

**CIVICS THROUGH U.S. HISTORY  
GRADES 7**

EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

BOE Approval Date: \_\_\_\_\_ Superintendent Michael Nitti  
Revised by: Brock Mislán

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## **AFFIRMATIVE ACTION STATEMENT**

It is the intention of the Ewing Township Public Schools to provide equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

EWING BOARD OF EDUCATION

Policy

File Code: 2230.DP

## **COURSE GUIDES**

Curriculum guides shall be prepared for each course and/or area to be taught in the schools of this district to assist in the articulation of educational programs (curricula) between and among schools to provide continuous learning. Each guide shall contain objectives to be developed, suggested materials, activities designed to achieve all of these, and evaluation criteria intended to test the extent to which learning objectives have been achieved. The teacher will use the guide as the core of the courses he/she has been assigned to teach. It shall be the responsibility of the Superintendent to ensure that the curriculum guides are being followed.

The Board of Education directs that a copy of each guide be maintained in the Office of the Assistant Superintendent for Curriculum and Instruction for review by members of the staff and Board. The Superintendent shall provide new curriculum guides or revisions to existing guides to the Board for study before implementation. By this means, the Board will determine which alterations to courses of study as defined by the law will require the approval of the Board.

Date: November 22, 1999

N.J.S.A. 18A:33-1

This guide was developed for the block schedule currently in place at Fisher Middle School. Social Studies classes meet for 87 minutes each day for one semester.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

##### **Technology Integration**

##### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

##### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

## **Unit 1: Civic Life in Colonial America and the United States Today (12 DAYS)**

### **Why Is This Unit Important?**

This unit will introduce students into the core area of civics learning at the middle school level: foundational principles and values, formal institutions and rules, informal institutions and rules, and the role of the citizen. At the same time, students will review prior learning about how past and present interactions of people, cultures and the environment shaped the American heritage. The colonies helped form the groundwork for lasting influences on American society; among these are a democratic system and the principles of liberty, freedom, equality and opportunity.

### **Enduring Understandings:**

- Students will analyze the role of religion in the foundation of English Colonies.
- Students will examine how and why some colonies established democratic systems.
- Students will analyze the establishment and harsh reality of African slavery in the Americas.
- Students will examine the fundamental principles of American civic society which still exist in our country today: ideals and values, a shared system of powers between branches and levels of government, important customs and conventions, and strong individual participation.

### **Essential Questions:**

- What does it mean to be a citizen? A member of a community?
- How did these beginning religious groups help American citizens to become more tolerant of the many different religious beliefs today?
- Why did various cultural groups form in different colonies?
- What would life be like in a state of nature?
- What was the source of authority in colonial governments? Governments today?
- What prompted the need for slavery in the colonies? How can natural/human rights be protected?
- How did geography influence economic development in the colonies?
- Why was the commitment to the common good important in colonial society? How is it still important today?

## Acquired Knowledge

- Apply the democratic concepts of *social contract* and *rule of law* to colonial societies.
- Identify the varied beliefs of the early colonial religious groups.
- Explain the cultural characteristics of the thirteen colonies.
- Compare and contrast the economic regions of the colonies.
- Identify and compare the early forms of colonial government.
- Contrast the systems of indentured servitude and slavery in the colonies.
- Describe the living conditions of the Atlantic Slave Trade and explain the effects it had on governmental policies and society.
- Understand the origins of natural rights in Western philosophy.
- Recognize differences in the geographical features of the newly-formed colonies.

## Acquired Skills

- Sort powers and actions of government between “formal” (Constitutional) and “informal” (custom and tradition).
- Compare and contrast religious groups.
- Apply the Five Themes of Geography to challenges and decisions made by colonists and colonial leaders.
- Determine why freedom and liberty became hallmarks of the future United States due to the circumstances of colonial settlement.
- Scrutinize the level of belief in property rights in Western colonial settlements and compare to indigenous peoples; evaluate the significance of property rights in modern society today.
- Analyze the early goals of colonial governments.

## Assessments

Formative Assessment:

- Categorization: Match the specific reasons for settlement to each individual colony.
- Walk The Line: How democratic was each colony?
- Canvas Discussion: Did the physical geography of the American colonies influence the development of the American ideals of freedom and liberty? Why or why not?
- Timeline: [Create a timeline](#) of the advancement of democratic ideals and rules in the colonies.
- Annotate the Google Doc: Where do we find the colonial seeds of modern American democracy in our founding documents (Declaration of Independence, United States Constitution)?
- Fishbowl Seminar: How close were the colonies to devolving into [non-democratic forms of government](#)?
- Venn Diagram: Compare and contrast “citizenship” between the colonies of the pre-Revolutionary era and today.

### Summative Assessment:

- Quiz: assessing civic concepts and their connections to colonial life. Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: As a colonial citizen in 1750, student will make the case for an advancement of their human rights or an increase of their individual power in their chosen colony. Student will define their character's realistic and accurate personal characteristics for their chosen colony. While their desired human right(s) or individual power(s) may not yet exist for them in 1750, they will use their colonial experience and their knowledge of emerging American ideals and values to make the case.

### Benchmark Assessment:

- Question Response, "Which modern values of American democracy did people experience in the colonies?"

