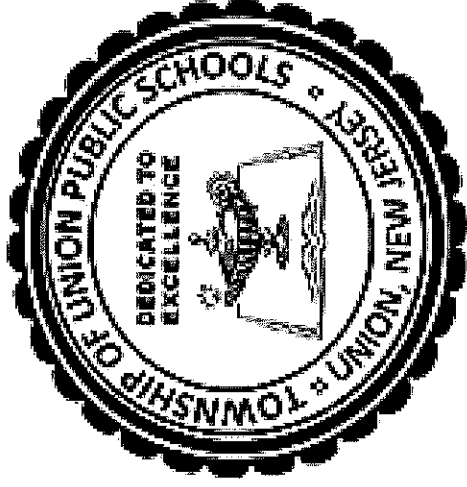


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Grade 8 Social Studies
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course presents U.S. history from a chronological perspective, beginning with pre-Columbian era and ending with Reconstruction. It also addresses geographic, social, political, economic, and multicultural factors that have shaped our unique American character.

The course has four major goals: to provide students with sufficient background knowledge from an economic, political, and social perspective in order to prepare them for high school social studies; to prepare students to participate in American society and government and advocate for social justice; and to facilitate students' acquisition of skills needed to think critically and become life-long learners; and to improve students' research skills to encourage independent thinking.

Instruction emphasizes the development of higher order thinking, analysis and writing as well as building a firm foundation of usable data to interpret current events through the use of technology and primary sources and secondary sources.

Recommended Resources

- *Discovering Our Past: A History of the United States Early Years* by McGraw Hill Education
- Database → EBSCOHost
- Database → <http://online.infobaselearning.com>
- Amistad Commission: <http://www.njamistadcurriculum.net/history/units>
- Caring Makes a Difference: Holocaust Curriculum: www.state.nj.us/education/holocaust/curriculum/
- TIME 100 Photos
- Digital History
- Reading Like A Historian | Stanford History Education Group
- The Gilder Lehrman Institute of American History
- TED ed
- U.S. History Sourcebook - Advanced | CK-12 Foundation
- DocsTeach
- Teaching Hard History | Teaching Tolerance
- CommonLit | Free Fiction & Nonfiction Literacy Resources, Curriculum, & Assessment Materials for Middle & High School English Language Arts
- www.elcivics.com *
- Mc-Graw Hill Ancillary: Multilingual Glossary*
- Mc-Graw Hill Ancillary: Read Strategies and Activities for the Social Studies Classroom*

*ELL resources

New Jersey Student Learning Standards for Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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 implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century 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 citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. 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 New Jersey social studies standards and indicators reflect national and state standards and other documents 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, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

- Unit 1: European Colonization and Life in the Americas
- Unit 2: The American Revolution
- Unit 3: The Constitution
- Unit 4: The Early Republic
- Unit 5: Expansion, Innovation, and Reform
- Unit 6: A Divided Nation and Civil War

Pacing Guide

Unit 1: September – October

Unit 2: November – December

Unit 3: January - February

Unit 4: March-April

Unit 5: April-May

Unit 6: May-June

Unit 1: European Colonization and Life in the Americas

Students are introduced with controversial concepts pertaining to colonization, empires, race, and the intersection of European nations competing for resources and wealth in North and Central America. Students explore for the first time the Atlantic Slave Trade and the the experiences of the Middle Passage, in addition to the cultural forms and development of the early American colonies.

Essential Questions	NJSL Social Studies	Activities	Assessments
1. What is an empire? Why did European nations explore and colonize the Americas? Which areas did each European country colonize?	6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.a	"Creating a Colony" mini project "Plymouth Colony" Chunking and Close Reading	Analysis of Graphic Organizers and Notes Presentations and Class Discussions
2. What is the Columbian Exchange? What were some positive and negative effects of the Columbian Exchange?	6.1.8.A.2.b 6.1.8.A.2.c	Indigenous Peoples Day or Columbus Day Mini-Posters	Debates and Oral Arguments and Listening
3. Explain triangular trade. Why did countries turn to Africa for slave labor? How did the slave trade create a diaspora? Where were slaves brought?	6.1.8.B.2.a 6.1.8.B.2.b	Primary Source and Secondary Source readings on Columbus, the myths, and perspectives from Bartolomeu de las Casas	Colonization and Settlement Unit 1 Test (Open-Ended question format)
4. What were the political, social, and economic factors that caused the colonists to leave Europe and settle in North America?	6.1.8.C.2.a 6.1.8.C.2.b	Writing prompt: Who is responsible for 90-95% of the Native population dying out in the 100 years following	Early New England Colonies Quiz Periodic Vocabulary Quizzes
5. Why did the colonists have an	6.1.8.C.2.c		

