
- Gettysburg Address-primary source analysis
  - Close reading

### Beyond the Bubble Assessments: SHEG

- <https://beyondthebubble.stanford.edu/assessments/perspective-slavery>
- <https://beyondthebubble.stanford.edu/assessments/reconstruction-riots>
- <https://beyondthebubble.stanford.edu/assessments/kkk-1870s>

## Resources

### Teaching and Classroom Resources

#### Stanford History Education Group

Selected lessons

- <http://sheg.stanford.edu/emancipation-proclamation>
- <http://sheg.stanford.edu/sharecropping>
- <http://sheg.stanford.edu/reconstruction>

**Civil War.org** <https://www.civilwar.org/learn/educators/curriculum/middle-school>

Selected Lessons:

- 1860-1861- The Country Goes to War
- Who were the 200,000 African American Freedom Fighters?
- Photography as a Primary Source
- Post 1865- Effects of the War

**Corroboration of Sources:** Frederick Douglas on Lincoln and Emancipation  
<https://www.gilderlehrman.org/multimedia#!60071>

#### TeachingAmericanHistory.org

##### Civil war and Reconstruction Toolkit

<http://teachingamericanhistory.org/civil-war-and-reconstruction-toolkit/>

[Civil War 150](#)

<http://njamistadcurriculum.net/>

<http://teachinghistory.org/best-practices/examples-of-historical-thinking/25048>

### **The Civil War and American Art: A Ride for Liberty?**

An examination of Eastman Johnson's, *A Ride for Liberty—The Fugitive Slaves, March 2, 1862*, 1862, oil on board.

- <http://picturinghistory.gc.cuny.edu/eastman-johnson-a-ride-for-liberty-the-fugitive-slaves-c-1862/>
- The Civil War in American Art. pgs. 22-25. Smithsonian Museum of American Art, 2012.  
[https://americanart.si.edu/education/resources/documents/civilwar\\_teachersguide\\_final.pdf](https://americanart.si.edu/education/resources/documents/civilwar_teachersguide_final.pdf)
- Teaching with Works of Art: Look, Analyze, Investigate, Interpret, Synthesize  
[http://www.civilwarinart.org/lessonplans/CWIA\\_Teaching\\_with\\_Art.pdf](http://www.civilwarinart.org/lessonplans/CWIA_Teaching_with_Art.pdf)

### **Disciplinary Literacy Tools**

Reading, Thinking, and Writing About History, Appendix A. 179-180.

### **Teacher Content Resources**

**Text** (The following resources are available to teachers through the S.S. Dept.)

*Bennett, Lerone, Jr., 1928-. Before The Mayflower; a History of the Negro in America, 1619-1964. Baltimore: Penguin Books, 1968/1964.*

*Bland Jr., Sterling. Understanding 19<sup>th</sup> Century Slave Narratives. Santa Barbara, CA.: ABC-CLIO, 2016.*

*Crew, Spencer, Bunch, Lonnie, and Clement Price, ed. Slave Culture: A Documentary Collection of Slave Narratives from the Federal Writers' Project. Santa Barbara, CA: ABC-CLIO, 2014.*

*Foner, Eric, 1943-. A Short History of Reconstruction, 1863-1877. New York: Harper & Row, 2015.*

*Franklin, John Hope, and Moss Jr., Alfred, From Slavery to Freedom: A History of African Americans. New York: Knopf, 2005.*

*Friedheim, William And Jackson, Ronald. Freedom's Unfinished Revolution: An Inquiry Into the Civil War and Reconstruction. American Social History Project. New York: The New Press, 1996*

*Hine, Darlene Clark, Hine, William, and Harrold, Stanley, The African American Odyssey, 2<sup>nd</sup> Ed. Upper Saddle River, NJ. Prentice Hall, 2003.*

*Hinks, Peter, and McKivigan, John, Ed. Abolition and Slavery: A Historical Encyclopedia of the*

*American Mosaic*. Santa Barbara, CA: ABC-CLIO, 2015.

Horton, James Oliver and Lois E., *Slavery and the Making of America*. New York, Oxford University Press, 2005.

Kantrowitz, Stephen, *More Than Freedom: Fighting for Black Citizenship in a White Republic, 1829-1889*. New York: Penguin Books, 2012.

### Online

Blight, David. 2008. Open Yale Course, *HIST 119: The Civil War and Reconstruction Era, 1845-1877*. <http://oyc.yale.edu/history/hist-119>

Civil War Trust <https://www.civilwar.org/learn/educators>

Foner, Eric. Reconstruction & Citizenship <https://www.gilderlehrman.org/multimedia#13337>

Foner, Eric. Give Me Liberty Studyspace. Norton.  
<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

Newman, Richard. *Liberty, Slavery, and the Civil War*. Preserving American Freedom: The Evolution of American Liberties in Fifty Documents. Historical Society of Pennsylvania.  
<http://digitalhistory.hsp.org/pafm/essay/liberty-slavery-and-civil-war>

Sinha, Manisha, *African Americans and Emancipation*. Gilder Lehrman Institute of American History <https://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/essays/african-americans-and-emancipation>

<http://teachingamericanhistory.org/civil-war-and-reconstruction-toolkit/> (Archived 1-2 hr. mini courses on various topics)

Washington, Mary. *Rachel Weeping for Her Children": Black Women and the Abolition of Slavery*. Gilder Lehrman Institute of American History  
<https://www.gilderlehrman.org/history-by-era/slavery-and-anti-slavery/essays/%E2%80%9Crachel-weeping-for-her-children%E2%80%9D-black-women-and-abo>

### Standards/Alignment

**UCLA Standards for History** Era 5

#### **Standard 1: The causes of the Civil War**

Standard 1A The student understands how the North and South differed and how politics and ideologies led to the Civil War.

**Standard 2: The course and character of the Civil War and its effects on the American people**

Standard 2A The student understands how the resources of the Union and Confederacy affected the course of

Standard 2B The student understands the social experience of the war on the battlefield and home front.

**Standard 3: How various Reconstruction plans succeeded or failed**

Standard 3A The student understands the political controversy over Reconstruction.

Standard 3B The student understands the Reconstruction programs to transform social relations in the South.

Standard 3C The student understands the successes and failures of Reconstruction in the South, North, and West.

**Amistad Curriculum**

**Unit 7: The Evolution of the New State 1801-1860**

1. The nature of slavery. Students should study the nature of slavery focusing on the lives of the enslaved, their social organizations, their economic roles in society, their coping mechanisms, and their forms of resistance.
2. Sectional and ideological conflicts. Study of this unit should set the stage for the sectional and ideological conflicts that led to the Civil War.

**Unit 8: The Civil War and Reconstruction 1861-1877**

The following topics should be included to the greatest extent possible:

1. The teacher should review the issues that inflamed emotions in America in the decades preceding the Civil War.
2. The teacher should also underscore the regional and ideological imperatives that precipitated the war.
3. Attention should be paid to the views and actions of the growing free black population located in the North.
4. The objectives of the black abolitionists and their white counterparts should be compared.
5. Students should acquire a deep understanding of the national disputes of this period.
6. Should be able to address questions such as whether the Civil War was inevitable and whether it reflected a failure of national leadership.
7. The outbreak and course of the Civil War should be explored... impact on the day-to-day and domestic lives... the horrible cost in lives and the social consequences... examine the reasons why 1800,000 African Americans fought in the war... debate the reasons President Lincoln issued a limited Emancipation Proclamation... the reasons for the Union's eventual victory... the consequences of the war for the South and the North.
8. Discuss the problems America confronted at the end of the Civil War.... Special attention should be paid to the experiences of the four million newly freed African Americans... some analysis of the ways in which white Southerners coped with the defeat of the Confederacy.

