| Wall Township Public Schools | Board Approval Date: August 19, 2025 |
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**Course Title:** 6th Grade Social Studies

**Course Description:** This class is an in-depth study of the time period in U.S. History from Pre-Revolutionary America to 1870. Students will discuss the thirteen colonies, the role of independence from Great Britain, American Revolution, Constitution, the Early National period, the issue on slavery including the Civil War and Reconstruction. Political, economic and social aspects of the era are included as topics for discussion. Additional outside readings and research papers are integral components of the course.

## New Jersey Student Learning Standards

### Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set

forth in the New Jersey Student Learning Standards.

## 2020 New Jersey Student Learning Standards for Social Studies

### Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. 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 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 New Jersey 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. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

### Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

### Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;

- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

## Course Sequence & Pacing

| Unit Title | Estimated Number of Instructional Periods |
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| **Unit 1 The Revolution:** This unit examines how political, economic, and geographic factors contributed to growing tensions between Great Britain and the American colonies and ultimately led to the American Revolution. Students will explore the development and regional characteristics of the 13 Colonies while building geographic and map-reading skills to understand how location and resources influenced colonial life. The unit examines the French and Indian War and the political and economic policies that followed, analyzing how disputes over taxation, representation, and political authority contributed to the movement for independence. Students will study the Declaration of Independence, major events of the | 24 |

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| Revolutionary War, and the factors that contributed to the American victory. Through historical analysis and connections to current events, including September 11, students will also consider broader themes of conflict, national identity, security, patriotism, and the ways significant events shape the United States. | |
| **Unit 2 The Constitution:** This unit examines the fundamental principles and structures established by the United States Constitution and how they continue to shape American government today. Students will analyze the strengths and weaknesses of the Articles of Confederation and explore how those challenges led to the Constitutional Convention and the creation of a stronger federal government. The unit examines the debates between Federalists and Anti-Federalists, including differing perspectives on federal power, states' rights, and individual liberties. Students will develop an understanding of the Constitution, Bill of Rights, separation of powers, checks and balances, federalism, and individual rights. Through connections to Constitution Day and current events, including September 11, students will consider how constitutional principles are applied to contemporary issues and evaluate the ongoing balance between individual freedoms, national security, and governmental authority. | 12 |
| **Unit 3 The New Nation:** This unit examines the development of the United States government and the challenges faced by the new nation during the Early Republic. Students will explore the presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and John Quincy Adams, analyzing how their domestic and foreign policies shaped the growth of the country. The unit examines Hamilton's economic plan, the emergence of political parties, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, and the Era of Good Feelings as important developments in establishing the nation's political and economic identity. Students will also analyze landmark Supreme Court cases, including *Marbury v. Madison* and *McCulloch v. Maryland*, to understand how the judicial branch expanded federal authority and defined constitutional powers. Through connections to current Supreme Court cases, students will | 36 |

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| evaluate how decisions and debates from the Early Republic continue to influence American government, constitutional interpretation, and public policy today. | |
| **Unit 4 Expansion (1801–1832):** This unit examines the political, economic, and territorial changes that transformed the United States during the early to mid-19th century. Students will explore the rise of Jacksonian Democracy, the elections of 1824 and 1828, and growing debates over federal and state authority through events such as the Nullification Crisis and Tariff of Abominations. The unit examines the consequences of the Indian Removal Act of 1830 and the Trail of Tears, including the impact of federal policies and westward settlement on Indigenous peoples. Students will analyze Manifest Destiny and westward expansion through the Oregon Trail, the Texas-Mexican War, and the Gold Rush, considering how territorial growth created opportunities for some while causing displacement and conflict for others. The unit also explores the expansion of slavery and resistance through the Underground Railroad, as well as the ways industrialization, immigration, and transportation contributed to growing regional tensions. Connections to current events involving Indigenous peoples and Veterans Day will encourage students to consider how the events and policies of this era continue to influence American identity, citizenship, and society. | 20 |
| **Unit 5 Reform Movements (1801–1861):** This unit examines the religious, social, economic, and political reform movements that transformed the United States during the early 19th century and contributed to growing sectional tensions between the North and South. Students will explore the influence of the Second Great Awakening on reform efforts, including movements to improve public education, abolish slavery, and expand women's rights. The unit examines the beginning of the Industrial Revolution and analyzes how differences in the economies, labor systems, and societies of the North and South contributed to increasing sectionalism. Students will also investigate the expansion of slavery and the Missouri Compromise of 1820 as an attempt to address growing political conflict over slavery in new states and territories. Through connections to current issues of social injustice, students will consider how individuals and | 16 |

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| groups have challenged inequality and worked to create political and social change throughout American history. | |
| **Unit 6 Civil War (1850–1865):** This unit examines the political, economic, and social divisions that led to the Civil War and the lasting impact of the conflict on the United States. Students will analyze growing sectional tensions surrounding slavery and territorial expansion through events such as the Compromise of 1850, Kansas-Nebraska Act, Dred Scott decision, Lincoln-Douglas debates, Harpers Ferry, and the Election of 1860. Students will explore the collapse of the Union, the emergence of the Republican Party, and the perspectives of different groups during this period, including the continued efforts of the women's reform movement. The unit examines major Civil War battles, the Emancipation Proclamation, the contributions of the 54th Massachusetts Regiment, the Gettysburg Address, and Lincoln's assassination to understand how the war transformed the nation and the institution of slavery. Through connections to Asian American and Pacific Islander heritage and Memorial Day, students will also consider the contributions and sacrifices of diverse groups in American history and the ways the Civil War continues to shape national identity and remembrance. | 22 |
| **Unit 7 Reconstruction (1865-1877):** This unit examines the challenges of rebuilding and reunifying the United States following the Civil War and the lasting political, economic, and social impact of Reconstruction. Students will analyze the 13th, 14th, and 15th Amendments and evaluate how they abolished slavery, established citizenship and equal protection under the law, and expanded voting rights. The unit explores competing Reconstruction plans, the creation of the Freedmen's Bureau, and the conflict between Congress and President Andrew Johnson that ultimately led to his impeachment. Students will investigate the challenges facing the Southern economy after the war and examine new opportunities as well as continued barriers experienced by formerly enslaved people, women, and children. Throughout the unit, students will evaluate the successes and limitations of Reconstruction and consider how the | 14 |