<p>opportunity to govern themselves? Who was allowed to participate in government and vote in the British colonies?</p> <p>6. How did demographics (i.e. race, gender, and economic status) play a role in the colonial era in British Colonial America?</p> <p>7. What were characteristics of the three regions (New England, Middle, and Southern) of the British colonies?</p> <p>8. How did the colonists and Native Americans both cooperate and clash with each other throughout this time period?</p> <p>9. Compare the practice of slavery and indentured servitude in the colonies.</p> <p>10. Explain the system of mercantilism. What effect did mercantilism have on economies of the European countries and their colonies?</p> <p>11. How did life in the British colonies compare to life in England?</p>		<p>European conquest?</p> <p>“Where are we From?” Diaspora project</p> <p>Colonies DBQ: Students will work in groups to analyze 6 primary sources relating to the 13 original colonies</p> <p>Indentured Servitude vs. Slavery analysis</p>	
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Unit 1: Key Vocabulary Terms

Content & Academic Vocabulary		People & Groups	Events & Places	Documents & Laws
Primary source Secondary source Indigenous Diaspora Political Social Economic Immigration Emigration Colonies Empire Slavery	Diversity Elite Literacy Mercantilism Persecute Social mobility Bias Import Export Cash crops Charter Dissenter	Taino Bartolome de las Casas Christopher Columbus Lenape Olaudah Equiano Indentured servants John Smith William Bradford John Winthrop Sir Walter Raleigh Pilgrims Puritans Quakers	Columbian Exchange Triangular trade Middle Passage Roanoke Jamestown New England Colonies Middle Colonies Southern Colonies Bacon's Rebellion	Mayflower Compact 17 th Century slave laws Navigation Acts

Unit 2: The American Revolution

Following Unit 1 and the introduction of colonialism and empire building, students are then introduced to how society developed in the original thirteen colonies, particularly in New Jersey, and how European peoples interacted and conflicted with each other and indigenous nations. Students will analyze the role of British government in creating legislation that ultimately led to rebellion and revolution in North America.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. How did life in the British colonies compare to life in England? 2. How did the Great Awakening and Enlightenment movements contribute to the development of democratic ideas? 3. What was Peter Zenger's role in the development of freedom of the press in colonial America? How these ideas are represented today? 4. How did the Ohio River Valley play a role in the French & Indian War? What were the geographic changes after this war (Seven Years War)? 5. What economic policies (taxes, trade) did Parliament create after the French & Indian War? Why? What effect did these have on the colonists? 	<p>6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.B.3.d</p>	<p>CSI: Boston Massacre Group Project Writs of Assistance Chunking Activity Analysis of Propaganda, Primary and Secondary Sources American Revolution DBQ Essay (Analysis of African Americans, Native Americans, and Women during</p>	<p>"Causes of the Revolution" Quiz (open-ended question format) Peer Review of DBQ (5 Paragraph) American Revolution Essay Colonial Newspaper or Mini-Poster (for Research Project) Periodic Vocabulary Quizzes</p>

<p>6. How did the Proclamation of 1763 affect the relationship between Europeans and Native Americans in North America?</p> <p>7. How did colonists protest both peacefully and violently against Parliament's policies 1760s and 1770s? What was meant by the phrase "no taxation without representation"?</p> <p>8. What is propaganda and how was it used to rally colonists against Britain?</p> <p>9. How did the writs of assistance violate the natural rights described by John Locke?</p> <p>10. What are some of the grievances mentioned in the <i>Declaration of Independence</i>? What Enlightenment principles are included in the <i>Declaration</i>? How effective were the arguments in the <i>Declaration of Independence</i>? How does the institution of slavery <u>contradict</u> the principles of liberty and freedom?</p> <p>11. How did women, African-Americans, foreign allies, and Native Americans contribute during the American Revolution?</p> <p>12. What struggles did the Continental Army face? How did George Washington and others address them?</p>	<p>6.1.8.D.3.f</p>	<p>the War)</p> <p>American Revolution Research Project</p> <p>John Peter Zenger and Freedom of the Press Class Play</p> <p>French and Indian War Cooperative Learning Source Analysis</p> <p>John Locke and Thomas Hobbes Analysis</p>	
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<p>13. Why did New Jersey's location play an integral (important) role in the American Revolution? How did the American Revolution become a global conflict? How did distance between England and North America play a role in the Revolution?</p> <p>14. What are the consequences of the Treaty of Paris of 1783? How did this affect U.S. and Native American relations? How did this affect U.S. and European relations?</p>			
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Unit 2: Key Vocabulary Terms