9. Address the different meanings of Reconstruction.
10. the history of the nation — as a political entity — should not be seen as the same for all citizens
11. The objectives and long-term consequences of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the U.S. Constitution.
12. The introduction of modified forms of slavery... an analysis of extra-legal organizations ... The reasons for the end of Reconstruction... When and why did *dejure* segregation emerge?
13. An assessment of the strength African Americans displayed constructing their lives after slavery. in 1879 thousands of African Americans abandoned the South in quest of a better life elsewhere.
14. How does the inclusion of white women and African-American men and women in the narrative of the Civil War and Reconstruction change the traditional, interpretive picture of American history?

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 3 Overview: Growth in the West**

This unit examines the growth and expansion of the United States throughout the 19th century and into the early 20th century. The unit begins by introducing the economic and ideological underpinnings of the geographical expansion of the United States in the latter half of the 19<sup>th</sup> century. The creation of the ideology of Manifest Destiny is employed to justify the actions of the US, as the nation expands toward the Pacific, building the transcontinental railroad and devastating Native American populations. After the continental United States has been secured, the nation starts to look elsewhere. Students will study the acquisitions of Alaska, Hawaii, Panama, and the Philippines and the benefits and challenges that come with building an empire.

**Suggested Time Frame: 4 Weeks**

#### **Core Concepts**

1. Difficulties and advantages of expanding a nation's territory
2. Causes and effects of expanding the size of a nation
3. How is the 'race' constructed?
4. Interactions amongst different cultures
5. Global effects of American expansionism
6. Military, economic, political, and social reasons for imperialism

#### **Essential Questions**

1. What are the challenges of national expansion?
2. In what ways did American expansion benefit the United States?
3. What are the reasons for national expansion?
4. What are the domestic and international effects of American expansion?
5. How did American expansion affect interactions with other nations?
6. What is the role of the United States in international affairs?
7. How did expansion change US demographics?

#### **Content Learning Targets**

Students will be able to...

- Identify the political, military, economic, and cultural reasons why the United States wanted to expand
  - Define Manifest Destiny
- Evaluate the impact of American expansion on native peoples
- Understand how American involvement in expansion and foreign conflict was justified
- Identify, on a macro level, how the United States benefitted from expansion
  - Growth of resources
  - American reputation on a global scale

- Identify the challenges of American expansion
- Trace the U.S. government's treatment of, and relationships with, Native Americans
  - As noted in the following: Trail of Tears Wounded Knee Massacre, Dawes Act
- Examine the causes and course of the Spanish-American War as well as the nation's emergence as a colonial power at war's end.
- Discuss the implications of the nation's emerging international role and responsibilities as an imperial power.
- Analyze America's encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment.

### Skills

Students will demonstrate the ability to...

- Use maps to understand events.
- Analyze cause and effect relationships
- Document Analysis/ DBQ Skills
  - Analyze primary source documents
- Historical Thinking Skills
  - Sourcing
  - Close reading
  - Corroboration
  - Contextualization

### Assessments

#### Beyond the Bubble Assessments: SHEG

Corroboration, Sourcing

- <https://beyondthebubble.stanford.edu/assessments/american-imperialism>

Contextualization, Sourcing, Use of Evidence

- <https://beyondthebubble.stanford.edu/assessments/explosion-uss-maine>

### Resources

#### Teacher Lesson Plan Resources

<http://njamistadcurriculum.net/>

<http://besthistorysites.net/american-history/westward-expansion/>

<http://besthistorysites.net/american-history/early-imperialism/>

**Gilder Lehrman**

<https://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/development-west/teaching-resources>

### **Disciplinary Literacy Tools**

Reading, Thinking, and Writing About History, Appendix A. 179-184.

### **Teacher Content Resources**

#### **Text**

Berlin, Ira. *The Making of African America*. The Four Great Migrations. Penguin Press. 2010

Blackhawk, Ned. *The Development of the West*. The Gilder Lehrmen Institute of American History. <https://www.gilderlehrman.org/history-by-era/development-west/essays/development-west>

Horsman, R. *Race and Manifest Destiny*. Harvard University Press. 1981.

Josephy, Alvin M. *The Longest Trail. Writings on American Indian History, Culture, and Politics*. Vintage Press. 2015

#### **Online**

Foner, Eric. Give Me Liberty Studyspace. Norton.  
<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

**Manifest Destiny** <http://www.ushistory.org/us/29.asp>

### **Standards Alignment**

#### **UCLA Standards for History**

Era 4

**Standard 1:** United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Standard 1A The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Standard 1B The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Standard 1C The student understands the ideology of Manifest Destiny, the nation's

expansion to the Northwest, and the Mexican-American War.

**Standard 2:** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

Standard 2E The student understands the settlement of the West.

Era 6

**Standard 4:** Federal Indian policy and United States foreign policy after the Civil War

Standard 4A The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

Standard 4B The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

### **NJ Amistad Curriculum**

Unit 7: The Evolution of the New State 1801-1860

3. Westward expansion's encroachment on lands. It is also of crucial importance to examine the westward expansion's encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment. To what extent did these atrocities contradict America's founding promise?

Unit 10: America Confronts the 20<sup>th</sup> Century and the Emergent Modern America 1901-1920.

The following topics should be included to the greatest extent possible:

1. Review the major developments in American society during the twentieth century and students should discuss the continuing problems the nation faced.
2. The Spanish-American War. The causes and course of the conflict should be examined, as well as the nation's emergence as a colonial power at war's end.
3. Students should debate the implications of the nation's new international role and responsibilities as an imperial power.

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs,

- photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### Unit 4 Overview: Imperialism

This unit examines the emergence of the United States as a global power throughout the latter 19th century and into the early 20th century. The ideology of Manifest Destiny guides the US, and justifies the actions of the US, as the nation expands to the Pacific, building the transcontinental railroad, settling the “Wild West,” and devastating Native American populations. Students will study the acquisitions of Alaska, Hawaii, Panama, and the Philippines and the benefits, costs, and challenges that come with building an empire.

### Suggested Time Frame: 2 Weeks

### Core Concepts

1. The geographical, economic, philosophical, and political aspects of Imperialism
2. Global effects of the American expansionism and the Spanish American War
3. Multiple strategies of practicing Imperialism including military, economic, and political
4. Imperialism is driven by resources, business, goods, land, money, and power.
5. Ideological beliefs about power and supremacy on a global stage inform the US's actions internationally.

### Essential Questions

1. What are the domestic and international effects of American expansion?
2. How did American expansion affect interactions with other nations?
3. What is the role of the United States in international affairs?
4. What events, leaders, and strategies shape the Age of Imperialism?
5. What positive and negative outcomes are a product of Imperialism for the nations involved?

### Content Learning Targets

Students will be able to...

- Identify the political, military, economic, and cultural reasons why the United States sought to expand
  - Define Manifest Destiny

- Identify the gains associated with American expansion
  - Growth of resources
- Understand the goals of American involvement in international endeavors
  - Spanish American War
  - Panama Canal
- Analyze the treatment of and relationships with Native Americans
  - Trail of Tears
  - Wounded Knee Massacre
  - Dawes Act
- Review the major developments in American society during the twentieth century and students should discuss the continuing problems the nation faced.
- Examine the causes and course of the Spanish-American War as well as the nation's emergence as a colonial power at war's end.
- Debate the implications of the nation's new international role and responsibilities as an imperial power.
- Analyze America's encroachment on lands, particularly the encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment.

### Skills

Students will demonstrate the ability to...

