

READINGTON PUBLIC SCHOOL DISTRICT

Eighth Grade Social Studies 2026

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I. Purpose and Overview

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is a thematic learning model which prepares students to produce and critically consume information in our global society.

II. Rationale

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. Goals

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is directly connected to the Mission and Vision, Performance Expectations, Disciplinary Concepts, and Core Ideas and Practices outlined in this document.

IV. Assessment

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are assessed quantitatively and qualitatively: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations, and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Pacing Guide

Eighth Grade:

	Eighth Grade
Unit 1 (4 weeks) Sept/Feb	The American Revolution • Great Awakening • French and Indian War • Events Leading to Revolutionary War • Propaganda in the Revolutionary War • Perspective: Patriots v. Loyalists • Declaration of Independence • Major Battles of the Revolutionary War • Treaty of Paris
Unit 2 (4 weeks) Oct/March	The Constitution and a New Nation • Balancing Freedom and Security • Articles of Confederation

	• Constitutional Convention • The Constitution • Federalism v. Anti-Federalism • Early Presidencies
Unit 3 (5 Weeks) Nov/April	Expansion and Reform • Louisiana Purchase • Acquisition of Texas • Mexican-American War • Oregon Territory/Trail • Presidency of Andrew Jackson • Indian Removal Act • Trail of Tears: Genocide • The Amistad
Unit 4 (7 Weeks) Dec-Jan/May-June	Civil War and Reconstruction • Underground Railroad • Fugitive Slave Act • Bleeding Kansas • John Brown • Election of 1860 • Fort Sumter • Union v. Confederacy • Emancipation Proclamation • Key Battles of the Civil War • Surrender at Appomattox Courthouse • Key Reconstruction Acts • Sharecropping • Culminating Inquiry Project

VI. Units of Study for Eighth Grade:

Eighth Grade Unit 1 The American Revolution (4 weeks)
Desired Results
Goals: NJSLS Social Studies Content Standard Indicators 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role. 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native

Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryUP3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Understandings:

- American colonists expected to enjoy all of the rights of English citizens, especially having a voice in government.
- Following the French and Indian War, tensions mounted between Britain and her American Colonies.
- By declaring independence, the delegates were committing treason, a crime punishable by death.
- Propaganda played a key role in the patriot movement.
- The effects of the American victory were felt around the globe.

Essential Questions:

- Why was there an American Revolution?
- What principles of government drove the authors of the Declaration of Independence?
- How did the Continental Army win against the powerful British?
- What are effective strategies for accessing historical evidence, determining its validity, and using them to solve a problem?
- How did the American quest for independence inspire other revolutions and protest movements around the world?

Students will know/learn...

- Key Vocabulary
 - Great Awakening
 - Magna Carta
 - Parliament
 - Right
 - Boycott
 - Patriot
 - Loyalist
 - Moderate
 - Militia
 - Repeal
 - Tyranny
 - French and Indian War
 - *Common Sense*
 - Propaganda
 - Declaration of Independence
 - Natural rights
 - Olive Branch Petition
 - Continental Army
 - American Revolution
 - Guerilla warfare
 - Ally
 - Treaty of Paris
- Effects of the French and Indian War
- Arguments made against the King in the Declaration of Independence
- Events to the Revolutionary War

Students will be able to...

- Use maps to analyze the outcome of the war.

• To analyze the degree to which specific events caused tension (i.e., Proclamation of 1763, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, Lexington and Concord, and the First Continental Congress) between Britain and the American Colonies, eventually leading to the Revolutionary War. • To debate the necessity of war with Great Britain through the justification of the patriot, loyalist, or moderate position with evidence taken from previous lessons. • To analyze the role that Thomas Paine's <i>Common Sense</i> played in the Patriot movement. • To evaluate how the Americans won the Revolutionary War, citing specific strategies and events (i.e., Battle of Bunker Hill, Battle of Trenton, Battle of Saratoga, Battle of Monmouth, Battle of Yorktown). • Analyze primary and secondary sources.
Learning Activities
• Colonial America under a Monarchy • Taxation without Representation: Simulation • Tensions Rising: placard pass and unrest-o-meter • Making Sense of Common Sense • Analyzing the Declaration of Independence • Propaganda Wins Wars • Revolutionary War Event Research and Editorial • Key Battles of the Revolutionary War: Small Group Presentations • Socratic Seminars #2: Freedom/Security
Interdisciplinary Connections
ELA: W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Activity: Develop an opinion editorial (from the perspective of a patriot or loyalist) that is centered around one of the events leading to the Revolutionary War. Visual Art: 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. Activity: Analyze paintings from the Revolutionary War period for symbolism and perspective.
Career Readiness, Life Literacies, and Key Skills
Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). Activity: Students will effectively propagandize events during the Revolutionary War. 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options. Activity: Students will compare the mercantile system to other systems like capitalism in colonial and contemporary America. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students will participate in a town hall in which they will act as patriots, loyalists, or neutrals on the topic of declaring independence.
Computer Science and Design Thinking
Core Idea: Data can be used to make predictions about the world. Activity: Students will evaluate the economic benefits and drawbacks of the mercantile system and the trans-Atlantic slave trade.