Content & Academic Vocabulary	People & Groups	Events & Places	Documents & Laws
Primary source Secondary source Indigenous Diaspora Political Social Economic Immigration Emigration Colonies Empire Diversity Natural resources Debt Elite	John Peter Zenger John Locke Benjamin Franklin Samuel Adams John Adams George Washington King George III Crispus Attucks Marquis de Lafayette Thomas Jefferson Friedrich von Steuben Loyalists/Patriots/Neutral 2 nd Continental Congress Continental Army Iroquois Daughters/Sons of Liberty Mercenaries/Hessians	Pontiac's Rebellion Boston Massacre Boston Tea Party Lexington and Concord Battle of Saratoga Battle of Trenton Valley Forge Battle of Charles Town Battle of Yorktown Ohio River Valley Appalachian Mountains Mississippi River	Proclamation of 1763 Treaty of Paris (1763) Albany Plan of Union Quartering Act Sugar Act Stamp Act Townshend Acts Writs of Assistance Intolerable Acts Olive Branch Petition Common Sense Declaration of Independence
Mercantilism Persecute Social mobility Bias Plantation Self-government Delegate Boycott Natural Rights Grievance Peace Treaty Import Export Smuggling Pact Literacy			
Effigies Militia Petition Government Consent State of Nature Tyranny Parliament Enlist Repeal Propaganda Civil disobedience Alliance Desert Inflation			

Unit 3: Establishing a New Nation

The North American colonies declared independence from Great Britain and achieved this status after the American Revolution. Unit 3 analyzes the role of the new nation in establishing new forms of Republican government, including the Articles of Confederation and the creation of the United States Constitution. Students grapple with the Bill of Rights and what it means to be a U.S. citizen.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. Compare and contrast the Articles of Confederation and the United States Constitution. What were the strengths and weaknesses of each document? Which level of government did they assign decision-making powers to? 2. Explain the debate over representation in Congress. How did the Great Compromise solve the issue of representation in Congress? 3. How does the Three-Fifths Compromise solve the issue of slaves being counted toward representation in Congress? What does this say about the role of slaves in policy making? 	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.D.3.g</p>	<p>Principles of the US Constitution Group Activity Slavery and the Constitution Open-Ended Question Preamble of the Constitution Supreme Court Case Analysis and Debate Track-a-Bill Mini-Posters</p>	<p>Periodic Vocabulary Quizzes Legislative Branch Quiz Executive Branch Quiz "Creating the Constitution" Test (open-ended format) African American History Museum Project</p>

4. What were the differences between Federalist and Anti-Federalists? How did they compromise in order to ratify the constitution?
5. Explain each of the fundamental principles of the Constitution. How effective is our government today about honoring those principles?
6. What are the three branches of government and their responsibilities? How does a balance of power assure that one branch does not get more powerful than another? Why do you suppose the Founders crafted the government this way?
7. Why is it important that U. S. laws are constitutional? Is it possible that what could be considered constitutional in 1790 is unconstitutional in the 2010s?
8. Why is the Constitution considered a "living document"? How has the Constitution changed to expand rights in order to include more citizens?
9. How does the Bill of Rights protect individual liberties?
10. What are your rights, responsibilities, and duties as an American citizen?

3/5ths Compromise
Math Conversion
Cross-Curricular

Unit 3: Key Vocabulary Terms

Academic & Content Vocabulary	People & Groups	Principles of the Constitution	Documents & Laws
Political Social Economic Immigration Emigration Debt Confederation Persecute Social mobility Delegate Import Export	Republic Central/Federal Government State government Census Veto Bill Naturalization Natural-born citizen Ratification Levy Impeachment Indictment	Due process Grand jury Eminent domain Jury Militia Petition Grievance Consent Enlist Repeal Civil disobedience Suffrage Precedent Constitutional Convention Shays Rebellion	Founders Anti-Federalist Federalist James Madison Judicial branch Supreme Court Legislative branch Senate House of Representatives Congress Executive branch Cabinet
		Popular Sovereignty Separation of Powers Checks and Balances Federalism Limited government Individual rights	Articles of Confederation Virginia Plan New Jersey Plan Great Compromise 3/5ths Compromise Constitution Preamble Elastic clause Supremacy Clause Amendments Bill of Rights 1790 Naturalization Act

Unit 4: The Early Republic

Unit 4 takes students through the first four administrations under the new Constitution. Students will learn about life in America during Washington, Adams, Jefferson, and Madison's presidencies and analyze the choices state and federal governments made and how those subsequently impacted its citizens.