- Use maps
- Analyze cause and effect relationships
- Document Analysis/ DBQ Skills
  - Analyze primary source documents
- Historical Thinking Skills
  - Sourcing
  - Close reading
  - Corroboration
  - Contextualization

### Assessments

**Beyond the Bubble Assessments: SHEG**

Corroboration and sourcing analysis with Yellow Journalism

### Resources

#### Teaching and Classroom Resources

Stanford History Education Group lessons

- **Maine explosion**
- **Spanish American War**

- **Philippine-American War Political Cartoons**

### **Disciplinary Literacy Tools**

Reading, Thinking, and Writing About History, Appendix A. 179-180.

### **Teacher Content Resources**

Colby, Jason, *The United States and the Caribbean 1877-1920*. The Gilder Lehrman Institute of American History.

<https://www.gilderlehrman.org/history-by-era/empire-building/essays/united-states-and-caribbean-1877%E2%80%931920>

Foner, Eric. Give Me Liberty Studyspace. Norton.

<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

*Immigration, Railroads, and the West*. Harvard University Open Collections Program.

<http://ocp.hul.harvard.edu/immigration/railroads.html>

Suri, Jeremi. "America's Emergence as a Global Power." The Gilder Lehrman Institute of American History video. <https://www.gilderlehrman.org/multimedia#!138422>

### **Standards/Alignment**

#### **UCLA Standards for History**

##### **Era 4**

**Standard 1:** United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**Standard 1A** The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

**Standard 1B** The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

**Standard 1C** The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

**Standard 2:** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

**Standard 2E** The student understands the settlement of the West.

##### **Era 6**

**Standard 4:** Federal Indian policy and United States foreign policy after the Civil War

**Standard 4A** The student understands various perspectives on federal Indian policy,

westward expansion, and the resulting struggles.

**Standard 4B** The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

### **NJ Amistad Curriculum**

**Unit 7:** The Evolution of the New State 1801-1860

3. **Westward expansion's encroachment on lands.** It is also of crucial importance to examine the westward expansion's encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment. To what extent did these atrocities contradict America's founding promise?

### **Amistad Curriculum**

**Unit 10:** America Confronts the 20<sup>th</sup> Century and the Emergent Modern America 1901-1920.

The following topics should be included to the greatest extent possible:

1. Review the major developments in American society during the twentieth century and students should discuss the continuing problems the nation faced.
2. The Spanish-American War. The causes and course of the conflict should be examined, as well as the nation's emergence as a colonial power at war's end.
3. Students should debate the implications of the nation's new international role and responsibilities as an imperial power.

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 5 Overview: Immigration, Industrialization, and Progressivism**

The Immigration, Industrialization, and Progressivism unit covers a wide array of topics and spans a number of decades. Technological innovations of the Second Industrial Revolution resulted in major changes in US society, politics, and economics. The growth of industry and corporations, the greed of personal wealth and corruption, and the rapid urbanization all served to shift American values and ideals. As immigrants from around the world, but particularly Europe, witnessed these changes, they came to America in the millions. Once in the US, many immigrants learned that the glowing images they had of the US were not realistic, and they adapted and acclimated to a new country that presented them with numerous challenges. Out of the difficult conditions in cities and factories came the Progressives, a group who took on numerous issues of the time, including monopolies, child labor, and the urban slums. This period can be characterized by innovation, change, and the question of how to unify a country with an increasingly diverse population.

### **Suggested Time Frame: 5 Weeks**

### **Core Concepts / Big Ideas**

#### **Industry and how technology**

1. The growth of industry and how technology played a role in the lives of Americans.
2. The significance of the Second Industrial Revolution
3. The growth of cities, corporations, wealth, and corruption
4. Immigration
  - a. The push and pull factors of immigration
  - b. The immigrant experiences: Challenges, cultural identity & acculturation
5. The progressive movement was one major phase of liberalism in the twentieth century.
6. Important reforms were enacted by Congress to address abuses in business, the economy, and the environment
7. Women and African-Americans organized to improve their condition and status, but despite major economic and political reforms, they continued to experience hard times
8. The role of labor unions and the role of the federal government in regulating labor laws

### **Essential Questions**

1. Did advancements in technology change life in America?
2. Did industrialization and urbanization affect American citizens?
3. What factors motivated immigrants to move to America?
4. What was life like in the US for new immigrants? What challenges did immigrants face?
5. How did immigrants contribute to life in America?

6. What new problems and opportunities developed as the US became an industrial power?
7. What were the successes of the progressive movement? What were the failures?
8. What role did the federal government play in industrialization and urbanization?

### **Content Learning Targets**

Students will be able to...

- Identify innovations in technology and explain their significance
- Explain the reasons why the US entered an age of industrialization and urbanization
- Analyze the impact of industrialization and urbanization
- Define push/pull factors and apply those definitions to examples for immigrants around the world
- Analyze the experiences of immigrants new to the US
- Determine the difficulties that immigrants faced.
- Evaluate the successes and failures of the progressive movement.
- Discuss the impact surrounding the development of unions during this time.
- Assess the role of the federal government in regulating industrialization
- Review of the economic conditions of the United States in 1877.
- Introduce the fundamental changes that would occur in the nation's economy over the next four decades.
- Explore the impact of these developments (mass production, corporations, tech. innovation) on the society and pay special attention to the massive rural-urban migration.
- Underscore the nature and significance of the contests between labor and capital.
- Address the reasons for the responses to immigrants as well as the ways in which these new Americans helped to shape the culture and the economy.
- Analyze the roots of "legally sanctioned racial segregation"
  - Explore the responses of African Americans to the violation of their rights
- Discuss the reasons for the upsurge of racial and ethnic intolerance in the last quarter of the century and the larger implications for the United States.
- Address the Progressive Era, which spanned the years 1890–1929.
  - Understand the social, political, and economic reforms
- Investigate the reasons for the intensification of Jim Crow legislation, lynching, and segregation as well as the objectives of the NAACP, the Urban League

### **Skills**

Students will demonstrate the ability to...

- Use maps
- Document Analysis/ DBQ Skills
- Political cartoon analysis
- Photograph analysis
- Historical Thinking Skills
  - Sourcing
  - Close reading

- Corroboration
- Contextualization

## Assessments

### Beyond the Bubble Assessments: SHEG

Contextualization, Corroboration, Sourcing

- <https://beyondthebubble.stanford.edu/assessments/photographs-working-children>
- <https://beyondthebubble.stanford.edu/assessments/riiss-urban-photography>
  
- Immigration journal project
- Document Analysis/ DBQ
  - Immigration DBQ
  - Industrialization DBQ
  - Progressivism DBQ

## Resources

### Teaching and Classroom Resources

<http://njamistadcurriculum.net/>

### Lessons

- <http://besthistorysites.net/american-history/the-gilded-age/>
- <http://besthistorysites.net/american-history/progressive-era/>
  
- <http://www.loc.gov/teachers/classroommaterials/themes/immigration/lessonplans.html>
  
- <http://sheg.stanford.edu/booker-t-washington-dubois>
- <http://sheg.stanford.edu/woman-suffrage>
- <http://sheg.stanford.edu/jacob-riis>
  
- The Immigrant Experience: Down the Rabbit Hole  
<http://www.loc.gov/teachers/classroommaterials/lessons/rabbit/>
  
- Jim Crow. [http://www.pbs.org/wnet/jimcrow/stories\\_people\\_dubois.html](http://www.pbs.org/wnet/jimcrow/stories_people_dubois.html)
- Teaching American History.org <http://teachingamericanhistory.org/progressive-era-toolkit/>
- Defining Progressivism
- Civil Rights in the Progressive Era

### Teacher Content Resources

## Online

Foner, Eric. Give Me Liberty Studyspace. Norton.  
<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

<http://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>

Kramer, Paul. "Power and Connection: Imperial Histories of the United States in the World" *American Historical Review*, 116, 5 (2011), 1348–91.