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| policies and constitutional changes of this period continue to influence civil rights, citizenship, equality, and the role of the federal government today. | |

# Unit 1

## Desired Results

**Unit 1 Title:** Revolutionary War

**Unit Summary:** Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

## Learning Standards

**NJSLS:**

6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.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.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.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.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.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as

president allowed for the establishment of American democracy.
6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.HistoryUP.3.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.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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

**Interdisciplinary Connections:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Holocaust and Amistad:**

6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.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.

| Learning Targets | |
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| **Unit Essential Questions:**<br>• What is latitude/longitude? What is the equator and prime meridian? How is climate identified in hemispheres?<br>• What are the three regions of the 13 colonies, and how do they differ?<br>• What are the long term effects of the French & Indian War?<br>• How was it possible for the American Patriots to gain their independence from the powerful British Empire?<br>• How does conflict build up over time?<br>• Why are natural rights essential to humanity?<br>• What ideas and/or philosophies about government were expressed in the Declaration of Independence?<br>• How does economics correlate with politics?<br>• Why do rules, laws, and government not always align with the common good? How can this be changed?<br>• What role did key individuals play in the Revolutionary War?<br>• What were some of the key events that occurred during the Revolutionary War period? | **Unit Enduring Understandings:**<br>• Understand why latitude and longitude help to identify location of regions and colonies<br>• Understand the differences between each colonial region and how it affects the economy and way of life.<br>• The war marked another seven-year long struggle between Britain and France and ultimately led to taxation of the colonists.As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.<br>• How the Americans' disadvantages caused them to become more effective and successful in outcome of the American Revolution because they had the heart and passion to overcome<br>• The road to the Revolution were events that led to the colonists declaring independence.<br>• Colonists saw British efforts to increase control over the colonies as violations of their rights. Many colonists organized to oppose British policies.<br>• The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. |

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| • How was it possible that American Patriots gained their independence from the powerful British Empire? | • Strong economic growth typically translates to high job creation, stronger wage growth, better financial market performance, and higher corporate profits.<br>• Rules, laws and government do not always align with the common good. Governments give business and society the stability of knowing that all rights are respected and protected.<br>• Many individuals played important roles in shaping events of the American Revolution.<br>• Key events shaped the Revolutionary War.<br>• The establishment of the Continental Army, the printing of the continental currency, the recommendation that the colonies draft new constitutions, the pursuance of an alliance with France, the disavowal of parliament were agreed upon at the Constitutional convention. |
| **Vocabulary:** latitude, longitude, equator, prime meridian, boycott, propaganda, massacre, repeal, ratified, consensus, prohibit, influential, militia, minutemen, patriots, loyalists, mercenaries, blockade, traitor, preamble, inalienable rights, natural rights, ensure, siege, ratify, embargo | |
| **Students will be able to:**<br>• Identify and label parts of a map<br>• Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.<br>• Analyze and Understand the French and Indian War and its outcome.<br>• Examine Political Cartoons.<br>• Analyze the reasons behind British efforts to raise taxes on colonists and the sparked protest throughout the colonies. | |

- Identify the many acts that were being placed on the colonists and explain the reasons for the acts.
- Examine British efforts to raise taxes on colonists sparked protest.
- Analyze The Boston Massacre caused colonial resentment toward Great Britain.
- Describe in detail how the colonists protested the British tax on tea with the Boston Tea Party.
- Explain why Great Britain responded to colonial actions by passing the Intolerable Acts.
- Examine a series of Document Based Questions regarding the 13 Colonies and the road to Revolution.
- Analyze The First Continental Congress and how they demanded certain rights from Great Britain.
- Explain the events that sparked the American Revolution.
- Analyze why Bunker Hill/Breed's Hill was an important location for the colonists.
- Analyze Thomas Paine's Common Sense and how it led many colonists to support independence.
- Explain why Colonists had to choose sides when independence was declared.
- Analyze the Declaration of Independence and how it starts to shape a nation.
- Explain why the Battle of Yorktown was ultimately so critical to American independence
- Discuss the role France and its navy played in aiding the American cause against the British Explain the Treaty of Paris of 1783 and who did or did not benefit from its signing.
- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities:**

- Analyze political documents including the Declaration of Independence
- Discuss the role of Women during the Revolution
- Analyze the role Native Americans played during the Revolution and their relationship with Britain
- Analyze the contributions of Hispanic and Latino's in the American Revolution.
- Analyze Brainpop Video of the Causes of the American Revolution
- Analyze Primary and Secondary Sources from Native Americans.
- Research Battles of the American Revolution
- Analyze New Jersey's role in the war and the American Revolution Battles that occured in New Jersey.
- Join or Die: Political Cartoon Analysis
- Understanding the French and Indian War and how it lead to changes in policies

- Analyze the Declaration of Independence for it's founding principles.
- Evaluate General George Washington's effectiveness during the Revolutionary War.
- Discuss & Analyze George Washington's disability - dyslexia
- Evaluate primary sources for Content, Historical context, Intended audience, Point of View, Purpose and Opposing viewpoints. (CHIPPO)
- Examine the system slavery on the political and economic expansion of the United States.
- Answer Document Based Questions (DBQ)
- Political Cartoon Analysis
- Discuss the strengths and weaknesses of the British and Americans armies.
- Compare and Contrast the Roles of Women During the American Revolution
- Discuss Debrorah Sampson, the first female to enlist as a male in the Continental Army.
- Examine the roles of the Native Americans and African Americans during Early America.
- Analyze what the treaty of Paris accomplished
- Discuss why the Treaty of Paris took two years to sign after the war.
- Analyze Join or Die Political Cartoon
- Create a political cartoon depicting Washington, Jefferson and Hamilton

## Assessment Evidence

**Formative Assessments:**

13 Colonies Quiz

American Revolution Battles Project

Famous Woman of the Revolution Research

Abigail Adams Reading Check Quiz

Reading Comprehension Quizzes

Brainpop Video Quizzes

**Summative Assessments:**

Revolutionary War Common Assessment

Constitution Common Assessment

Narrative Writing: Write a letter home to a family member in England from a colonist's perspective. Explain what their new life was like in the "New World" from one of the three regions.