### Alternative Assessment:

- Project: Create and role-play as a settler by writing a postcard depicting life in the new world. Give the reader a sensory experience by being as descriptive as possible. End your postcard by comparing how much power and freedom you have to friends and family back home.
- Performance Task: GRASPS
  - Goal: Students will explore historical social and political issues.
  - Role: As a reporter for a major colonial newspaper, identify a major issue or controversy of rights, power or democracy.
  - Audience: Readers from the colony
  - Situation: Research and select a real issue relating to religious freedom, speech, liberty or business/commerce.
  - Product: Editorial
  - Standards: Grading rubric

### Instructional Materials:

#### Core:

- The Curriculum Institute. History Alive! The United States Through Industrialization. 2017.

#### Supplemental:

- [iCivics](#), Cambridge, MA.
- [New Jersey Center for Civic and Law-Related Education](#)
- [DocsTeach](#)

## **Interdisciplinary Connections**

- Quantitative analysis: how many could vote? Who could vote, and why?  
Mathematics
- The social contract and the evolution of natural rights: Philosophy; Literature
- How did the natural habitat of the Americas lead to a culture of liberty in the United States: Environment and Biology?

## **NJSLS Standards (United States History and Civics):**

- |                       |                     |
|-----------------------|---------------------|
| • 6.1.8.CivicsDP.3.a  | 6.1.8.CivicsHR.3.c  |
| • 6.1.8.HistoryCC.3.b | 6.1.8.HistoryUP.3.a |
| • 6.1.8.HistoryUP.3.b | 6.3.8.CivicsPI.1    |
| • 6.3.8.CivicsPI.2    | 6.3.8.CivicsDP.1    |
| • 6.3.8.CivicsPR.1    | 6.3.8.CivicsPR.3    |
| • 6.3.8.CivicsHR.1    |                     |

## **Technology Integration**

- Using Minecraft to sort into community groups where each will practice their own form of government. Each group will be given the same “seed” so each world starts identically with the same conditions: technology and computer applications

## **Unit 2: The Purpose of Government during the American Revolution (13 DAYS)**

### **Why Is This Unit Important?**

While learning about the reasons for the colonies' independence from Britain, students will make connections to the earliest reasoning for the existence of a national government in the United States. Students will learn how the crisis led to significantly developed state and local governments, as well as continued growth in the powers of legislatures and of the consent of the governed. Students will examine several economic and political conflicts between the British government and the colonies, and how each led to the Declaration of Independence and the Revolutionary War. While learning about the war itself and the roles of farmers, citizen soldiers, slaves, Native Americans and women within the conflict, students will uncover the challenges faced by waging a war against a major naval empire while still struggling with the tradeoffs that come with empowering government at the expense of individual liberty.

### **Enduring Understandings:**

- Recognize the roles and perspectives of rural farmers, urban crafters, northern merchants, southern planters, women, African Americans and Native Americans in the American Revolution and how they impacted the war.
- Dissect the essential civics concepts of the Declaration of Independence and how they were derived from the colonial experience and the Revolution.
- Determine how women, African Americans and Native Americans played a role in American society and in the conflict during the Revolutionary War
- Recognize the significant role the Declaration of Independence played in creating the unifying ideas of American democracy.
- Determine how George Washington and other military and political leaders made critical decisions as the early Republic struggled to develop institutions and processes.
- Trace the social, economic and political movement towards independence from the French-Indian War through the Intolerable Acts.

### **Essential Questions:**

- How did colonial legislatures evolve into effective decision-making bodies which represented the will of the people, yet supported the United States' efforts to defeat the British?
- How did the Articles of Confederation present challenges to the efforts to defeat the British?
- Were colonists justified in choosing sides?
- How did foreign alliances support eventual American victory? Which battles served as watershed moments and turning points in the conflict?
- Was the Declaration of Independence successful in unifying the ideas of American democracy? Individual liberty and freedom?
- Why did states emerge as the true representatives of the people?

## Acquired Knowledge

- Evaluate the Intolerable Acts through the lens of American value and ideals such as due process, consent of the governed and natural rights.
- Compare and contrast Loyalist and Patriot ideology.
- Recognize what economic/geographic obstacles were faced by the Patriots.
- Recognize the limitations of the Declaration of Independence for minorities and marginalized groups in the United States.
- Recognize the importance of aid from foreign allies to the success of eventual victory.
- Uncover the critical importance of New Jersey to the victory in the Revolutionary War.
- Scan the Constitution of the United States to predict how colonial and revolutionary events shaped the new form of government.
- Compare and contrast the early United States government and/or state governments, and the British system of government.

## Acquired Skills

- Utilize a map to locate important battles and geographic features.
- Analyze how politics of leadership played an important role (and sometimes decisive role) leading to the independence of the United States
- Evaluate the level of individual freedom and liberty enjoyed by various groups in the new United States.
- Annotate the Declaration of Independence to determine how revolutionary and colonial influences led to its language, meaning and significance.

## Assessments

Formative Assessment:

- Categorization: Viewpoints of Loyalists/Patriots; RV victories by United States/Great Britain.
- Walk The Line: Was independence in the best interest of every American?
- Canvas Discussion: How did the physical geography of the new United States influence the degree to which they supported the Continental Congress and the Revolutionary War effort?
- Timeline: [Create a timeline](#) of the usurping of American liberty, freedom and power by Parliament and Crown.
- Annotate the Google Doc: Where do we find the colonial seeds of modern American democracy in our founding documents (Declaration of Independence, United States Constitution)?
- Fishbowl Seminar: Which new American states truly represented democratic ideals? Which did not?
- Venn Diagram: Compare and contrast the amount of liberty individuals had with the power of the government during the Revolution – and do the same comparison for today.