Licht, Walter. *Citizenship and Freedom in Post-Civil War America*. Preserving American Freedom: The Evolution of American Liberties in Fifty Documents. Historical Society of Pennsylvania.  
<http://digitalhistory.hsp.org/pafirm/essay/citizenship-and-freedom-post%E2%80%93civil-war-america>

Morgan, James G. *Into New Territory: American Historians and the Concept of US Imperialism*. Madison, WI, University of Wisconsin Press, 2014.

<http://teachingamericanhistory.org/progressive-era-toolkit/>

- The Progressive Reform and Self Government

## Standards/Alignment

### UCLA Standards for History

#### Era 6

**Standard 1:** How the rise of corporations, heavy industry, and mechanized farming transformed the American people

Standard 1A The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

Standard 1B The student understands the rapid growth of cities and how urban life changed.

**Standard 2:** Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

Standard 2A The student understands the sources and experiences of the new immigrants.

Standard 2B The student understands "scientific racism", race relations, and the struggle for equal rights.

Standard 2C The student understands how new cultural movements at different social levels affected American life.

**Standard 3:** The rise of the American labor movement and how political issues reflected social and economic changes

Standard 3A The student understands how the "second industrial revolution" changed the

nature and conditions of work.

Standard 3B The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

Standard 3C The student understands how Americans grappled with social, economic, and political issues.

### **Era 7**

**Standard 1:** How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption

Standard 1A The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels.

Standard 1B The student understands Progressivism at the national level.

**Standard 1C** The student understands the limitations of Progressivism and the alternatives offered by various groups.

### **NJ Amistad Curriculum**

Amistad Curriculum

#### **Unit 9: Post-Reconstruction and the Origins of the Progressive Era (1878-1900)**

1. This unit should begin with a brief review of the state of the United States in 1877.
2. Students should be introduced to the fundamental changes that would occur in the nation's economy over the next four decades.
3. Students should explore the impact of these developments (mass production, corporations, tech. innovation) on the society and pay special attention to the massive rural-urban migration.
4. Underscore the nature and significance of the contests between labor and capital.
5. Students should address the reasons for the responses to these immigrants as well as the ways in which these new Americans helped to shape the culture and the economy.
6. The roots of "legally sanctioned racial segregation" should be analyzed as well as their legal and extra-legal expression. The responses of African Americans to the violation of their rights should be explored. The teacher should emphasize the enormous vitality and creativity manifested by African Americans. Legal challenges...
7. Discuss the reasons for the upsurge of racial and ethnic intolerance in the last quarter of the century and the larger implications for the United States.

#### **Unit 10: America Confronts the 20<sup>th</sup> Century and the Emergent Modern America 1901-1920.**

The following topics should be included to the greatest extent possible:

1. Review the major developments in American society during the twentieth century and students should discuss the continuing problems the nation faced.
5. Should address the Progressive Era, which spanned the years 1890–1929.
  - a. Students should understand the social, political, and economic reforms and become familiar with the ideological tenets
6. Investigate the reasons for the intensification of Jim Crow legislation, lynching, and segregation as well as the objectives of the NAACP, the Urban League...The *modus operandi* of these organizations also should be examined.
7. Special attention should be paid to the organizations black women founded to promote racial

uplift. The race riots that occurred between 1898 and 1921 (Wilmington to Tulsa) and their causes and consequences should be carefully analyzed.

**Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
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- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 6 Overview: World War I**

The World War I unit begins by exploring the long- and short-term causes of the war from both an international (M.A.I.N.) and US perspective (the role of the Lusitania, the Zimmerman Telegram, and various political and economic commitments). Students will again develop chronological understanding by tracing the significant events of the war and placing them in geographical contexts. Students will also examine the role of the government and individuals on the home front, as well as the advancements in technology and methodology that resulted in trench warfare and stalemate. The unit concludes with Woodrow Wilson's 14 Points, the League of Nations, and the Treaty of Versailles, leaving students to again reflect upon how conflict ends and how to move on as both a nation and as a global leader once the war is over.

### **Suggested Time Frame: 3-4 Weeks**

### **Core Concepts**

1. Global conflict
2. Course and characteristics of WWI and its effect on the American and European people. In order to garner support on the home front, how does a government portray the 'Other'?
3. The Introduction of new methods of conducting war had devastating impact on the combatants.
4. Effect of war on government and geography

### **Essential Questions**

1. What is a 'Great' War?
2. How and why did the United States get involved in the war?
3. To what extent did the war transform the world?
4. What role did individuals on the home front play in the war?
5. What actions does the government take to maintain stability during war? How does a government change to maintain stability and progress during war? To what extent must a government change to maintain stability and progress during war?

### **Content**

Students will be able to...

- Identify the long-term (M.A.I.N.) and short-term causes of World War I
- Determine the role of the United States in global conflict
  - The role of African American soldiers to the war effort and their objectives for participating
- Locate and develop a chronological understanding of the critical events and battles of World War I and determine how they contributed to the final outcome of the war.
- Define the major turning points of the war and explain their significance
- Identify the roles of US citizens on the home front
- Determine how advances in technology affected the course of the war
- Analyze the expanding role of the United States in global affairs

- Evaluate the success of the Treaty of Versailles and the League of Nations.

### Skills

Students will demonstrate the ability to...

- Analyze and evaluate the effectiveness of propaganda
- Historical thinking skills
  - Sourcing
  - Contextualization
  - Corroboration
  - Close reading
- Document Analysis/ DBQ skills
  - Primary source analysis
  - Develop thesis statement
  - Argumentative essay writing

### Assessments

#### Beyond the Bubble Assessments: SHEG

Sourcing:

- <https://beyondthebubble.stanford.edu/assessments/world-war-i-advertising>

Document Analysis/ DBQ

- Causes of WWI
- Treaty of Versailles
- Argumentative writing
  - Was Germany responsible for World War I?
- Propaganda poster analysis
- Changes of WWI project
  - Looking at changes in warfare and changes on the home front

### Teacher Resources

#### Teaching and Classroom Resources

<http://besthistorysites.net/american-history/wwi/>

#### Document Analysis

[Stanford History Education Group](#)

<https://www.docsteach.org/topics/wwi>

#### Propaganda posters lessons

<https://www.archives.gov/education/lessons/wwii-posters>

<http://www.sos.la.gov/ElectionsAndVoting/PublishedDocuments/WorldWarIPropagandaPostersLessonPlan.pdf>

<http://njamistadcurriculum.net/>

**Lesson: America, Race relations, and World War I**

<http://teachingamericanhistory.org/progressive-era-toolkit/>

**Teacher Content Resources**

**African Americans in World War 1**

<http://exhibitions.nypl.org/africanaage/essay-world-war-i.html>

<http://www.brandeis.edu/now/2014/july/worldwar.html>

<http://www.militaryhistoryonline.com/wwi/articles/fightingforrespect.aspx>

<https://www.archives.gov/education/lessons/369th-infantry>

Foner, Eric. Give Me Liberty Studyspace. Norton. <http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

Williams, Chad. *Torchbearers of Democracy: African American Soldiers in the World War I Era* (The John Hope Franklin Series in African American History and Culture). UNC Press. 2010.