**Common Benchmark Assessments:**

Era 3 Common Assessments

**Alternative Assessments:**

Explanatory Essay and Current Events: Summative

Transfer Tasks: Written

Persuasive Essay Boston Tea Party – Patriotism or Vandalism?

Reenactment Performance- Revolutionary War Play

Dramatization Simulations of the Continental Congress Advertisement Project

Analyze Common Sense and the Declaration of Independence.

## Core Instructional & Supplemental Materials

- My World Interactive:American History
  - Chapters : Topic 3:The Revolutionary Era- Lesson 1-7
    - Lesson 1: Geography and Map Skills
    - Lesson 2: 13 Colonies and Regions
    - Lesson 3: French and Indian War
    - Lesson 4: Growing Resentment Against Britain
    - Lesson 5: Taking Up Arms
    - Lesson 6: The Move Toward Independence
    - Lesson 7: Winning Independence
- Articles
  - Hispanic Heritage Month (Sept)

    - Specific articles related to the content.
- IXL
    - Reading Maps
    - Identify Latitude and Longitude
    - Physical Geography
    - Colonies
- Wonderopolis
    - When Were The Salem Witch Trials?
    - What are Checks and Balances?
    - How many Judges on the Supreme Court?
    - Do kids have rights?
- BrainPop
    - French and Indian War
    - Declaration of Independence
    - Constitution
    - Articles of Confederation
- My World Interactive: Active Journal
    - Page 62: Take Notes-George Washington and the French and Indian War
    - Page 63: Practice Vocabulary-Treaty of Paris
    - Page 66: Make a Timeline
    - Venn Diagrams
- Graphic Organizers
- Political Cartoons
    - French and Indian War

**Accommodations and Modifications:**
**Students with Disabilities, English Language Learners,**

## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 2

## Desired Results

**Unit 2:** The Constitution

**Unit Summary:** The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

## Learning Standards

**NJSLS:**

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

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.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.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

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

contradicted American ideals.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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

**Interdisciplinary Connections:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Holocaust & Amistad:**

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

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights

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

| Learning Targets | |
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| **Unit Essential Questions:** | **Unit Enduring Understandings:** |

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| • How did America's pre-Revolutionary relationship with Britain influence the structure of the first national government?<br>• What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?<br>• How did the delegates to the Constitutional Convention balance competing interests?<br>• What compromises were reached at the Constitutional Convention?<br>• What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates?<br>• Who were the leading Federalists and Anti-Federalists?<br>• How did Americans create a national government that respected both the independence of states and the rights of individuals?<br>• How did Chief Justice John Marshall contribute to the growth of the United States Supreme Court's importance in relation to the other branches of the national government?<br>• How has our 220-year-old Constitution remained a living document?<br>• What are the fundamental principles underlying the Constitution? | • During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.<br>• The Articles of Confederation created a weak national government and there were many weaknesses in the Articles of Confederation including the Virginia Plan and the New Jersey Plan.<br>• The Constitution created a new, stronger government that replaced the Confederation<br>• The development of the Constitution of the United States was significant to the foundation of the American republic.<br>• Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.<br>• George Washington and Alexander Hamilton were leading Federalists and Thomas Jefferson and Patrick Henry were leading Anti-Federalists.<br>• The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.<br>• Important legal precedents established by the Marshall Court strengthened the role of the United |

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- What are the rights and responsibilities of citizens?
- How does the government established by the Constitution embody the purposes, values and principles of the American Dream?
- How can a government decision be based on a Constitution that does not explicitly state the answer?

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States Supreme Court as an equal branch of the national government.

- American liberties are protected by the U.S. Constitution and a Bill of Rights
- Clear definition and a system of checks and balances help three branches of government share power
- Twenty-seven amendments, including the Bill of Rights, protected individual rights, and the common good.
- The Ancient Roman and Enlightenment influences on American Democracy.
- The three branches of government: legislative, judicial and executive.

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<tr>
<td colspan="2">Vocabulary:<br>Constitution, Bill of rights, impressment, treaty, Articles of Confederation, ceded, privatized, Northwest Ordinance, depression, Shay's Rebellion, Constitutional Convention, legacy, Virginia Plan, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, ethical, moral, republic, civic, dictatorship, free enterprise, separation of power, Federalist, Anti-Federalist, Federalist Papers, amendment, statute, liberty</td>
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<tr>
<td colspan="2">Students will be able to:

- Explain the origins of the Constitution, including the Articles of Confederation
- Identify the major compromises necessary to produce the Constitution
- Analyze the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today.
- Analyze each article of the Constitution.
- Examine the significance of the Bill of Rights

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- Compare and contrast the Amendments that were significant to the colonists to American citizens today.
- Evaluate how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.
- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities & Differentiation:**

- Compare and contrast the Articles of Confederation to the new "Constitution" of the US.
- Create poster on the three branches of government that creates checks and balances
- Discuss how the ADA protects disabled persons.
- Describe the role of citizens, political parties, interest groups and the media.
- Create a simulation on a current event, where students will assume one of these roles
- Analyze the Bill of Rights
- Challenge students to identify the Bill of Rights by using a whiteboard to analyze different situations
- Compare and contrast the Articles of Confederation and the Constitution of the United States
- Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- Create a Venn Diagram on the Virginia and New Jersey Plans
- Analyze the electoral college and why the population must be included.
- Analyze the 3/5 Compromise

## Assessment Evidence

**Formative Assessments:**

DBQ Writing: Why was the US Constitution written, and how does it protect people's rights?