### Summative Assessment:

- Quiz: assessing civic concepts and their connections to the Revolutionary War. Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: Students will participate in a conflict resolution activity to come to agreement on the issues in conflict between the colonies and Parliament. Students will each be assigned a role representing the Continental Congress or the Parliament during the year 1775. In this pair, students will use the conflict resolution process and devise solutions potentially keeping the colonies within the British Empire, while allowing for significant measures of democratic self-rule, appropriate taxation and self-regulation of their economy. Afterwards, students will individually write a reflection analyzing why their CR outcome was different from what happened in history.

### Benchmark Assessment:

- Question response, "Did all Americans experience *independence* on July 4, 1776? How do you know?"

### Alternate Assessment:

- Project: Creating "No taxation without representation" protest signs. Create their own unique slogan about a specific tax along with the reason why that tax was picked. Actual protest throughout the school is optional.

## Interdisciplinary Connections

- Analyze painting of Washington crossing the Delaware: Visual Arts

## Extensions

- Independent research on battle locations in Trenton
- Visit re-enactment of Washington crossing the Delaware – Write a report
- Visit the State House in Trenton to learn about the capitol's role, and the state legislature's role, in the Revolutionary War

## NJSLS Standards

- |                       |                     |
|-----------------------|---------------------|
| • 6.1.8.CivicsPI.3.b  | 6.1.8.CivicsDP.3.a  |
| • 6.1.8.CivicsHR.3.b  | 6.1.8.CivicsHR.3.c  |
| • 6.1.8.GeoSV.3.a     | 6.1.8.EconET.3.a    |
| • 6.1.8.HistoryCC.3.a | 6.1.8.HistoryCC.3.d |
| • 6.1.8.HistoryUP.3.a | 6.1.8.HistoryUP.3.b |
| • 6.1.8.HistoryUP.3.c | 6.1.8.HistorySE.3.a |
| • 6.1.8.HistorySE.3.b | 6.3.8.CivicsPI.1    |
| • 6.3.8.CivicsPI.2    | 6.3.8.CivicsPD.2    |
| • 6.3.8.CivicsDP.1    | 6.3.8.CivicsPR.1    |
| • 6.3.8.CivicsPR.5    | 6.3.8.CivicsPR.6    |
| • 6.3.8.CivicsHR.1    |                     |

## Instructional Materials:

Core:

- The Curriculum Institute. History Alive! The United States Through Industrialization. 2017.

Supplemental:

- [iCivics](#), Cambridge, MA.
- [New Jersey Center for Civic and Law-Related Education](#)
- [DocsTeach](#)
- Liberty's Kids PBS Series
- America: The Story of U.S. (History Channel)

Technology Integration

- [Mission US: Crown or Colony?](#)

## **Unit 3: New Rules for a Stronger Republic: The Constitution (18 DAYS)**

### **Why Is This Unit Important?**

This unit will investigate the challenges and triumphs to fulfilling our American ideals. The unit will begin with an examination of the goals highlighted in the Preamble of the Constitution. By tracing the preamble through American history, students will assess the effectiveness of our early citizens in meeting the goals of the Constitution. Students will evaluate how each American ideal has grown and expanded to be more inclusive. As we continue to struggle in fulfilling the potential of the American ideals, students will be encouraged to identify additional areas of growth toward a “more perfect union.”

### **Enduring Understandings:**

- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the “consent of the governed”.
- A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
- The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of “the consent of the governed”.
- Ensuring the right to vote is an essential component of a successful democracy
- The desire for “fairness” or “justice” is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice.
- The right to “due process” is considered one of the most fundamental guarantees of individual rights.
- Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.
- The American system of limited government is designed to promote a specific definition of liberty. This definition differs from that used by other nations with different forms of government.
- The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an important part of Constitutional law and public discourse.
- Democracies must also balance individual liberty and “the common good”. Debates about how to best achieve this balance is an important element of politics and public policy.
- The guarantees in the Bill of Rights reflect the nation’s commitment to personal freedom and to the principle of limited government.

## **Essential Questions**

- How well has the U.S. met the fundamental principles established in the Constitution?
- How did the Constitution establish a “more perfect union” than the Articles of Confederation?
- How has extending the right to vote supported the concept of the consent of the governed?
- How has the rule of law prevented abuse of authority?
- What is “fairness” or “justice”?
- How does the Constitution “establish justice”?
- How do we ensure that people are treated fairly?
- Can there be justice without equality?
- How are the terms “fairness” or “justice” commonly defined and used in law? By people you know?
- What does the 14th Amendment mean by “equal protection under the law”?
- What is equality of opportunity?
- How well has the U.S. balanced the need for order and the protection of individual rights?
- What is “liberty”? Why did the Founders make it the defining purpose of American government?
- To what extent has the American experience succeeded in promoting the general welfare or common good?
- How can we best balance individual rights and the general welfare when these important concepts are in conflict?

## **Acquired Knowledge**

- Identify the importance The Articles of Confederation had in creating a basic framework for government.
- Determine the role that each of these documents had on the creation of American democracy: Magna Carta, Mayflower Compact, Statute for Religious Freedom, English Bill of Rights, discontent with British rule.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- Determine why citizens of a nation may disagree with their own country’s government.

## **Acquired Skills**

- Understand history better by placing events leading to the passing of the U.S. Constitution in chronological order.
- Use a graphic organizer to identify problems facing the new nation.
- Explain why the Constitution is referred to as “The Living Constitution.”
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government

## **Assessments**

### Formative Assessment:

- Categorization: Constitutional Convention positions of small states/large states; northern states/southern states; Federalists/Antifederalists
- Walk The Line: Was the Articles of Confederation a good system of government for the new nation?
- Canvas Discussion: If you had to change the Constitution today, what would you change? Why?
- Web questing the Constitution: Where do we find stronger executive power in the Constitution? Stronger federal power? Power to the states? Civil liberties?
- Fishbowl Seminar: Practice for the Constitutional Convention
- Debate Topic: What do you feel is the most important constitutional amendment from the Bill of Rights?