**Standards/Alignment**

**UCLA Standards for History**

Era 7

**Standard 2-***The changing role of the United States in world affairs through World War I.*

Standard 2A The student understands how the American role in the world changed in the early 20th century.

Standard 2B The student understands the causes of World War I and why the United States intervened.

Standard 2C The student understands the impact at home and abroad of the United States involvement in World War I.

**NJ Amistad Curriculum**

**Unit 10: America Confronts the 20<sup>th</sup> Century and the Emergent Modern America 1901-1920.**

The following topics should be included to the greatest extent possible:

1. Review the major developments in American society during the twentieth century and students should discuss the continuing problems the nation faced.
4. The reasons for WW I should be explored...America's role in it, the contributions of African-American soldiers to the war effort, their objectives for participating, the contents of the treaty that ended the war, and the formation of the League of Nations.

**Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 7 Overview: The Roaring 20s**

The 1920s were a time of great change for many Americans. With the end of World War I, women gained the right to vote and found their roles in the workforce shifting, while Great Migration impacted the lives of many African Americans. The Harlem Renaissance marked a significant period in American history. The government took on a less involved role as the stock market continued to grow. This created an air of consumerism and prosperity. However, despite these successes, the 1920s were also marked by rampant racism and the reemergence of the Ku Klux Klan, a false sense of security in the stock market and an alarming reliance on installment plans, credit, and margin buying, and the social, political, and economic challenges of Prohibition. The 1920s came to a roaring halt with the crash of the stock market, ushering in the Great Depression.

### **Suggested Time Frame: 2 Weeks**

#### **Core Concepts**

1. Changes in day-to-day economic habits of people.
2. Advances in technology fostered greater consumerism.
3. Societal shifts
  - a. Redefined roles for women
  - b. Culture and identity of African Americans

#### **Essential Questions**

1. How did social roles change for some individuals?
2. How and why did the US economy grow?
3. How did government policies and economic habits lead to the decline of the US economy?
4. How did the rights of some individuals improve during the 1920s? How were the rights of individuals limited?
5. How did technology impact the lives of Americans?

#### **Content Learning Targets**

Students will be able to...

- Identify economic policies and practices of the 1920s
  - Define installment plans, credit, laissez-faire, consumerism, materialism, etc.
- Analyze the rise and fall of the stock market
- Evaluate leadership of the 1920s and determine the relationship between the government and the economy
- Analyze the changes in the lifestyle of women
  - 19th Amendment, flapper culture, women in the workplace
- Analyze the changes in American society for African Americans

- Great Migration, Harlem Renaissance
- Analyze the social and economic effects of Prohibition
- In what ways were rights limited via the Immigration Act of 1924, discrimination of Mexican Americans
- Identify and evaluate the successes and challenges of the 1920s
- Identify new forms of technology and evaluate the effects they had on the lives of Americans
- Understand the multifaceted developments during the 20s and 30s as seen through the optic of elites and non-elites. They should be introduced to how these people coped with the aftermath of World War I
  - Special care should be taken to avoid painting a homogeneous view of the society since whites, blacks, and other ethnic groups were not treated as equal partners.
- Examine the significant national developments in the 1920s, including that
  - white women could vote in 1920, but the franchise for black people was restricted in many states
  - it was a period of enormous national prosperity, but most people did not share in it.
- Address the rise of mass production and consumerism and the impact of new technology on American society.
- Analyze the resurgence of extra-legal organizations such as the Ku Klux Klan, the continuation of Jim Crow, and lynchings
  - Emphasize the responses of blacks to these atrocities including boycotts of businesses that practiced racial discrimination, and court cases led by the NAACP
- Analyze the culture of the period (Harlem Renaissance)
- Examine America's role in the League of Nations
- This unit must be inclusive of the roles of *all* peoples in the narrative

### Skills

Students will demonstrate the ability to...

- Analyze political cartoons
- Analyze photographs
- Historical thinking skills
  - Sourcing
  - Contextualization
- Document Analysis/ DBQ skills
  - Primary source analysis
  - Develop thesis statement
  - Argumentative essay writing

### Assessments

#### **Beyond the Bubble Assessments: SHEG**

Background knowledge, Contextualization, Periodization

- <https://beyondthebubble.stanford.edu/assessments/immigration>

DBQ on the successes and struggles of the 1920s

- Create a political cartoon about the 1920s
- Create a comic strip about 1920s culture
- Stock market simulation
- Journal project from the perspective of someone during the 1920s

## Resources

### Teaching and Classroom Resources

<http://besthistorysites.net/american-history/the-roaring-20s/>

[http://loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/pdf/teacher\\_guide.pdf](http://loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/pdf/teacher_guide.pdf)

<https://newsela.com/articles/lib-ushistory-harlem-renaissance/id/27286/>

<http://njamistadcurriculum.net/>

### Teacher Content Resources

Foner, Eric. Give Me Liberty Studyspace. Norton. <http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

<https://www.loc.gov/rr/program/bib/harlem/harlem.html>

## Standards/Alignment

### UCLA Standards for History

Era 7

**Standard 3:** The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Standard 3A The student understands social tensions and their consequences in the postwar era

Standard 3B The student understands how a modern capitalist economy emerged in the 1920s.

Standard 3C The student understands how new cultural movements reflected and changed American society.

Standard 3D The student understands politics and international affairs in the 1920s.

### NJ Amistad Curriculum

**Unit 11: America in the 20's, 30's; Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict 1921-1945**

The following topics should be included to the greatest extent possible:

1. Students should be introduced to how these people coped with the aftermath of World War I
2. Special care should be taken to avoid painting a homogeneous view of the society since whites, blacks, and other ethnic groups were not treated as equal partners.
3. The teacher should examine the significant national developments in the 1920s.
  - a. Survey of party politics and the principal social issues
  - b. White women could vote in 1920, but the franchise for black people was restricted in many states.
4. A period of enormous national prosperity, but most people did not share in it.
5. The rise of mass production and consumerism
6. Address the impact of the new technology on American society.
7. These years produced a resurgence of extra-legal organizations such as the Ku Klux Klan... should be aware of the Tulsa Riot of 1921, the continuation of Jim Crow, and lynching... the responses of blacks to these atrocities must be emphasized:
  - a. The rise of Garveyism,
  - b. Boycotts of businesses that practiced racial discrimination, and
  - c. court cases led by the NAACP
8. The cultural moorings of the period should form a major part of the unit (Harlem Renaissance)
10. examine America's role in the League of Nations
12. This unit must be inclusive of the roles of *all* peoples in the narrative

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 7 Overview: The Great Depression**

The Great Depression was the biggest economic crisis in American history. Starting with the stock market crash, students will explore the various causes of the Great Depression. The Great Depression affected everyone living in the United States. It was the catalyst for major economic and political changes. The Great Depression offers students the opportunity to assess the role of government in regulating the economy, the leadership styles exhibited by Presidents Hoover and Roosevelt, the limits of the federal government, and the effectiveness of the New Deal policies. The economic policies created during the Great Depression changed the structure of American capitalism and are still a significant part of our economic regulation today. Students should examine the way that the Great Depression impacted people from various perspectives, including farmers and families living in the Dust Bowl, women, children, African Americans, Mexican Americans, and laborers.

### **Suggested Time Frame: 2 Weeks**

### **Core Concepts**

1. Causes of the Great Depression
2. Role of the government in the economy
3. Connection between economy policies of the 1920s and the economic challenges of the 1930s
4. Social and cultural changes for US citizens
5. Agricultural challenges
6. Effects of the New Deal

### **Essential Questions**

1. What were the causes of the Great Depression?
2. What role does leadership play in the Great Depression?
3. How did the economic policies of the 1920s lead to the Great Depression?
4. How did the Great Depression affect the lives of US citizens?
  - a. How did it affect people in different ways? Looking at minorities during the Great Depression
5. What role did the Dust Bowl play in the Great Depression?
6. How did the New Deal affect political, social, and economic change?