Constitution Internet Scavenger Hunt

Constitution: Escape Room

Three Branches of Government Quiz-Building the Branches of Government Art Project

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| Bill of Rights -Scenarios-What Bill of Right is it Reflecting? |
| **Summative Assessments:**<br>Constitution Common Assessment |
| **Common Benchmark Assessments:**<br>Era 3 Common Assessments |
| **Alternative Assessments:**<br>Write an essay on one of the following topics: voting rights, civil rights, Pledge of Allegiance, Religion in schools, or one of the freedoms guaranteed in the Bill of Rights. |

## Core Instructional & Supplemental Materials

- Topic 4 :A Constitution for the United States- Lessons 1-7
  - Lesson 1: A Weak Confederation
  - Lesson 2: Drafting a Constitution
  - Lesson 3: Ideas that Influenced the Constitution
  - Lesson 4: Federalists, Antifederalists and the Bill of Rights
  - Lesson 5: Understanding the Constitution
  - Lesson 6: Federalism and Amendments
  - Lesson 7: Citizen's Rights and Responsibilities
- Articles
  - Current Event Articles: Upcoming Elections(Nov.): Who is running in our local?
  - Specific articles related to the content.
- IXL
  - Checks and Balances
  - State and Local Government
  - Purposes of Government
  - Constitution
  - Bill of Rights/Amendments

- Citizenship: Rights and Responsibilities
- BrainPop
  - The US Constitution
- US Presidents- History Channel DVD
  - George Washington
- My World Interactive: Active Journal
  - Page 77- Map Skills
  - Page 80- Investigate: Connect to Alexander Hamilton, The Virginia Plan and Representation in Congress
- Venn Diagrams
  - Compare and Contrast Anti-Federalist to Federalist
- Graphic Organizers
  - Page 83: Examine Primary Sources-Should Representation in the Senate be Based on Population?

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 3

## Desired Results

**Unit 3:** The New Nation

**Unit Summary:** Disputes over political authority and economic issues contributed to a movement for independence in the colonies.The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

## Learning Standards

**NJSLS:**

6.1.8.CivicsPI.3.a:Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.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.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion 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.
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.1.8.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 the federal government.
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.

## Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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

**Interdisciplinary Connections:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Holocaust & Amistad:**

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

## Learning Targets

**Unit Essential Questions:**

- Why did competing political parties develop during the 1790s?
- What factors influenced American westward movement?
- What were the causes of the War of 1812?
- In what ways did political democracy change in the years following the War of 1812?
- What issues divided America in the first half of the nineteenth century?

**Unit Enduring Understandings:**

- Different views of economic and foreign policy issues led to the development of the first American political parties.
- Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.
- The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization.

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| | • Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.<br>• Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many Indians to reservations. |
| **Vocabulary:** Civilian, popular sovereignty, bills, veto, impeach, infrastructure, political parties, liberties, citizen, patriotism, jury duty, tariff, precedent, neutral, unconstitutional | |
| **Students will be able to:**<br>• Explain the principles and issues that prompted Thomas Jefferson to organize the first opposition political party<br>• Identify the key issues of the election of 1800.<br>• Identify the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians<br>• Examine the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation<br>• Analyze the significance of the Monroe Doctrine and American foreign policy<br>• Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created. | |
| **Learning Activities & Differentiation:**<br>• George Washington set “Precedent” for future presidents.<br>• Analyze the importance of having a debate on whether a central bank in the US is needed.<br>• Discuss the importance of creating a strong navy.<br>• Investigate the first military disability law signed by John Adams in 1798.<br>• Create, using google slides, slides on what makes a good citizen in the US.<br>• Take the US citizen test | |

- Analyze how political parties were created.
- Summarize the Alien and Sedition Acts and why they were so unpopular
- Determine the role of political parties in forming our government.
- Create a political cartoon depicting Washington, Jefferson and Hamilton
- Create A Venn Diagram on Federalists and Anti-Federalist
- Analyze the importance of the Louisiana Purchase
- Define Impressment of sailors
- Discuss the cost of forming a new nation
- Discuss the importance of the central bank of the US.
- Discuss the role that African Americans played on plantations in the southern states
- Analyze the “sectionalism” beginning to occur in regions of the US
- Determine the role of political parties in forming our government.
- Compare and contrast the Articles of Confederation to the Constitution of the US
- Create A Venn Diagram on Federalists and Anti-Federalist
- Reflect on George Washington’s Farewell Address and how it impacted the future of the US
- Discuss the importance of the Monroe Doctrine and its effects on foreign policy.
- Examine the Supreme Court cases of Marbury vs Madison and McCulloch vs Maryland.
- Make connections to real world events with current events.

## Assessment Evidence

**Formative Assessments:**

Student created political cartoons

Quiz Analyze the Monroe Doctrine Political Cartoons

Alexander Hamilton Scavenger Hunt

Venn Diagrams

**Summative Assessments:**

The New Nation Common Assessment

DBQ Writing: How Did Marbury v. Madison and McCulloch v. Maryland Strengthen the Power of the U.S. Government?

Informational Writing: Write a news article on one event during the War of 1812 (student choice)

**Common Benchmark Assessments:**

Era 3 Common Assessments

**Alternative Assessments:**

Create a political cartoon depicting George Washington, Thomas Jefferson and Alexander Hamilton's Relationship

## Core Instructional & Supplemental Materials

- Topic 5:The Early Republic- Lessons 1-6
  - Lesson 1:Washington's Presidency
  - Lesson 2:A Two-Party System Develops
  - Lesson 3:Presidents Adams and Jefferson
  - Lesson 4:A Changing Nation
  - Lesson 5: Madison and the War of 1812
  - Lesson 6: Monroe's Presidency and Everyday Life
- Articles:
  - Indigenous Peoples' Day (Dec), Martin Luther King Jr. (Jan)
  - Specific articles related to the content.
- IXL
- Articles of Confederation
- Constitutional Convention
- First Party System
- Federalists and Democratic-Republicans
- Wonderopolis