### Summative Assessment:

- Quiz: assessing civic concepts and their connections to the creation of the new Constitution. Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: Students will participate in a Constitutional Convention in 1787 and propose systems and rules for a new national government, branches of government, electoral systems, individual rights and liberties, qualifications for service, and representation. Students will each be assigned a role representing a particular state. In this delegation, students will use the simulation process and propose solutions to strengthen the government of the United States, while preserving states' rights and local autonomy. Afterwards, students will individually write a reflection analyzing why their simulation outcome was different from what happened in history.

### Benchmark Assessment:

- Question response, "Which part of the preamble to the Constitution has not lived up to its billing? Why?"

### Alternate Assessment:

- Media Project: Find a current example of the federal branches of government in conflict, explain the dilemma, and then explain which branch of government should have the final say (according to the Constitution). Complete as a podcast, video news report or infographic.

## **Interdisciplinary Connections**

- Critique a popular music song which uses references to the Constitution, or Constitutional concepts, in its lyrics: Music
- Determine how the Constitution is perceived through the lens of graphic arts today: Visual Arts

## **NJSLS Standards**

- 6.1.8.CivicsPI.3.a
  - 6.1.8.CivicsPI.3.d
  - 6.3.8.CivicsPR.2.a
  - 6.1.8.CivicsHR.3.a
  - 6.1.8.CivicsHR.3.c
  - 6.3.8.CivicsDP.3.a
  - 6.1.8.HistorySE.3.a
- 6.1.8.CivicsPI.3.b
  - 6.1.8.CivicsPD.3.a
  - 6.1.8.CivicsDP.3.a
  - 6.1.8.CivicsHR.3.b
  - 6.3.8.CivicsDP.2.a
  - 6.1.8.HistoryCC.3.d

## **Instructional Materials:**

Core:

- The Curriculum Institute. History Alive! The United States Through Industrialization. 2017.

Supplemental:

- [iCivics](#), Cambridge, MA.
- [New Jersey Center for Civic and Law-Related Education](#)
- [DocsTeach](#)
- Liberty's Kids PBS Series
- America: The Story of U.S. (History Channel)
- Schoolhouse Rock

## **Technology Integration**

- [The National Constitution Center virtual tours](#)

## **Unit 4: The New Republic Grows as Its Citizens Begin to Participate (13 Days)**

### **Why Is This Unit Important?**

This unit will explore the full implementation of the new Constitution alongside the creation and evolution of the new American Republic. This will include an analysis of Washingtonian precedents for the executive branch of the federal government, as well as Jeffersonian Democracy and its interpretation of the *necessary and proper clause*. While the Constitution provides much stronger powers for managing American foreign policy, the advent of party politics leads to new challenges and social divisions. In this unit, students will learn about the legislative and policymaking process which proved to be so important in our New Republic – and how these processes work today. While examining how the empowered Republic leads to deeping division over slavery and conflicts with Native Americans, an early expansion of the electorate foreshadows a new electoral system with broader campaigning and engagement. The emergence of a co-equal federal judiciary, the Louisiana Purchase, the War of 1812, Compromise of 1820 and the Trail of Tears are important examples of how the Constitution dealt with liberty, justice and power in its first few decades.

## Enduring Understandings:

- Washington established norms and values that continue to serve as important conventions preserving the balance of power among branches and between the federal government and the states.
- Congress represents the diverse interests of the American people.
- Congress is the most important link between citizens and the federal government.
- Lawmaking is the primary and most important function of Congress.
- Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents.
- The Constitution defines the roles and qualifications of the President
- The role of the Executive Branch has expanded since our nation was founded.
- Historically the President has stretched the powers of the office and debate continues over this issue today
- Explain that Jefferson's election began a new era in American government.
- Recognize that under Jefferson's leadership the U.S. began to expand westward.
- The creation of a National Bank and the Louisiana Purchase dramatically increased the powers of the federal government far more than the Framers at Philadelphia had intended.
- Connect events at home and abroad that caused the U.S. to declare war on Great Britain on American soil.
- Explain why the Alien and Sedition Acts were enacted and debate if they were in violation of civil liberties.
- Discuss how political parties were formed and how they changed overtime. • Explain the concept of Manifest Destiny and how it affected American settlers and Native Americans.
- Analyze American foreign policy such as the Monroe Doctrine, the Embargo Act, Pickney's and Jay's Treaty and determine if they were successful or not.
- Explain the concept of Jacksonian Democracy, and how the electorate dramatically expanded – and popular elections changed – during his administration.
- Assess the constitutionality of President Jackson's actions with regards to the National Bank, Nullification Crisis, and Indian Removal Act.
- Compare the genocide actions of government military towards Native American tribes to the well-known 20th century Holocaust, among others.

## Essential Questions

- Why did the founders create three branches of government?
- What are the powers, responsibilities, limits and role of the Congress?
- How can we protect against abuse of authority by Congress?
- What are the powers, responsibilities, limits and role of the President?
- How and why has the authority of the President expanded over time?
- How can we protect against the abuse of authority by the President?
- What is the function of the federal courts?
- How do courts work?
- How does Judicial Review function?
- How and why has the scope of judicial review expanded over time?
- How does expansion affect the population of a country?
- To what extent did technological advancements help the Nation progress?
- In what ways does war impact the societal development?
- How does war impact land acquisition?
- How does the Louisiana Purchase affect the trajectory of expansion in the United States?
- How American foreign and domestic policy lead to conflicts in the United States?
- To what extent did regional issues affect the country's political landscape? · How does the idea of Jeffersonian Democracy make government more transparent?
- How did governmental policies of lead to intolerance, bigotry, and genocide?