### **Content Learning Targets**

Students will be able to...

- Identify causes of the Great Depression

- Compare leadership qualities of Herbert Hoover and Franklin Roosevelt
- Analyze political and economic policies leading up to and throughout the Great Depression
- Determine the effectiveness of the New Deal
- Determine how the Great Depression and New Deal policies disproportionately affected the lives of US citizens
  - Examine perspective including women, children, African Americans, Mexican Americans
- Identify the significance of the Dust Bowl
- Explore reasons for the Crash of 1929 (causes and its disproportionate impact on the most vulnerable members of the society, especially African Americans and American Indians) through discussion of the federal government's responses to the crisis, recognizing that not all programs were colorblind and the variety of self-help programs that citizens generated

### Skills

Students will demonstrate the ability to...

- Analyze political cartoons
- Analyze photographs
- Historical thinking skills
  - Sourcing
  - Contextualization
- Document Analysis/ DBQ skills
  - Primary source analysis
  - Develop thesis statement
  - Argumentative essay writing

### Assessments

#### **Beyond the Bubble Assessments: SHEG**

Contextualization, Corroboration, Sourcing:

- <https://beyondthebubble.stanford.edu/assessments/langes-iconic-photograph>

Background Knowledge, Contextualization, Corroboration

- <https://beyondthebubble.stanford.edu/assessments/breadlines-1930s>

### Teaching and Classroom Resources

<http://besthistorysites.net/american-history/the-great-depression/>

**Mission US: Up from the dust**

### Teacher Content Resources

Foner, Eric. Give Me Liberty Studyspace. Norton.  
<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

### Standards/Alignment

#### UCLA Standards for History

Era 8

**Standard 1:** The causes of the Great Depression and how it affected American society

Standard 1A The student understands the causes of the crash of 1929 and the Great Depression.

Standard 1B The student understands how American life changed during the 1930s.

**Standard 2:** How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

Standard 2A The student understands the New Deal and the presidency of Franklin D. Roosevelt.

Standard 2B The student understands the impact of the New Deal on workers and the labor movement.

Standard 2C The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

#### NJ Amistad Curriculum

Unit 11: America in the 20's, 30's; Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict 1921-1945

9. reasons for the Crash of 1929 should be explored (causes and its disproportionate impact on the most vulnerable members of the society, especially African Americans and American Indians)

- a. thorough discussion of the federal government's responses to the crisis
- b. not all programs were colorblind appropriate examples of racial prejudice should be cited.
- c. examine the variety of self-help programs that citizens generated

#### Common Core State Standards

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

South Orange Maplewood School District  
Social Studies 6<sup>th</sup> Grade Curriculum

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 8 Overview: World War II & The Holocaust**

The World War II unit begins with an analysis of the different ideologies that arose in the 1920s and 1930s, leading to the start of the Second World War. This leads into growing tensions between the United States and the fascist countries around the world, including Japan, which results in the bombing of Pearl Harbor. Students will examine the military, political, and economic involvement of the United States in fighting the war, and the effects of the war on the home front. Students will have the opportunity to assess the decisions of the United States in instance such as Japanese internment and the atomic bomb. Students will also examine the Holocaust and to begin to understand the scope of this systematic persecution

**Suggested Time Frame: 5 Weeks**

#### **Core Concepts**

1. The rise of dictatorships and competing ideologies
  - a. The role of leaders in international and domestic affairs
2. Life on the home front and how the war affected citizens of the US
3. Technological, economic, political, and social conflicts  
Advances in technology and science as a weapon
4. Causes of the Holocaust
5. Steps leading up the Holocaust
6. Responses to the Holocaust

#### **Essential Questions**

1. What were the different ideologies espoused by the countries involved in WWII, and how did these ideologies compete with one another?
2. Why did dictatorships form, and what effects did they have on international relationships?
3. How did life on the home front change?
  - a. What were the reasons for Japanese internment?
  - b. How did the U.S. government justify the internment of Japanese citizens?
4. How did the war affect the U.S. economy?
5. What technological, economic, political, and social conflicts had an impact on World War II?  
Was the U.S. justified in using the atomic bomb?
6. What were the major events of the war and how did they affect the war's progress?
7. What was the Holocaust?
8. What were the causes of the Holocaust?
9. How did various countries respond to the Holocaust? What did the U.S. do in response to the Holocaust?

<b>Content Learning Targets</b>
<p>Students will be able to...</p> <ul style="list-style-type: none"><li>• Identify the major ideologies of the war (democracy, fascism, Nazism, communism) and explain the differences between them</li><li>• Explain the rise of dictatorships and the conditions that caused them</li><li>• Analyze social, economic, and political changes on the home front<ul style="list-style-type: none"><li>○ Evaluate Executive Order 9066 and Japanese internment</li><li>○ Identify the effect the war had on the status of women, African Americans, children, and minorities</li></ul></li><li>• Identify major conflicts and turning points of WWII<ul style="list-style-type: none"><li>○ Major battles and war strategies<ul style="list-style-type: none"><li>▪ Pearl Harbor</li><li>▪ D-Day</li></ul></li><li>○ Decision to use the atomic bomb</li></ul></li><li>• Define the Holocaust, identify the steps leading up to the Holocaust and trace it's impact.</li><li>• Determine the role of the U.S. in intervening in the Holocaust</li><li>• Recognize that despite mistreatment at home, African Americans participated enthusiastically</li></ul>
<b>Skills</b>
<p>Students will demonstrate the ability to...</p> <ul style="list-style-type: none"><li>• Historical thinking skills<ul style="list-style-type: none"><li>○ Close reading</li><li>○ Sourcing</li><li>○ Contextualization</li><li>○ Corroboration</li></ul></li><li>• Analyze and evaluate primary sources<ul style="list-style-type: none"><li>○ Photograph analysis</li><li>○ Propaganda analysis</li></ul></li><li>• Develop a thesis statement</li><li>• Write an argumentative essay</li><li>• Analyze various perspectives</li><li>• Use maps to trace major events</li></ul>
<b>Assessments</b>
<p><b>Beyond the Bubble Assessments: SHEG</b> Corroboration, Sourcing</p> <ul style="list-style-type: none"><li>• <a href="https://beyondthebubble.stanford.edu/assessments/japanese-internment">https://beyondthebubble.stanford.edu/assessments/japanese-internment</a></li></ul> <p>Background Knowledge, Contextualization, Corroboration</p> <ul style="list-style-type: none"><li>• <a href="https://beyondthebubble.stanford.edu/assessments/evacuating-japanese-americans">https://beyondthebubble.stanford.edu/assessments/evacuating-japanese-americans</a></li></ul>

DBQ essay

- Argumentative essay project
- Family scrapbook project
- Debate

**Resources**

**Teaching and Classroom Resources**

<http://besthistorysites.net/ww2/>

Teaching Tolerance

<https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

Facing History

- Echoes and Reflections
- Stanford History Education Group

Japanese American Internment

<http://www.fdrlibrary.marist.edu/archives/pdfs/internment.pdf>

<https://www.archives.gov/education/lessons/japanese-relocation>

[http://www.state.nj.us/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file1.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf)

[http://www.state.nj.us/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file2.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf)

[http://www.state.nj.us/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file3.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf)

[http://www.state.nj.us/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file4.pdf](http://www.state.nj.us/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf)

<http://njamistadcurriculum.net/>

**Teacher Content Resources**

Foner, Eric. Give Me Liberty Studyspace. Norton.