    - What is the war of 1812?
- BrainPop
    - War of 1812
    - Monroe Doctrine
- US Presidents- History Channel DVD
    - John Adams
    - Thomas Jefferson
    - James Madison
    - James Monroe
- My World Interactive: Active Journal
    - Page 116- A Two Party System Develops
    - Page 118- Taking Sides-Two Party System
    - Page 120- Practice Vocabulary
    - Page 124- Madison and the War of 1812
- Venn Diagrams
    - NJ/VA Plan
- Graphic Organizers
    - Page 126- Monroe's Presidency and Everyday Life
- Political Cartoons
    - "Hands Off" -Monroe Doctrine

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 4

## Desired Results

**Unit 4:** Expansion

**Unit Summary:** Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

## Learning Standards

**NJSLS Standards:**

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period

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

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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

### Interdisciplinary Connections

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Learning Targets

**Unit Essential Questions:**

- How do policies such as Indian Removal, Manifest Destiny, and slavery conflict with the U.S. Constitution and Revolutionary principles?
- Why did people move westward?
- How did the railroad change travel?
- What should all citizens have the right to vote?
- Is the Bank of the US constitutional?

**Unit Enduring Understandings:**

- Policies were created in the US conflicted with the US Constitution and principles from Revolutionary times.
- In the early 1800s, nearly all Americans lived east of the Appalachian Mountains. People left their homes and risked moving to the untamed West.
- By the middle of the 1800s, the US extended west from the original 13 colonies on the East Coast, reaching from the Atlantic to the Pacific. As new lands were acquired, explorers paved the way for settlers from the East.

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| | • Railroads allowed Americans to expand westward and settle new land.<br>• Students will understand that “all men were created equal.” Students will discuss whether men also include women.<br>• Hamilton created the first bank of the US to ensure a stable US economy. The first charter expired in 1811, but President Madison endorsed the renewal in 1816 following the War of 1812. The Second Charter expired under president Andrew Jackson. |
| **Vocabulary:** Suffrage, majority, Whig Party, Democratic Army, spoils system, veto, perceive, states rights, Nullification Act, depression, caucus, nominating convention, implicit, speculation, frontier, Worcester v. Georgia, Indian Removal Act, Indian Territory, Trail of Tears, acquire, exceedingly, revenue, flat boat, Erie Canal, National Road, Oregon Country, Oregon Trail, dictator, Alamo, siege, Manifest Destiny, Treaty of Guadalupe-Hidalgo, Mexican Cession, forty niner, abolitionist, nationalism, sectionalism, patriotism | |
| **Students will be able to:**<br>• Describe the causes and effects of Jacksonian democracy.<br>• Analyze how Jackson changed the country.<br>• Describe how Jackson and his opponents clashed over the issues of nullification and states’ rights.<br>• Explain why Americans disagreed about the banking system.<br>• Identify how economic issues impacted the election of 1840<br>• Analyze how Indian Removal changed the country. | |

- Explain what the frontier meant to the nation in the first half of the nineteenth century.
- Explain the conflict over land occupied by Native Americans between the Appalachians and Mississippi.
- Describe how the Westward movement changed family life.
- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities & Differentiation:**

- Analyze Primary and Secondary Sources
- Summarize the Spoils system and how Jackson used this on a national level
- Compare and contrast the Democratic Party to the Whig Party
- Analyze the Nullification Crisis
- Compare and contrast forms of government and how different presidents have different ideas.
- Analyze Political Cartoons on Andrew Jackson.
- Analyze Jackson's campaign to expand voting rights westward to include all white men.
- Discuss the importance of Westward Expansion and how it affected the Native Americans and settlers
- Indian Removal Act Gallery Walk on Perspectives from Cherokee, Andrew Jackson and from Supreme Court
- Discuss the outcome of Jackson's attack on the National Bank
- Discuss the Panic of 1837
- Decipher the Manifest Destiny political cartoon and James Polk's mission to expand westward.
- Create a map that outlines the Texas Annexation.
- Complete a webquest on the Mexican American War.
- Explain the importance of the Erie Canal and its connection to NYC for trade purchases and the growth of a nation.
- Discuss the importance of the Delaware River, Hudson River, Susquehanna River and Mississippi River and its usefulness towards trade.

## Assessment Evidence

**Formative Assessments:**

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| King Jackson Political Cartoon Analysis<br>Reading Comprehension Quizzes<br>Brainpop Video Quizzes- Andrew Jackson<br>Indian Removal Gallery Walk<br>Manifest Destiny Political cartoon Analysis |
| **Summative Assessments:**<br>Age of Jackson Common Assessment<br>Westward Expansion Common Assessment<br>DBQ Writing: What Was Manifest Destiny, and How Did It Change the United States? |
| **Common Benchmark Assessments:**<br>Era 4 Common Assessments |
| **Alternative Assessments:**<br>Andrew Jackson; Loved or Hated?<br>Gallery Walk: Jacksonian Era |

## Core Instructional & Supplemental Materials

- Topic 6: The Age of Jackson and Westward Expansion
  - Lesson 1: Jackson Wins the Presidency
  - Lesson 2: Political Conflicts and Economic Crisis
  - Lesson 3 :Conflict with American Indians
  - Lesson 4: Westward Movement
  - Lesson 5: Settling Oregon Country
  - Lesson 6: New Spain and Independence for Texas
  - Lesson 7: Manifest Destiny in California and the Southwest
- Articles
  - African-American Heritage Month (Feb),

- IXL
    - Jacksonian Democracy
    - Tariff and Nullification Bank War
    - Indian Removal and the Trail of Tears
    - Louisiana Purchase
- Wonderopolis
    - What was the Trail of Tears?
- BrainPop
    - Political Party Origins
    - Oregon Trail
    - Andrew Jackson
    - Trail of Tears
    - Westward Expansion
    - Gold Rush
- US Presidents- History Channel DVD
    - John Quincy Adams
    - Andrew Jackson
    - Martin VanBuren
- My World Interactive: Active Journal
    - Page 130- Why do People move?
    - Page 131-Map Skills
    - Page 132-Mexican American War
    - Page 137-Analyze Primary Sources
- Venn Diagrams
    - Andrew Jackson-Loved and Hated?
- Graphic Organizers
    - Page 140- Take notes-Cause and Effect-Jacksonian Democracy
- Political Cartoons

- Andrew Jackson-Attack on the National Banks
- Andrew Jackson-King Jackson
- Andrew Jackson-To the Victor Belong the Spoil

## Accommodations and Modifications:
## Students with Disabilities, English Language Learners,
## Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

# Unit 5

## Desired Results

**Unit 5:** Reform Movements

**Unit Summary:** Religious, economic, political, and social reform movements dominated the early part of the 17th century in the United States culminating increased regional tensions between the North and South.