Assessment Evidence	
Formative: • Power Pyramid: Evaluate the power structure of Colonial America • Early Years Exit Ticket: Evaluate Navigation Acts and French and Indian War • T-chart: Compare simulation to actual Taxation without Representation • Rising Tensions Meter: Explain and Evaluate Cause and Effect of Events • Editorials: Paired activity on opposing perspectives of events • Primary Source Exit Tickets: Select a passage and explain its significance Summative: • Pre-French and Indian War vocabulary quiz • Rising Tensions evaluation and reflection • Declaration of Independence quiz and Town Hall reflection • Revolutionary War Battle Art Analysis • Revolutionary War Era Assessment	Alternative: • Correlations: American Revolution and other political revolts
Resources	
Core Materials: <i>History Alive: The United States Through Industrialism</i> Supplemental Materials: Subject-specific leveled texts are available in school bookrooms and classroom libraries Primary Sources: Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> Patrick Henry's "Give Me Liberty or Give Me Death" speech Richard Henry Lee's Resolution <i>Declaration of Independence</i> Joseph Plumb Martin's <i>Narrative of Some of the Adventures, Dangers and Sufferings of a Rev. Soldier</i> Secondary Sources: History Alive Unrest-o-meter Placards and Vignettes Boston Tea Party Facts Boston History Propaganda, Neighbors, and the Boston Massacre The Royal Proclamation of 1763 [ushistory.org] British Parliament adopts the Coercive Acts in response to the Boston Tea Party 1767 – Townshend Acts Coming of the American Revolution: First Continental Congress Battle of Lexington and Concord Facts & Summary Baron Von Steuben by Charles River Editors (bookroom) (LGBT & Disabilities) Crispus Attucks & African American Patriots of the American Revolution by Brian Siddons (classroom library) (Amistad)	

Technology:
 Google Classroom tools
 Chromebooks
 Smartboard

Assessment Resources:

[Revolutions 101 | National Geographic](#)
[The Revolution That Shaped Russia | National Geographic](#)
[The Chinese Civil War | Animated History](#)
[Apartheid: The rise and fall of South Africa's 'apartness' laws](#)

**Eighth Grade
 Unit 2
 Constitution and New Nation
 (4 weeks)**

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government
 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

Understandings:

- Americans' fear of tyranny led to a failed first attempt at government, the Articles of Confederation.
- The delegates created a balance of power among the three branches of government so that no person or entity could have absolute power in our government.
- The first ten amendments are intended to protect citizens' basic rights.
- Not all Americans were protected under the Bill of Rights.
- The first five presidencies shaped the role of the office within our nation and the role of our nation within the world.
- The two-party system that we still practice today was rooted in the first presidency (though under two different parties).
- Our Constitution is known as the oldest, most successful working constitution in history.

Essential Questions:

- Why did the Articles of Confederation fail?
- What role did compromise play at the Constitutional Convention?
- How effective was the Constitution in creating "a more perfect union"?
- Which freedoms are most important under the Bill of Rights?
- Which vision was right for America--the Federalist or Republican?
- To what extent should America have become involved in foreign affairs of the early nineteenth century?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Students will know/learn...