<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

<https://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>

<https://www.gilderlehrman.org/history-by-era/world-war-ii/essays/african-american-women-world-war-ii>

US Holocaust Memorial Museum

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>

[http://www.yadvashem.org/yv/en/holocaust/resource\\_center/the\\_holocaust.asp](http://www.yadvashem.org/yv/en/holocaust/resource_center/the_holocaust.asp)

<http://www.jewishvirtuallibrary.org/the-holocaust>

**Standards/Alignment**

**UCLA Standards for History**

Era 8

**Standard 3:** The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

Standard 3A The student understands the international background of World War II.

Standard 3B The student understands World War II and how the Allies prevailed.

Standard 3C The student understands the effects of World War II at home.

**NJ Amistad Curriculum**

**Unit 11:** America in the 20's, 30's; Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict 1921-1945

1. The Second World War requires special attention;
  - a. Students should recognize that despite mistreatment at home, African Americans participated enthusiastically

**NJ Holocaust Curriculum**

**Unit II: The World Changes: Nazism on the Rise**

Unit Goal: Students will develop an understanding of the nature of a totalitarian regime, the strategies and tactics it uses to control and influence people, and the devastating impact it has on the people and groups the regime targets for repression and destruction.

**Unit III: Life in the Camps and Ghettos**

Unit Goal: Students will develop a basic knowledge and understanding of the tragic horror and devastation of life in the camps and ghettos for the Jews and other targets of Nazi oppression and of the human spirit and creativity that persisted in the face of that oppression.

**Unit IV: Hiding, Escape, and Rescue**

Unit Goal: Students will develop an understanding of the extensive efforts made by the Jews and other victims of the Nazis to hide and to escape from their grasp and the vital role of the rescuer in saving many lives.

**Unit V: Resistance**

Unit Goal: Students will demonstrate an understanding and recognition of the many forms of resistance that occurs and the courage it takes to exercise any of these forms of resistance in situations of great repression and persecution.

**Unit VI: Survival, Liberation, and Legacy**

Unit Goal: The students will recognize and demonstrate empathy for the immensity of the human destruction caused by the Holocaust, for the determination and courage required to go on to build new lives, and for the world's struggle to confront the issues of genocide and moral responsibility to act as "rescuer."

**Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
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- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### **Unit 9 Overview: The Cold War**

The Cold War affected both national and international policy in the United States for decades. This unit picks up with the growing tension between Stalin's Soviet Union and the US following the conclusion of World War II. The Cold War era is characterized by a policy of Containment, which took the forms including the Truman Doctrine, the Marshall Plan, the Berlin airlift, and the creation of NATO. Due to America's adherence to the containment policy, the US was involved in conflicts such as the Korean War and the Vietnam War. The Cold War can also be characterized by the competition between the Soviet Union and the US, as evidenced by the nuclear arms race and the space race, as well as the culture of fear in the US best exemplified by the HUAC and the McCarthy hearings.

### **Suggested Time Frame: 2 Weeks**

### **Core Concepts**

1. US international policies during the Cold War
2. How the Cold War affected life in the US
3. The threat of communism and nuclear war impacted nations and peoples throughout the globe.

### **Essential Questions**

1. What military, political, and economic policies did the US espouse during the Cold War?
2. How did life in the US change as the nation transitioned from World War II into the post-war era?
3. What governmental challenges did the Cold War present?
4. How did the threat of communism and nuclear warfare affect Americans?
5. How did the Cold War affect America's role on the global stage?

### **Content Learning Targets**

Students will be able to...

- Identify and analyze the effectiveness of the major US policies during the Cold War, including the Truman Doctrine, the Marshall Plan, and NATO
- Analyze cultural and societal shifts
- Evaluate America's role on the world stage as a global superpower
- Analyze the role of the US in Germany following World War II
- Identify America's role in the Korean War
- Analyze US domestic policies, including the McCarthy era
- Understand that the ideological rivalries between capitalism and communism followed WW II and define the basic tenets of the two ideologies

- Analyze the domestic implications of the Cold War, including how fear stimulated the persecution of individuals, the government and anti-communist organizations silenced dissent and created blacklists, and the role of the House Un-American Activities Committee

### Skills

Students will demonstrate the ability to...

- Historical thinking skills
  - Sourcing
  - Contextualization
  - Close reading
- Analyze and evaluate primary sources
- Use maps to track major events

### Assessments

#### **Beyond the Bubble Assessments: SHEG**

Background Knowledge, Contextualization, Periodization

- <https://beyondthebubble.stanford.edu/assessments/cold-war-foreign-policy>

### Resources

#### **Teaching and Classroom Resources**

<http://besthistorysites.net/american-history/cold-war-era/>

#### **Teacher Content Resources**

Foner, Eric. Give Me Liberty Studyspace. Norton.

<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

### Standards/Alignment

#### **UCLA Standards for History**

Era 9

#### **Standard 1: The economic boom and social transformation of postwar United States**

Standard 1A The student understands the extent and impact of economic changes in the postwar period.

Standard 1B The student understands how the social changes of the postwar period affected various Americans.

Standard 1C The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.

**Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics**

Standard 2A The student understands the international origins and domestic consequences of the Cold War.

Standard 2B The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America.

Standard 2C The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.

**Standard 3: Domestic policies after World War II**

Standard 3A The student understands the political debates of the post-World War II era.

**NJ Amistad Curriculum**

**Unit 12: America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform 1946-1970**

The following topics should be included to the greatest extent possible:

1. Students should understand that the ideological rivalries between capitalism and communism followed WW II.
  - a. basic tenets of the two ideologies and their political expressions
2. The emergence of the Cold War and the alignment of nations into Eastern and Western blocs must be explored.
  - a. various arenas of conflict
  - b. examine the human costs of these ideologically driven conflicts
  - c. domestic implications
    - i. fear stimulated the persecution of individuals
    - ii. the government and anti-communist organizations silenced dissent and created blacklists
    - iii. House Un-American Activities Committee
    - iv. biographies of some of the victims of these fears
8. The teacher should focus on the ways in which the historical narrative changes when the experiences of all peoples are included.

**Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
  - CCSS.ELA-LITERACY.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.
  - CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
  - CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
  - CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

### Unit 10 Overview: Civil Rights

The Civil Rights movement was a mass popular movement to secure for African Americans equal access to, and opportunities to realize, the basic rights and privileges of U.S. citizenship. This movement was organized on national and local levels, took many forms, and was centered primarily in the American South. The movement sought to address three main areas of discrimination: education, segregation, and voting rights. The *Brown v. Board* (1954) decision and those who brought the legal challenges before the courts, were significant in bringing civil rights to the fore. The Southern Christian Leadership Conference, the Congress of Racial Equality, and the Student Non-Violent Coordinating Committee among others, followed in the wake of the NAACP to organize efforts to achieve equality. These efforts met stiff resistance in many areas of American society. The Black Power movement arose as another means to achieve and secure the rights and privileges of African Americans. The emergence of several leaders, not only in the African-American community, to organize change across a broader spectrum of American society characterized this period as well. Decades after this movement peaked, students will explore the legacies of the civil movement.

### Suggested Time Frame: 3 Weeks

### Core Concepts

1. The main goals of the civil rights movement were to address three main areas of discrimination: education, segregation, and voting rights.
2. Reasons why civil rights were denied to various groups
3. Role of the government in the civil rights movement
4. Challenges of the civil rights movement

### Essential Questions

1. What are civil rights?
2. What methods did civil rights activists use to fight for their civil rights?
  - a. What were the successes and challenges of those different methods?
3. Why were certain groups in US society denied their civil rights?
4. What role does the government play in the civil rights movement?
5. What challenges did activists face?
6. What were the goals of the civil rights movement?
7. To what extent were the leaders of the civil rights movement successful in achieving these goals?