## Learning Standards

**NJSLS:**

6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.CivicsHR.3.cConstruct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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| 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact. 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. |
| **Interdisciplinary Connections:**<br>RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br>RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.<br>RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.<br>W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.<br>W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.<br>W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Holocaust & Amistad:**<br>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.<br>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. |

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.CivicsHR.3.cConstruct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

## Learning Targets

**Unit Essential Questions:**

- Why was there a need to reform society in the 1800's?
- Why was there a growing divide between the north and South?
- How were different classes of people and minorities affected by new inventions and technology?
- How did Isolationism affect the US relationship with other countries?
- Why was the abolitionist movement significant?
- Why did immigrants come to the United States?
- How does slavery contradict American ideals?

**Unit Enduring Understandings:**

- The Second Great Awakening led to the emancipation of women, and the founding of many universities. Education reform was necessary for all children to attend school and the abol;itioist movement tried to end slavery in the southern states.
- The sectional difference in the North and South's economies.
- Women, children and minorities were not being treated equally in the United States.
- Isolationism limited all trade with other countries and kept the US focused inward.
- The abolitionist movement helped to free slaves in the southern states via the underground railroad and published written works.
- Immigrants came to the US seeking a better life and economic opportunity.
- Slavery contradicts the idea that "All men are created equal."

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| **Vocabulary:** Industrial Revolution, scarcity, urbanization, strike, trade union, famine, artisan, discrimination, Know Nothing Party, boom, cultivate, cottonocracy, slave code, cash crop, abolitionist, underground railroad, civil disobedience, Second Great Awakening, social reform, women's rights movement, Seneca Falls Convention, temperance movement, individualism | |
| **Students will be able to:**<br>• Explain how work changed between 1800 and 1850.<br>• Compare what family life was like in different regions of the country between 1800 and 1850.<br>• Identify the impact of the Industrial Revolution on working conditions, social classes, and daily life.<br>• Describe how technological change affected the economy of the North.<br>• Describe how steam power affected the Industrial Revolution.<br>• Describe what family life was like in the cities.<br>• Describe the impact of the Industrial revolution on working conditions and social classes.<br>• Discuss how discrimination affected African Americans in the North.<br>• Describe how the invention of the cotton gin affected the southern economy.<br>• Analyze the impact of slavery on the US.<br>• Summarize how enslaved people lived during this time.<br>• Describe how slaves resisted<br>• Describe how people worked to end slavery.<br>• Discuss the opposition those people discussed<br>• Explain how the Underground Railroad functioned.<br>• Describe the different points of view of interested groups on abolition.<br>• Discuss how political and religious trends sparked reform movements.<br>• Summarize how the women's rights movement began.<br>• Identify what effect the women's rights movement had on opportunities for women.<br>• Identify the themes American painters pursued in the early to mid-1800s. | |

- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities & Differentiation:**

- Analyze the women's rights movement
- Analyze equal education
- Discuss how women entered the workforce
- Analyze abolitionist movement
- Summarize how the north was thriving in industry and the south was getting rich on the backbone of slaves.
- Analyze the Missouri Compromise of 1820
- Create a map that identifies territory of the US
- Analyze a map for the North v. South during sectionalism
- Industrial Revolution Invention Stations (cotton gin, loom, etc.)
- Students will participate in a factory life simulation.
- Students will encounter different pay rates for men, women, children, and minorities and discuss these equality issues.
- Analyze the relationships with other nations on trade and tariffs.
- Discuss American Foreign Policy known as Isolationism.
    - 1823 - President Monroe affirms the United States will avoid conflict with Europe
    - Late 1800s - Americans affirm belief in "manifest destiny" - saying it was the United States' duty to push west and conquer new land.
- Analyze primary sources- Dear Harriett
- Discuss how Americans in the north have a moral obligation to end slavery
- Analyze how NJ became a rest stop or key access point along the road to freedom for slaves.
- Write a letter as an abolitionist who is fighting to free the slaves.
- Write a letter as a slave fighting for freedom
- Document Based Inquiry-Slavery and Abolition
- Summarize the divide forming between the North and South
- Analyze the impact of immigration and social reform movements.

- Discuss the first wave of Chinese Immigration into the US and the Chinese Exclusion Act.
- Draw comparisons to immigration today.
- Write an argumentative essay on the violations of human rights on American ideals using the Missouri Compromise as a primary source.

## Assessment Evidence

**Formative Assessments:**

Letter writing from the perspective of a slave/abolitionist - Narrative writing

Industrial Revolution Invention Stations

Industrial Revolution Web Quest

Lifestyles in the North v. South

**Summative Assessments:**

Reform Movements Common Assessment

DBQ Writing: How Did the Abolition Movement Challenge Slavery in the United States?