## Acquired Knowledge:

- The legislative process under the Constitution
- The specific powers of the legislative and executive branches under the Constitution
- How the President utilizes his power to carry out his/her duties and make policy
- The Election of 1800 set the framework for peaceful transitions of power
- The opposing views of the Republicans and Federalists regarding the direction of the country
- The causes and effects of the War of 1812
- The purpose of the Monroe Doctrine
- Why the Alien and Sedition Acts were controversial and a test for civil liberties
- Evaluating the power of the federal government to create and run a National Bank (Washington / Jackson)
- Identify and explain the sequence of events that led to the Louisiana Purchase
- Identify and explain the sequence of events that caused the conflict in the Northwest Territory.
- The definition of Manifest Destiny
- Identify territories names and locations
- Comparing and contrasting treatment and policies of Native Americans to the Holocaust and current/recent genocides.

## Acquired Skills

- Use a graphic organizer to show causes and effects of the War of 1812
- Create a living timeline of the events of this era of American history
- Explain the pros and cons of the Louisiana Purchase
- Use a map to identify new federal territories

## Assessments

### Formative Assessment:

- Three Corners: students compare and contrast two, or more, major genocide events including the Holocaust and the Indian Removal Act. Move to one side of the room if they believe a fact read out loud deals with the Indian Removal Act, the Holocaust, or both. Students can substitute, or add another "corner" for another major genocide.
- Categorization: Constitutional Convention positions of small states/large states; northern states/southern states; Federalists/Antifederalists
- Walk The Line: Which was more powerful by 1830: the White House or Congress?
- Canvas Discussion: Had the Philadelphia Framers returned in 1830 to critique the Constitution's first five decades...what would they say? Did their design survive?
- How Did They Rule? Learn about the story behind the parties in *Marbury*, *McCulloch*, *Gibbons* and other important SCOTUS cases which created a co-equal third branch? Students "make the call" and then determine whether the federal judiciary is "competing" with the other two branches for power.
- Fishbowl Seminar: You are a campaign manager for a challenger to the House of Representatives in 1832. You want to appeal to the "new" electorate. What are your policies and your techniques of persuasion?
- Debate Topic: Has the Bill of Rights delivered on its promises? To all people?
- Name the Presidential Administration: Students respond to a variety of dilemmas, decisions, laws and policies with the correct President.

### Summative Assessment:

- Quiz: assessing civic concepts and their connections to the first 50 years under the Constitution. Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: Students take part in a Mock Congress where they represent a specific Congressional district in 1832. Teacher introduces competing versions of a proposed policy; students, in their caucuses, may amend and then re-introduce. Students serve on a Congressional Committee, then, all students serve in the Committee of the Whole (full House) to debate, amend further, and then vote. Following the simulation, students reflect on their own strategies as a legislator, what they learned about their role and the challenges of problem solving in this format.

### Benchmark Assessment:

- Question Response, "Which President truly lived up to the democratic ideals of the Constitution? Which President truly failed to? Explain."

## Alternative Assessments:

- Performance Task: GRASPS
  - Goal: Students will recognize the accomplishments of notable personalities (Washington, Hamilton, Jefferson, Adams) of this time period
  - Role: You have been selected to be on the Nobel Peace Prize selection committee
  - Audience: Other members of the committee
  - Situation: Select a leader and provide an argument for why they should or should not receive this prestigious award
  - Product: Argumentative essay
  - Standards: Grading rubric for essay and research
- Students can select to read *The Last of the Mohicans* by James Fenimore Cooper. Books are available through EHS (obtain through FMS Media Center) · Students can research key contributors to American arts such as Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, Edgar Allan Poe, Emily Dickinson, Walt Whitman
- Students can evaluate the *Midnight Ride of Paul Revere* by Longfellow for historical accuracy.
- Students can read *Little Women* by Louisa May Alcott and write a short essay of what life for women was like in the 1800s
- Research a current or recent genocide in history and have students write a short essay comparing and contrasting the genocide to the Indian Removal Act.

## Interdisciplinary Connections

- Listen to and evaluate the lyrics of the Star-Spangled Banner: Music
- *In Defense of Ft. McHenry*: Literature
- Calculate the differences in voter turnout according to the eligible population in 1808 and compare to 1836: Mathematics

## NJSLS Standards

- |                       |                     |
|-----------------------|---------------------|
| • 6.1.8.CivicsDP.4.a  | 6.1.8.GeoSV.4.a     |
| • 6.1.8.EconET.4.a    | 6.1.8.EconET4.b.    |
| • 6.1.8.HistoryCC.4.c | 6.1.8.CivicsPI.3.a  |
| • 6.1.8.CivicsPI.3.b  | 6.1.8.CivicsPI.3.c  |
| • 6.1.8.CivicsDP.3.a  | 6.1.8.CivicsHR.3.a  |
| • 6.1.8.CivicsHR.3.b  | 6.1.8.HistoryCC.3.b |
| • 6.1.8.HistoryCC.3.c | 6.1.8.HistorySE.3.a |
| • 6.3.8.Civics.PI.1   | 6.3.8.Civics.PI.3   |
| • 6.3.8.Civics.PI.4   | 6.3.8.Civics.PD.1   |
| • 6.3.8.Civics.PD.2   | 6.3.8.Civics.DP.1   |
| • 6.3.8.Civics.PR.2   | 6.3.8.Civics.PR.5   |
| • 6.3.8.Civics.HR.1   |                     |