- Key Vocabulary
 - Articles of Confederation
 - Shays' Rebellion
 - Constitution
 - Constitutional Convention
 - Electoral College
 - Enlightenment
 - The Federalist Papers
 - Great Compromise
 - Three-fifths Compromise
 - Northwest Ordinance
 - Northwest Territory
 - Ratify
 - Republic
 - Federalist
 - Anti-federalist
 - Checks and balances
 - Executive branch
 - Legislative branch
 - Judicial branch
 - Supreme Court
 - Super majority
 - Simple majority
 - Popular sovereignty
 - Separation of powers
 - Veto
 - Bill of Rights
 - Civil Rights Movement
 - Double jeopardy
 - Due process
 - Self-incrimination
 - Warrant
 - Sedition
 - Whiskey Rebellion
 - First National Bank
 - Monroe Doctrine
 - Missouri Compromise
 - Embargo
 - Neutrality
 - War of 1812
- Major flaws of our government under the Articles of Confederation
- Compromises that took place at the Constitutional Convention
- Major Landmark Supreme Court cases
- The impact made by the fourteenth and fifteenth amendments, including the Civil Rights Movement of the 1950s and 60s

Students will be able to...

- Evaluate the first two political parties in the US.
- Measure the success of each of the first five presidencies.
- Determine the constitutionality of the Louisiana Purchase.

Learning Activities

- Class Coat of Arms: Simulation
- Hamilton vs. Jefferson Quote Analysis
- Presidential Profiles
- Presidential Report Card Evaluations
- Argumentative Essay/Mini-Q Mini-lessons

Socratic Seminar: #3: Qualities of Good Leadership	
Interdisciplinary Connections	
Math: 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats eventually into a rational number. Activity: Students will evaluate early presidential administrations using the preamble of the Constitution as their rubric. After determining presidential GPAs (refer to rational numbers here), they will graph their data and compare their graphs to presidential approval ratings through history. ELA: W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. Activity: Students will develop a claim regarding the efficacy or reasonableness of federalism or anti-federalism supported by arguments that are developed through evidence.	
Career Readiness, Life Literacies, and Key Skills	
Demonstrate creativity and innovation. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Activity: Examine the Children’s March as a plausible strategy for achieving civil rights in the American South in the 1960s. 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. Activity: Students will compose sample cover letters and resumes for an early presidential candidate, indicating their qualifications and ultimate vision for the new nation. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). Activity: Students will evaluate different influential ideals and practices when adopting the Constitution.	
Computer Science and Design Thinking	
Core Idea: Individuals collect, use, and display data about individuals and the world around them. Activity: Collect and analyze contemporary data and stories about effective forms of government throughout history.	
Assessment Evidence	
Formative: - Think-Pair-Share: AOC weaknesses - Poll: Which Classmate developed the Best Preamble? 3-2-1: Who Has the Power? - One Minute Paper: Supreme Court Justice Ruling Reflection Summative: - Quiz: AOC Vocabulary - Quiz: Constitution Vocabulary/Branches of Government - Quiz: Bill of Rights Personal Rankings - Matrix: Supreme Court Cases - Presidential report cards	Benchmark: - Socratic Seminar mid-year assessment Alternative: - Creative Extension Project: Create a Country - Illustration: Guess the Right - Letters to Government Officials - Making Change: From the Declaration of Independence to the Civil Rights Movement - Portfolio: Liberty through the Years

• Constitution Unit Assessment • Social Studies Essay/Mini-Q (developmental rubric): Federalism v. Anti-federalist	
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Resources
Core Materials: <i>History Alive: The United States Through Industrialism</i> Supplemental Materials: Subject-specific leveled texts are available in school bookrooms and classroom libraries Primary Sources: The Original, Forgotten Preamble to the Constitution Articles of Confederation (selected excerpts) US Constitution Bill of Rights Secondary Sources: Resources for learning about the three branches of government Schoolhouse Rock- How a Bill Becomes a Law Oyez.org https://www.youtube.com/watch?v=5x6aydl453A&list=PLn-VdljUZ7KLdutLzEMPp5SitRXKzTnR0 Teaching Tolerance: <i>The Children's March</i> <i>Never Caught, The Story of Ona Judge</i> by Erica Armstrong Dunbar Technology: Google Classroom tools Chromebooks Smartboard Assessment: We the Kids, David Catrow 14 Powerful Leadership Traits That All Great Leaders Have https://www.cobw.vic.edu.au/uploaded_files/media/typesofgovernmentreadingandworksheets.pdf

Eighth Grade Unit 3 Westward Expansion (5 Weeks)
Desired Results
Goals: NJSLS Social Studies Content Standard Indicators 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period. 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the

expansion and economic development of the United States.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

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

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

6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

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

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

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

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

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

Understandings:

- Jackson's popularity allowed him to expand the power of the presidency.
- Historians consider the Trail of Tears to be a genocide in the Jacksonian era that set a precedent for future relations with American Indians.
- The Manifest Destiny justified American expansionism into the West.
- Pioneers took immeasurable risks to move west, shaping the American dream.
- The Industrial Revolution led to greater disparities between the industrial North and the agricultural South.