### Content Learning Targets

Students will be able to...

- Discuss methods of protest and activism and their impact:
  - Non-violent protest
    - Boycott, court system, marches, sit-ins
  - Different organizations and their ideologies
    - Southern Christian Leadership Conference, Student Non-violent Coordinating Committee, NAACP, CORE
  - Leadership
    - Martin Luther King, Malcolm X, John Lewis, Cesar Chavez
- Successes of the civil rights movement
  - Civil Rights Act of 1964, Brown v. Board of Education, Voting Rights Act
- Cultural and societal dynamics
  - Discrimination against African Americans, women, LGBT community, Mexican Americans, Native Americans
- How did state and the federal governments respond to events during the Civil Rights era?
- Discuss the ideology of racism and how its principles legitimized the rise of Jim Crow and the denial of rights to African Americans
- Address the origins of the modern Civil Rights Movement, including its male and female leaders, its organizational structures, strategies, and its evolution in the 1950s and the 1960s.
  - Special attention should be paid to the critically important roles students and women played, as well as the nature of resistance.
- The Civil Rights Movement spawned other demands for social justice
- Focus on the ways in which the historical narrative changes when the experiences of all peoples are included.

### Skills

Students will demonstrate the ability to...

- Historical thinking skills
  - Sourcing
  - Contextualization
  - Close reading
- Analyze and evaluate primary sources

### Assessments

#### Beyond the Bubble Assessments: SHEG

Background Knowledge, Contextualization, Periodization

- <https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context>

## Resources

### Teaching and Classroom Resources

#### Model Lesson

- <http://historicalthinkingmatters.org/rosaparks/>
- <http://civilrightsteaching.org/lessons/>
- <http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/lessonplans.html>

#### Brown v. Board lesson plans

<http://americanhistory.si.edu/brown/resources/index.html>

### Teacher Content Resources

#### Online

#### Brown v. Board

<http://americanhistory.si.edu/brown/resources/electronic-field-trips.html>

<http://www.civilrightsmuseum.org/educators>

<http://civilrightsteaching.org/5706/>

Foner, Eric. Give Me Liberty!: An American History. 3rd ed. Vol. 1. New York: W.W. Norton, 2012.

Foner, Eric. Give Me Liberty Studyspace. Norton.

<http://www.wwnorton.com/college/history/give-me-liberty3/welcome.aspx>

Sugrue, Thomas J. A Revolution of Rights. Preserving American Freedom: The Evolution of American Liberties in Fifty Documents. Historical Society of Pennsylvania.

<http://digitalhistory.hsp.org/pafirm/essay/revolution-rights>

<http://teachingamericanhistory.org/library/civil-rights/>

## Standards/Alignment

### UCLA Standards for History

Era 9

**Standard 4:** The struggle for racial and gender equality and the extension of civil liberties

**Standard 4A** The student understands the “Second Reconstruction” and its advancement of civil rights.

**Standard 4B** The student understands the women's movement for civil rights and equal opportunities.

### **NJ Amistad Curriculum**

**Unit 12:** America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & the Era of Reform 1946-1970

The following topics should be included to the greatest extent possible:

3. Discuss the ingredients of racism as an ideology and how its principles legitimized the rise of Jim Crow and the denial of rights to African Americans.
4. address the origins of the modern Civil Rights Movement,
  - a. its male and female leaders, its organizational structures, strategies, and its evolution in the 1950s and the 1960s.
  - b. Special attention should be paid to the critically important roles students and women played, as well as the nature of resistance.
5. Civil Rights Act of 1964 and the Voting Rights Act of 1965
  - a. should understand that these laws did not address inequalities in the distribution of wealth.
  - b. Dissatisfaction with their condition led some African Americans to resort to violence in cities such as Detroit, Los Angeles, and Newark, New Jersey
  - c. rise of the Black Power Movement was a response to the systemic problems
6. The Civil Rights Movement spawned other demands for social justice
7. Important to examine the cultural vitality of the time
8. The teacher should focus on the ways in which the historical narrative changes when the experiences of all peoples are included.

### **Common Core State Standards**

- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

South Orange Maplewood School District  
Social Studies 6<sup>th</sup> Grade Curriculum

- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

## Resources

### General

**African American History** <http://besthistorysites.net/american-history/african-americanblack-history/>

**Women's history** <http://besthistorysites.net/american-history/womens-history/>

### Pedagogy

#### Historical Thinking

- <http://teachinghistory.org/historical-thinking-intro>
- <http://sheg.stanford.edu/historical-thinking-chart>
- Video, Why Historical Thinking Matters
  - <http://historicalthinkingmatters.org/why.html>
- Making Interactive maps to teach Chronological Thinking  
<https://www.gilderlehrman.org/programs-exhibitions/digital-literacy-for-teachers-and-students>
- 

#### Historical Thinking Concept Templates

- <http://historicalthinking.ca/historical-thinking-concept-templates>

Six Historical thinking Concepts: A Graphic Organizer. How students can demonstrate understanding of each HTC and suggested tasks for each.

[http://historicalthinking.ca/sites/default/files/files/docs/HTC%20graphic%20organizer%20May%202010\\_1.pdf](http://historicalthinking.ca/sites/default/files/files/docs/HTC%20graphic%20organizer%20May%202010_1.pdf)

Wineberg, Sam. 2015. *Keynote Address: Why Historical Thinking is Not about History*.  
<https://purl.stanford.edu/yy383km0067>

#### Teaching with timelines

<http://teachinghistory.org/teaching-materials/teaching-guides/24347>

Build interactive timeline <https://www.gilderlehrman.org/programs-exhibitions/digital-literacy-for-teachers-and-students>

#### Structured lessons for primary sources

<http://digitalhistory.hsp.org/sites/exhibits.hsp.org/files/PAF%20and%20primary%20sources%20PDF.pdf>

**Image Analysis**, Creating interactive pictures for; <https://www.gilderlehrman.org/programs-exhibitions/digital-literacy-for-teachers-and-students>

#### Historical Society of Pennsylvania

<http://hsp.org/types-of-lesson-plans>

<http://digitalhistory.hsp.org/pafrm/page/unit-and-lesson-plans>

### **Classroom Resources**

<http://sheg.stanford.edu/what-is-history-poster>

<http://sheg.stanford.edu/historical-thinking-chart>

<http://sheg.stanford.edu/close-reading-poster>

<http://sheg.stanford.edu/sourcing-poster>

<http://sheg.stanford.edu/contextualization-poster>

<http://sheg.stanford.edu/corroboration-poster>

### **Purchased Departmental Sources**

*Haefner, Tina & Massey, Dixie. Targeted Vocabulary Strategies for Secondary Social Studies. Culver City, CA: Social Studies School Service, 2012.*

*Monte-Sano, Chauncey, DeLaPaz, Susan, Mark Felton. Reading, Thinking, and Writing About History. Teaching Argument Writing to Diverse Learners in the Common Core Classroom, Grades 6-12. New York : Teachers College Press, 2014.*

*Winberg, S., Martin, d. & Monte-Santo, C. Reading Like a Historian: Teaching Literacy in Middle and High School Classrooms. New York: teachers College Press. 2013*

*Zwiers, Jeff. Building Academic Language: Grades 5-12, 2<sup>nd</sup> Ed. San Francisco, CA: Jossey-Bass. 2014*