## **Instructional Materials:**

Core:

- The Curriculum Institute. [History Alive! The United States Through Industrialization](#). 2017.
- Supplemental:
- [iCivics](#), Cambridge, MA.
- [New Jersey Center for Civic and Law-Related Education](#)
- [DocsTeach](#)
- Liberty's Kids PBS Series
- America: The Story of U.S. (History Channel)
- Schoolhouse Rock
- [Smithsonian National Museum of the American Indian](#)

## **Technology Integration**

- [Youth Leadership Initiative: E-Congress](#)

## **Unit 5: Constitution Under Fire: Seeds of Sectional Crisis (12 Days)**

### **Why Is This Unit Important?**

This unit will explore how regional differences in the United States exploited the gray area within the federal structure of the Constitution. Differences over southern leaders' vested interests in maintaining the brutal realities of slavery to maintain their plantation economies and wealth led the United States to the brink of a sectional crisis. In this unit, students will learn the Constitutional causes and implications for the Missouri Compromise, the Kansas-Nebraska Act, Bleeding Kansas, the *Dred Scott* SCOTUS decision and the Compromise of 1850, among others. At the same time, the very civic values embedded within the Declaration of Independence and the Bill of Rights will be reexamined as students learn about Antebellum culture and the true nature of African-American enslavement. The very important civic concept of human rights will be an important lens for students as they consider the humanity of all Americans during this time.

### **Enduring Understanding:**

- The Constitution was only partially clear in how to resolve the sectional crisis during this era.
- Recognize the Industrial Revolution as a major transformation in human life and the manner in which goods were produced in the United States.
- Identify regional differences in geography and economics and how this influenced different cultural norms.
- Deduce the effects of reform movements on religion, education and the larger society.
- Examine different modes of transportation and their effects on business, travel and communications.
- Evaluate the impact of the cotton gin and other inventions on the institution of slavery and the economic and political development of the country.
- Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

### **Essential Questions**

- How was slavery reconciled with early American values of natural rights, the Declaration of Independence and the preamble to the Constitution?
- How did industrialization change the way humans live?
- How does climate and geography influence the way people live and shape culture?
- What social, political, and economical issues divided the nation during this time period?
- How did the Election of 1860 further divide the country and solidify the willingness of sectional leaders to act upon their beliefs?

## Acquired Knowledge

- Students will learn how and why slavery was a brutal experience full of severe pain, deep humiliation and degradation.
- The significance of the cotton gin and other mechanical innovations
- The challenges of overcoming geographic distance and how railroads established settlement patterns.
- The telegraph made connections across the country possible.
- The Underground Railroad was used to help enslaved African Americans escape slavery
- Missouri Compromise and Kansas-Nebraska Act
- Fugitive Slave Acts
- Compromise of 1850

## Acquired Skills

- Compare/contrast – Living conditions/economic differences between white southerners and slaves
- Make an effective argument – causes of the Civil War between States' rights vs. slavery (if possible)
- Compare and contrast (Venn Diagram) – Life in the north vs. south and/or views on slavery
- Make connections between the Cotton Boom and slave trade
- Through the Five Themes of Geography, students will use maps and other geographic tools to show the destinations for escaped slaves and what rivers were routes for the Underground Railroad (place and movement)

## Assessments

Formative Assessment:

- Four Corners: Students sort policies and positions of the Presidential Election of 1860 according to the four candidates.
- Categorization: Which part of the Constitution was violated?
- Walk The Line: Which political events were the "tipping point" for sectional conflict?
- Canvas Discussion: Make an argument that sectional conflict, and eventual Civil War, was *not* inevitable. Critique and support peer arguments.
- Fishbowl Seminar: You are a Constitutional scholar, in 1858, who has been asked to determine whether states are free to leave the United States.
- Debate Topic: By 1860, has the Bill of Rights delivered on its promises? To all people?
- Failure of Leadership: Evaluate post-Jackson presidents and Congressional leaders – determine what each could have done differently to avoid a Constitutional crisis and sectional conflict.

### Summative Assessment:

- Quiz: assessing civic and Constitutional concepts and their connections to the era of sectional conflict, and the harsh reality of slavery. Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: Students play the role of an attorney representing a fugitive slave who believes he has earned freedom. Besides the legal arguments specific to his/her circumstances, make an additional set of arguments based upon natural rights and the Constitution. Film yourself performing your closing argument. Students may work in teams to research and plan rhetoric and/or perform.

### Benchmark Assessment:

- Question Response, "Did the Constitution fail in 1860, or was the failure purely a result of moral failures?"

### Alternative Assessments:

- Invention project – Select an invention from this time period and explain its significance on American culture
- Project-Select one of the inventions of the time period and create an ad to persuade one to purchase the item
- Timeline – American inventions and corresponding growth

### Interdisciplinary Connections

- Listen to slave narratives from the Library of Congress: Literature; spoken word
- Listen to slave spiritual songs: Music
- View replica models of plantations to understand the hierarchy of power and freedom in antebellum society: Design, Architecture

### NJSLS Standards

- |                       |                     |
|-----------------------|---------------------|
| • 6.1.8.CivicsHR.4.a  | 6.1.8.EconNE.4.b    |
| • 6.1.8.HistoryCC.4.b | 6.1.8.HistoryCC.5.a |
| • 6.1.8.HistoryCC.5.g | 6.3.8.CivicsPI.1    |
| • 6.3.8.CivicsPI.3    | 6.3.8.CivicsPD.2    |
| • 6.3.8.CivicsDP.1    | 6.3.8.CivicsDP.3    |
| • 6.3.8.CivicsPR.3    | 6.3.8.CivicsPR.7    |
| • 6.3.8.CivicsHR.1    |                     |

## **Instructional Materials:**

Core:

- The Curriculum Institute. History Alive! The United States Through Industrialization. 2017.