Essential Questions:

- How democratic was Andrew Jackson?
- How justifiable was the expansionism of the early nineteenth century?
- Why did the pioneers risk so much to move west?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Students will know/learn...

- Key Vocabulary
 - Jacksonian Democracy
 - Secede
 - Spoils system
 - Manifest Destiny
 - Mexican-American War
 - Territory
 - Texas War for Independence
 - Forty-niners
 - Lewis and Clark Expedition
 - Donner Party
 - Mormons
 - Oregon Trail
 - Immigrant
 - Industrial Revolution
 - Cotton gin
 - National Road
- Importance of our relationship with Mexico during the 1800s

- Famous expeditions (i.e., Lewis and Clark, Zebulon Pike, Daniel Boone, and the Donner Party) that impacted expansionism in the US

Students will be able to...

- Locate the Oregon Trail on a map and analyze the dangers throughout the six-month-long journey based on the changing geography.
- Demonstrate understanding of the Texas annexation.
- Demonstrate knowledge of the Reformations (i.e., prison, education, slavery, women's rights) that occurred during the Second Great Awakening.
- Analyze the importance of the Underground Railroad, including the means by which its secrecy was protected and the key figures involved.
- Evaluate the presidency of Andrew Jackson through examination of the various facets of his presidency (the election of 1828, his "Kitchen Cabinet", suffrage, Nullification Crisis, Destruction of the Second National Bank, Indian Removal Act, and Trail of Tears) and his character.
- Take a position on the ramifications of Manifest Destiny, supported by various pieces of evidence (AAPI)
- Assess the role of the Industrial Revolution and its inventions (i.e., the cotton gin and steamboat) played in the rising tensions between North and South.

Learning Activities

- Exploring Lewis and Clark: Placard Pass
- Expeditions that Shaped the American Dream: Small Group Presentations (LHH)
- Oregon Trail Placard Pass
- Jackson's Presidency: The Good, the Bad, and the Ugly
- Holocaust/Genocide Lesson: Trail of Tears: A Study in Genocide
- DBQ: The Basics
- Manifest Destiny and a Growing Nation (LHH)
- Brought to you by the Industrial Revolution
- Underground RR Webquest
- Socratic Seminar #4: Manifest Destiny

Interdisciplinary Connections

Science: MS ESS 3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Activity: Examine the impacts made by the Industrial Revolution.

Art: 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. Activity: Interpret the work of John Gast, *American Progress*, as it personifies Manifest Destiny.

Career Readiness, Life Literacies, and Key Skills

Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). Activity: Examine the Indian Removal Act as a catalyst for the Trail of Tears and compare current census data to maps of American Indian tribes through history.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Students will compare the occupations of immigrants during westward expansion to determine how geographic location dictated the types of available professions. (LHH)

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). Activity: Students will utilize a variety of sources in completing a DBQ essay on Andrew Jackson's presidency.

Computer Science and Design Thinking

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. Activity: Students will compare technological innovations of the time, like the railroad, cotton gin, telegraph, and Morse code, and determine who had access to these innovations.

Assessment Evidence

Formative:

- Paired Lewis and Clark Journal Entries
- 3-2-1 Jackson Presidency (The Good, the Bad, and the Ugly)
- Entrance Ticket: Expansion Map

Summative:

- Quiz: American Expeditions Artwork Analysis
- Matrix: Great Awakening Reformations
- Essay/DBQ (developmental rubric): President Jackson
- Scored Discussion: Manifest Destiny

Alternative:

- Class debate: Do the ends really justify the means (Manifest Destiny)
- Flyer: Oregon Trail Dos and Don'ts

Resources

Core Materials:

History Alive: The United States Through Industrialism

Supplemental Materials:

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Primary Sources:

[Journals of the Lewis & Clark Expedition](#)
[Force Bill of 1833](#)

Secondary Sources:

[The Oregon Trail](#)
[How the Trail of Tears Affected the Culture and Government of the United States · Effects of the Indian Removal Act of 1830 · Young American Republic](#)
[The ten stages of genocide](#)
[Manifest Destiny - Definition, Facts & Significance - HISTORY](#)
[Readers React: Trump's right — Andrew Jackson belongs on our \\$20 bill](#)

Technology:

Google Classroom tools
 Chromebooks
 Smartboard

Assessment Sources

[The Diseases of The Oregon Trail](#)

**Eighth Grade
Unit 4
Civil War and Reconstruction
(7 Weeks)**

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

- 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). •
- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Understandings:

Students will understand that...