**Common Benchmark Assessments:**

Era 5 Common Assessments

**Alternative Assessments:**

Analyzing Primary Sources: Dear Harriett

Underground Railroad WebQuest

Railroads- Brainpop Quiz

## Core Instructional & Supplemental Materials

- Topic 7: Society and Culture Before the Civil War
  - Lesson 1: The Industrial Revolution
  - Lesson 2: Industrialization and Immigration

    - Lesson 3: King Cotton and Life In the South
    - Lesson 4: Abolitionism
    - Lesson 5: Reform and Women's Rights
    - Lesson 6: Arts and Literature
- Articles:
    - Women's History Month (March)
    - Specific articles related to the content.
- IXL
    - Industrial and Transportation Revolution
    - Antebellum Reform Movements
    - Antebellum Immigration
- Wonderopolis
    - What was the Industrial Revolution?
- BrainPop
    - Industrial Revolution
    - Women's Suffrage
- US Presidents- History Channel DVD
    - Millard Fillmore
    - Franklin Pierce
    - James Buchanan
- My World Interactive: Active Journal
    - Page 158- Why is culture important?
    - Page 159-Map skills
    - Page 179- An Echo Across Time-Declaration of Sentiments
- Venn Diagrams
    - Sectionalism-North v. South
- Graphic Organizers
    - Examine Primary Sources-Abolition/Anti-slavery

- Political Cartoons
    - Slaves for Sale- Newspaper Primary Source
    - Fugitive Slave Law

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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**Specific Strategies and Practices that Support Gifted & Talented Students**
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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# Unit 6

## Desired Results

**Unit 6:** Civil War

**Unit Summary:** The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

## Learning Standards

**NJSLS:**

6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryCC5.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.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistpryUP.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).

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

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9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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**Interdisciplinary Connections:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**Holocaust & Amistad:**

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.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistpryUP.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).

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
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| • When is war justified?<br>• How should we handle conflict? | • Explain why conflict arose over the issue of slavery in western territories. |

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| • What were the causes of the Civil War?<br>• What were the major military and political events of the Civil War?<br>• Who were the key leaders of the Civil War?<br>• What characteristics do you think great military leaders need to have?<br>• Why did Southern states secede?<br>• Did any state have a right to leave the Union?<br>• Was Lincoln right to use military force to keep the Union intact?<br>• How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North's war aims?<br>• What was Lincoln's vision of the American nation as professed in the Gettysburg Address? | • War can be justified if a compromise can not be met.<br>• Explain how the Compromise of 1850 tried to resolve the issue of slavery.<br>• Analyze the divide between the North and South and how it began to grow. The north was thriving with industry and the south was struggling on the back bone of slaves.<br>• Analyze how the south seceded from the US and created their own country with its own leaders and Constitution. It was not recognized by foreign nations.<br>• Discuss the key leaders needed to handle conflict in the best interests of the American people. Robert E Lee and Ulysses S Grant were leaders who had different views on our nation's growth.<br>• Discuss the importance of a strong leader.<br>• Analyzing the cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War as southern states began to secede .<br>• Analyze the job of the President which entails keeping the union together.<br>• Summarize how the South feared that the North would take control of Congress, and Southerners |

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| | began to proclaim states' rights as a means of self-protection. The North believed that the nation was a union that could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves. The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax.<br>• The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.<br>• Analyze Lincoln's Gettysburg Address that stated the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation "of the people, by the people, and for the people."<br>• Discuss how Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a "Second American |

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| | Revolution." He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War. |

**Vocabulary:** Missouri Compromise, popular sovereignty, secede, Fugitive, civil war, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, guerrilla warfare, Dred Scott v. Sanford, martyr, treason, arsenal, Republican party, unamendable, Battle of Bull Run, Monitor, Battle of Antietam, Emancipation Proclamation, 54th regiment, habeas corpus, inflation, income tax, siege, Battle of Gettysburg, Pickett's Charge, Appomattox Courthouse

**Students will be able to:**

- Evaluate the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict
- Locate and analyze significant battles during the Civil War;
- Identifying the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass
- Analyze the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address.
- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities & Differentiation:**

- Analyze the role of African Americans in the Civil War. (54th Massachusetts Regiment)
- Compare and Contrast the North and the South through a Multi-lens Venn Diagram.
- Choice Board; Choose a battle from the Civil war to report and present.
- Create a chart of the major battles of the Civil War
- Analyze circle graphs and bar graphs to view casualties of war
- Research important women of the Civil and their roles they played in society (Clara Barton)
- Listen to a Native American Pod-cast
- Compare and Contrast the Gettysburg Address and the Emancipation Proclamation.

- Analyze the effects of each of these historical documents and Lincoln's Legacy today.
- Analyze the strategies of the north (UNION) and south (Confederate) and how location played an important factor in winning the war.
- Discuss how technology played a major factor in the strategies in war (railroad, waterways, minnie bullets, photography, ironclads, etc.)

## Assessment Evidence

**Formative Assessments:**

Emancipation Proclamation and Gettysburg Address CHIPPO Charts

Causes of the Civil War Brainpop Quiz

Civil War Brainpop Quiz

Civil War Weapons and Technology Quiz

Civil War Web Quest

**Summative Assessments:**

Civil War Common Assessment

Civil War Battles Project

**Common Benchmark Assessments:**

Era 5 Common Assessments

**Alternative Assessments:**

Virtual Tour of Gettysburg

Civil War A-Z

## Core Instructional & Supplemental Materials

- Topic 8: Sectionalism and Civil War
    - Lesson 1: Conflicts and Compromises

    - Lesson 2: Growing Tensions
    - Lesson 3: Division and the Outbreak of War
    - Lesson 4: The Course of War
    - Lesson 5: Emancipation and Life in Wartime
    - Lesson 6: The War's End
- Articles
    - AAPI Month (May), Jewish American Heritage Month (May)
    - Specific articles related to the content.
- IXL
    - Gettysburg Address: Source Analysis
    - Causes of the Civil War
    - Slavery in the South
    - Civil War: Bull Run to the Emancipation Proclamation
    - Comparing the North and the South
- Wonderopolis
    - What was the Gettysburg Address?
- BrainPop
    - Abraham Lincoln
    - Causes of the Civil War
    - Civil War
    - Frederick Douglass
- US Presidents- History Channel DVD
    - Abraham Lincoln
    - Andrew Johnson
- My World Interactive: Active Journal
    - Page 184- When is war justified?
    - Page 185- Map Skills
    - Page 186- A Lincoln Website

- Venn Diagrams
  - Robert E Lee v. Ulysses S Grant
  - Missouri Compromise of 1820 v Missouri Compromise of 1850
- Graphic Organizers
  - Take Notes-Differences between the North and South Increases
  - Practice Vocabulary-Battles of the Civil War
- Political Cartoons
  - Storming the Castle- “Old Abe on Guard”
  - An Heir to the Throne- Lincoln and Slavery
  - Lincoln’s Last Warning- Slavery

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# Unit 7

## Desired Results

**Unit 7:** Reconstruction

**Unit Summary:** The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

## Learning Standards

**NJSLS:**

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.