Supplemental:

- [iCivics](#), Cambridge, MA.
- [New Jersey Center for Civic and Law-Related Education](#)
- [DocsTeach](#)
- Liberty's Kids PBS Series
- America: The Story of U.S. (History Channel)
- Schoolhouse Rock
- [Amistad Resources](#)
- <http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?area=1> Underground Railroad - National Geographic
- <http://www.osblackhistory.com/songs.php> slave songs
- <http://www.negrospirituals.com/history.htm> slave songs

## **Technology Integration**

- PowerPoint/Digital Projector
- Laptop computers/Chromebooks

## **Unit 6: The Civil War, its Aftermath, and the Fight for Democracy and Human Rights (18 Days)**

### **Why Is This Unit Important?**

In this final unit, students will revisit their civic learning from the course and consider how the Reconstruction of the Union, and the restoration of human rights, should have followed the Civil War.

This unit will explore the development of new technologies both on the battlefield and off and how these transformed societies. This will also be used as a lens to uncover sectional conflict and ideas on the appropriate strength of the central government. This unit will highlight regional differences in geography, economics and culture by exploring the life of southerners and northerners.

Despite the war ending, many Americans still found themselves divided and wanted the South punished for the Civil War. The Constitutional arguments for punishment and readmitting recalcitrant states will be examined and compared to student ideas for reforming and improving the Constitution in light of its failures.

### **Enduring Understandings**

- Recognize the causes and effects of the Civil War from different perspectives
- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war
- Define "Civil War"
- Describe technological advancements in weaponry, transportation and wartime strategies
- Analyze the Emancipation Proclamation and the Gettysburg Address
- Explore the efforts to reform education, women's rights, slavery and other issues during this time period.
- Determine the role of geography, natural resources, demographics, transportation and technology in the progress and outcome of the Civil War.
- Analyze the economic impact of Reconstruction on the south from different perspectives.
- Plessy vs. Ferguson was intended to keep African-Americans and white Americans separated.
- Despite emancipation, state laws, and their executive enforcement were intended to keep African-Americans disenfranchised (Jim Crow, Black Codes) and disconnected from the promise of economic opportunity.
- Analyze the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments to the U.S. Constitution from multiple perspectives.

## Essential Questions

- How and why do the Emancipation Proclamation and the Gettysburg Address continue to impact American life?
- How were the roles of women, African Americans and Native Americans impacted by the Civil War?
- To what extent does war influence politics and policies?
- How do innovations in technology influence the manner in which war is fought and its outcomes
- What were the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South?
- Were the human and material costs of the Civil War in the North and South worth the result? Did the "Ends Justify the Means"?
- Were the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the U.S. Constitution effective for all citizens?
- What are the effects of a Presidential assassination on a nation? · After a war concludes, who or what should determine what happens to the losing side?
- What was the goal of Reconstruction?
- Was the Reconstruction successful?
- Is it unconstitutional for the Federal Government to take over a state? · Is a government responsible for the creation and maintenance of social programs? (Freedmans' Bureau)
- · How did Plessy vs. Ferguson promote segregation?

## Acquired Knowledge

- Annexation of new lands intensified the debate of slavery
- Political elections and judicial decisions intensified divisions
- Border states, which were less polarized, saw a majority of the fighting · Impact of influential figures at this time
- The impact of minorities (women, African Americans and Native Americans) on the war
- Identify Jim Crow laws and their purpose.
- Restate the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments and evaluate the effects of these on equality for minorities.
- Analyze how Black Codes limited the freedom of African Americans and the response of Radical Republicans.
- Examine the events that led Congress to call for the impeachment of Johnson and the results of the trial.

## Acquired Skills

- Through the Five Themes of Geography, students will use maps and other geographic tools to show the destinations for escaped slaves and what rivers were routes for the Underground Railroad (place and movement)
- Sequence of Events – timeline: Ft. Sumter, Bull Run, Gettysburg, Vicksburg  
Create a chart of significant figures
- Mapping skills – Upper North vs. Lower South and Border States ·  
Mapping Skills – Key Battles
- Identify strengths and weaknesses of North and South
- Venn Diagram – Compare the experiences between white soldiers and African American soldiers
- Map skills
- Sequence of events: African Americans' journey toward civil rights Debate the strengths and weaknesses (or pros/cons) of Plessy vs. Ferguson· T Chart of rights before and after the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments. Did life really change?

## Assessments

### Formative Assessment:

- Journal reflection: Family separation/division during the Civil War
- Categorization: Which Reconstruction policy was Constitutional? Which was not?
- Venn Diagram: Compare realities of white soldiers and African-American soldiers.
- Canvas Discussion: What factors led to Union victory and Confederate defeat in the Civil War?
- Fishbowl Seminar: The Confederate States of America had its own founding document which stipulated its own rules for government and rights. Was it more like the Articles, the Constitution...or something else?
- Debate Topic: By 1865, has the Bill of Rights delivered on its promises? To all people? By 1876?
- Failure of Leadership: Were Radical Republicans too ambitious in their efforts, or would they have been blamed as moral failures had they not tried as they did?