- Although some black people lived in freedom in the North and South, many still faced racism and discrimination.
- Tensions mounted between the North and South in the mid-1800s, and by this point, compromising was futile in keeping the nation together.
- Although the South had more resources than the North, the North was victorious in the Civil War.
- The end of the war brought emancipation for slaves but also new problems for black Americans.

Essential Questions:

- How was life different in the North and South during the antebellum years?
- Why did views on slavery begin to change leading up to the Civil War?
- How did the nation pull so far apart that it led to the bloodiest war in American history?
- How did the North win the Civil War?
- How did Reconstruction expand the rights of African Americans?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem?

Students will know/learn...

- Key Vocabulary
 - Racism
 - Nat Turner's Rebellion
 - John Brown's Raid
 - Compromise of 1850
 - Uncle Tom's Cabin
 - Dred Scott decision

- Fugitive Slave Act
- Kansas-Nebraska Act
- Lincoln-Douglas debates
- Election of 1860
- Union
- Confederacy
- Civil war
- Emancipation Proclamation
- Gettysburg Address
- Habeas corpus
- Appomattox Courthouse
- Reconstruction
- Civil rights
- Black codes
- Jim Crow laws
- Key battles of the Civil War (i.e., Bull Run, Antietam, Gettysburg, Vicksburg, Fort Wagner, and Appomattox), as well as key leadership and outcomes
- The events surrounding the impeachment of Andrew Johnson
- How and why Reconstruction ended, using supporting evidence, such as the election of Hayes into office, Plessy vs. Ferguson, and Jim Crow laws

Students will be able to...

- To analyze the role played by events leading to secession (i.e., publication of *Uncle Tom's Cabin*, the election of 1860, Fugitive Slave Act, and John Brown's raid).
- Evaluate the resources of the North and South at the start of the Civil War.
- Analyze Lincoln's famed *Emancipation Proclamation* and *Gettysburg Address*.
- Evaluate Lincoln's legacy, with an emphasis on the Thirteenth Amendment.
- Evaluate and use analysis of primary and secondary sources to support arguments.
- Identify vestiges of slavery that can be found today.

Learning Activities

- A Nation Divided
- Heading to War: Who Should Have Won?
- Lincoln the Orator
- Key Battles of the Civil War: Stations/Small Group Presentations
- Our History of Sacrifice
- Reconstruction, a Long Road
- I Have a Dream
- Culminating Research Project (student-centered)
- Socratic Seminar #5: *Amistad*
- Culminating Inquiry Project

Interdisciplinary Connections

ELA: RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Activity: Determine the meaning of the Emancipation Proclamation, including but not limited to slavery in the border states.

Art: 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Activity: Analyze the Court Ruling scene in the film *Amistad*.

Career Readiness, Life Literacies, and Key Skills

Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.1:

Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will evaluate the resources and leadership of the North and South heading toward the Civil War.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Students will assemble a Union or Confederate team based on the resumes and qualifications of various politicians, generals, and citizens.

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. Activity: Review the Commerce Compromise and relate it to the business of the slave trade in 1839 (Amistad).

Computer Science and Design Thinking

Core Idea: Data can be used to make predictions about the world. Activity: Analyze data (e.g., demographics and resources) for the Union and the Confederacy to predict the outcome of the Civil War.

Assessment Evidence

Formative:

- One-Minute Papers: Underground Railroad
- 3-2-1 Countdown: North v. South Resources

Summative:

- Fill-in: Events Leading to the Civil War
- Matrix: Civil War Battles
- Short Answer: History of Sacrifice
- Civil War Assessment
- Inquiry Project Product

Benchmark:

- Scored Discussion Rubric: Amistad

Alternative:

- Collaborative Analysis: Lincoln's Speeches (excerpts)
- Visual Representation: I Have a Dream

Resources

Core Materials:

History Alive: The United States Through Industrialism

Supplemental Materials:

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Primary Sources:

[Voices Remembering Slavery: Freed People Tell Their Stories](#)

[The Incomplete Legacy of Gordon](#)

Secondary Sources:

[Amistad \(Victory Scene\)](#)

['Amistad' omits some truths that must be told](#)

Technology:

Google Classroom tools

Chromebooks

Smartboard

Assessment Sources:

[A Framework for Teaching American Slavery](#)

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections: District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey’s curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.