6.1.8.HistoryUP.5.a Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

**Interdisciplinary Connections**

**Career Readiness, Life Literacies, & Key Skills** *(CLKS)*:

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

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

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

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

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

**Computer Science & Design Thinking (***CS & DT***):**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

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

8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.

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

**Interdisciplinary Connections:**

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RLCR.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.MF.6.6. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.IW.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

## Learning Targets

| **Unit Essential Questions:** | **Unit Enduring Understandings:** |
|---|---|
| • Where did the Reconstruction Era have its greatest effect?<br>• How did Reconstruction redefine what it meant to | • Explain why Southern states seceded from the Union following the election of 1860.<br>• Describe the purpose of the Emancipation |

| | |
|---|---|
| be an American?<br>• What economic, political, and social challenges faced Reconstruction governments?<br>• What events led to the end of Reconstruction?<br>• How were the rights of African Americans restricted in the South during Reconstruction and for decades afterward? | Proclamation.<br>• Discuss the immediate and long-term effects that Reconstruction had on African Americans.<br>• Explain African Americans contributions to the war effort in the Union army behind Confederate lines.<br>• Summarize how Uncle Tom's Cabin affects attitudes toward slavery.<br>• Identify the role women played in the war.<br>• Summarize why the Civil War marked a turning point in American history.<br>• Describe the nation's economic, political and social problems after the Civil War<br>• Explaining the assassination of Lincoln and the inauguration of a new President led to conflict.<br>• Discuss how Reconstruction redefined what it meant to be an American.<br>• Summarize the goals of the Freedmen's Bureau.<br>• Discuss the immediate and long-term effects that Reconstruction had on African Americans. |
| **Vocabulary:** Freedman, Reconstruction, amnesty, Freedmen's Bureau, Thirteenth Amendment, black codes, Radical Republicans, Fourteenth Amendment, Fifteenth Amendment, Reconstruction Act, impeach,scalawag, carpetbagger, sharecropper, Compromise of 1877, poll tax, literacy test, grandfather clause, segregation, Jim Crow laws, Plessy v. Ferguson | |

**Students will be able to:**

- Discuss guaranteed rights and other civil rights of African Americans.
- Examine the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States
- Analyze and discuss how Reconstruction redefined what it meant to be an American.
- Summarize the social, economic, and political impact of the war on African Americans, the common soldier, and the home front.
- Apply the vocabulary in student reading, writing, speaking and listening. Classroom Word Wall created.

**Learning Activities & Differentiation:**

- Create a chart on Lincoln's Reconstruction plan and Johnson's Reconstruction plan
- Analyze Congress's decision to impeach Johnson
- Compare and contrast members of the Senate's view on Johnson's Reconstruction plan.
- Discuss the changes made by Johnson from the Freedmen's Bureau Bill.
- Analyze the treatment of African Americans in the South
- Analyze the impact on the economy of slavery ending in the South
- Choice Board; Pick one perspective of the Civil War (Lincoln, Johnson, African Americans, Native Americans, the North or the South)
- Determine the outcome of the 13th, 14th and 15th amendments and how it affected different parts of the country.
- Analyze primary source photos from the Civil War and discuss the multiple perspectives of war.

## Assessment Evidence

**Formative Assessments:**

Students will write a Civil War Newspaper article

Brainpop Quiz on Reconstruction

Reading Comprehension Quizzes

**Summative Assessments:**

Reconstruction Common Assessment

DBQ Writing: Did the 13th, 14th, and 15th Amendments Change Life for African Americans After the Civil War?

**Common Benchmark Assessments:**

Era 6 Common Assessments

**Alternative Assessments:**

Reenactment and Mapping Reenact the Battle of Gettysburg outside.

- Prior to the reenactment, have each student create a map of the battlefield using the lay of the grounds at the school.
- Students may want to wear or create costumes to wear.

## Core Instructional & Supplemental Materials

- Topic 9: The Reconstruction Era
  - Lesson 1: Early Reconstruction
  - Lesson 2: Radical Reconstruction
  - Lesson 3: Reconstruction and Southern Society
  - Lesson 4: The Aftermath of Reconstruction
- Articles
  - LGBTQ & Pride Month
  - Specific articles related to the content.
- IXL
  - The End of Reconstruction and the Rise of Jim Crow
  - The Jim Crow System
  - Radical Reconstruction
- Wonderopolis

- What Does Juneteenth Celebrate?
- BrainPop
  - Reconstruction
  - Jim Crow Laws
- US Presidents- History Channel DVD
  - Abraham Lincoln
  - Andrew Johnson
  - Ulysses S Grant
- My World Interactive: Active Journal
  - Page 210-How should we handle conflict?
  - Page 211-Map Skills
  - Page 212- The End of Reconstruction
  - Page 215- Connect to Frederick Douglass
- Venn Diagrams
  - Radical Reconstruction v. Reconstruction
- Graphic Organizers
  - Debate with a Partner- Wade Davis Bill vs. Ten Percent Plan
  - Draw Conclusions-New Restrictions on African American Rights
- Political Cartoons
  - “The Strong Government, the Weak Government” by J.A.Wales
  - Carpetbaggers

## Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

**Specific Strategies and Practices that Support Students with Disabilities:**

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

**Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

**Students at Risk of Failure**

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

**Students with 504 Plans**

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

**Specific Strategies and Practices that Support Gifted & Talented Students**

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