### Summative Assessment:

- Quiz: assessing civic and Constitutional concepts and their connections to the Civil War and Reconstruction, and military aspects of the Civil War Brief multiple choice section, stimulus-based short answer, extended written responses.
- Student Voices Unit Project: Students petition local government to create a memorial honoring those who suffered from slavery and who fought for the Union and efforts to abolish slavery. Create an action plan to secure local government approval and funding to establish a site and appropriate historical and cultural resources and educational staffing.

### Benchmark Assessment:

- Question Response, "The fight for states' rights is often cited as the main cause of the Civil War; however, others say that the cause of the Civil War is slavery. Choose, and explain your evidence and reasoning."

### Alternative Assessments:

- Create an interactive Google Map with sites from the Civil War

### Interdisciplinary Connections

- Analyze artwork – Art
- Vocabulary – language Arts
- Reading Primary Source – Language Arts
- Cinematography – Glory

### Extensions

- Diary/journal of Confederate/Union/African American/Female/Native American in the war
- Research notable personality(ies) of time period
- Analyze actual letters written by various soldiers

### NJSLS Standards

- |                       |                     |
|-----------------------|---------------------|
| • 6.1.8.CivicsHR.4.a  | 6.1.8.EconNE.4.b    |
| • 6.1.8.HistoryCC.4.b | 6.1.8.HistoryCC.5.a |
| • 6.1.8.HistoryCC.5.g | 6.3.8.CivicsPI.1    |
| • 6.3.8.CivicsPI.3    | 6.3.8.CivicsPD.2    |
| • 6.3.8.CivicsDP.1    | 6.3.8.CivicsDP.3    |
| • 6.3.8.CivicsPR.3    | 6.3.8.CivicsPR.7    |
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- Liberty's Kids PBS Series
- America: The Story of U.S. (History Channel)
- Schoolhouse Rock
- [Amistad Resources](#)
- [PBS: Civil War by Ken Burns](#)
- <http://memory.loc.gov/ammem/aaohhtml/exhibit/aointro.html> Library of Congress on-line exhibit entitled "The African-American Odyssey: A Quest for Full Citizenship"
- <http://www.pbs.org/wgbh/amex/reconstruction/index.html> A PBS American Experience website that includes video clips and primary sources
- <http://www.digitalhistory.uh.edu/reconstruction/index.html> "America's Reconstruction: People and Politics after the Civil War"
- <http://www.nara.gov> National Archives includes analysis worksheets as well as primary sources
- <http://blackhistory.harpweek.com/> A text version of a first-person account of sharecropping after the Civil War
- <http://historymatters.gmu.edu/d/6377> Materials from Harpers Weekly magazine that illustrate attitudes towards African-Americans during the late 19<sup>th</sup> century

## Technology Integration

- [Facing History: Resources](#) Honoring Those From the Reconstruction Era in their Quest for Equality and Freedom

## Sample Standards Integration

### **21<sup>st</sup> Century Skills & Career Readiness**

CRP1. Act as a responsible and contributing citizen and employee. CRP2.

Apply appropriate academic and technical skills. CRP4. Communicate

clearly and effectively and with reason. CRP5. Consider the

environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

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

*For Example:* Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas. These skills are reflected in all of our research projects and document-based assessments which are at the heart of the social studies discipline.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and hum ans.

*For Example: In unit 1,* students examine how past and present interactions of people, cultures and the environment shape the American heritage. The colonies helped form the groundwork for a lasting impact on American society.

### **Technology Integration**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

*For example,* in unit 3, students work collaboratively in answering the prompt "Are all men created equal?" Students examine primary documents such as the Declaration of Independence and other secondary sources to determine if all men truly were created equal. The end result is an essay prepared for professional audience.

**Interdisciplinary Connection**

*NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

*NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.*

*NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*

*NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.*

*For example:* In Unit 3, students role-play historical figures from the Constitutional Convention, researching and analyzing primary and secondary sources. They assess point of view as it relates to the positions of small states and large state delegates, supporting their positions in the debate with evidence from their research.

**Holocaust Mandate**

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

*For example:* Throughout the course themes of bias, prejudice, and bigotry are investigated. The genocide of Native Americans during colonization and African Americans during the period of slavery are interwoven into this study of history. In Unit 4, Students investigate a modern genocide and compare it to the policies employed toward Native Americans.

**Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

*For example:* The units on the Civil War and Reconstruction are replete with examples and resources linked to the Amistad Mandate. One of the essential question states, *How were the roles of women, African Americans and Native Americans impacted by the Civil War?*

## **LGBTQ Integration**

Unit 1:

[Timeline](#)

[LGBTQ History](#)

[\*\*Iroquois Constitution\*\*](#)

[Gender non-conforming](#)

[Understanding the Patriarchy](#)

[Native Americans](#)

Unit 2:

[Women and the Revolution](#)

[Women's Service in the Revolutionary War](#)

[Openly Gay Revolutionary War Hero \(Von Steuben\)](#)

[Gay Exhibit: Museum of American Revolution](#)

Unit 3:

[Constitution and 14th Amendment](#)

[Equality and the 14th](#)

Unit 4:

[First same sex marriage?](#)

[Gold Rush Women](#)

[Charlie Parkhurs](#)

Unit 5:

[Women Who Fought in the Civil War](#)

[Was James Buchanan Gay?](#)

[Abraham Lincoln](#)

Unit 6:

[Abraham Lincoln](#)

[Queer Civil War Soldier's Story](#)

[Gay Civil War Soldiers](#)