Essential Questions	NJSLS Social Studies	Activities	Assessments
<ol style="list-style-type: none"> 1. What were the effects of inflation and debt on American people? How did the state and federal governments respond to these economic problems? 2. What were the social and economic causes of the Whiskey Rebellion? How did Washington handle this situation? What effect did it have on the American people? 3. What were some precedents set by Washington? What advice did Washington give in his farewell address? How do these precedents align with the Constitution of the United States? 4. Describe the rivalry of Thomas Jefferson 	<p>6.1.8.A.3.e 6.1.8.C.3.b 6.1.8.D.3.g 6.1.8.B.4.a 6.1.8.C.4.a</p>	<p>"How does a bank/interest work?" simulation Whiskey Rebellion Analysis of Washington's farewell speech Political parties then vs. today comparison Haitian Revolution clip Alien & Sedition Act</p>	<p>Washington's Administration quiz Adams Administration quiz Jefferson Administration quiz Madison Administration quiz War of 1812 DBQ Unit 4 test</p>

<p>and Alexander Hamilton and how it shaped the economy of America's early republic.</p> <p>5. How were political parties formed? What were the earliest political parties and what were their views? How do political parties today continue to be shaped by differing opinions? How do they create conflict in the US today?</p> <p>6. How did Americans develop and weaken alliances with Indigenous people in the United States during this era?</p> <p>7. How did world events (French and Haitian Revolutions, impressments, piracy, etc.) affect the relationship between the United States, France, and Great Britain during this time?</p> <p>8. How did the Presidents (Washington, Adams, Jefferson, and Madison) handle these events? How effective were the first 4 administrations in upholding the Constitution?</p> <p>9. What were the Alien and Sedition Acts and why were they created? How were citizens' rights impacted by these laws?</p>		<p>political cartoons</p> <p>Louisiana Purchase maps</p> <p>Lewis & Clark journals</p>	<p>Periodic Vocabulary Quizzes</p>
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<p>10. What was the political, economic, and social significance of the Louisiana Purchase? How did this interfere with the indigenous people of the United States?</p> <p>11. How did the War of 1812 affect America? How did Nationalism increase following the War of 1812?</p>			
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Unit 4: Key Vocabulary Terms

Content & Academic Vocabulary	People & Groups		Events & Places	Documents, Principles, & Laws		
Empire Neutral Pacifist Bias Boycott Debt Colonies Elite Persecute Allies Treaty Propaganda	Tariffs Smuggling Immigration Republic Inaugurate Precedent Strict Interpretation Loose Interpretation Tariff Allens Sedition	States' rights Nullification Foreign policy Radical Corps Tribute Impressment Coercion Naval blockade Nationalism	George Washington John Jay Alexander Hamilton Attorney general Cabinet John Adams Political party Federalists Democratic- Republicans Thomas Jefferson	John Marshall Meriwether Lewis William Clark Sacagawea Zebulon Pike Tecumseh War hawk James Madison Toussaint Louverture Benjamin Banneker	Battle of Fallen Timbers Whiskey Rebellion French Revolution Haitian Revolution XYZ Affair Louisiana Purchase Lewis & Clark expedition Tripoli Barbary States War of 1812	Federal Judiciary Act Treaty of Greenville Pickney's Treaty Alien and Sedition Acts Judiciary Act of 1801 Judicial review Embargo Act of 1807

Unit 5: Expansion, Innovation, and Reform

As America enters the 1800's, new technology and innovations make life easier for Americans and lead to increased immigration. The Industrial Revolution also brings out the problems in society that reformers work hard to improve. At the same time, these innovations and technology drive America's move west to ultimately occupy the continent.

Essential Questions	NJSLs Social Studies	Activities	Assessments
1. Describe the technological innovations that were created during this time period. Why were each created? What effect did they have on America?	6.1.8.A.4.a 6.1.8.A.4.b	Industrial Revolution primary source documents Virtual maps	Industrial Revolution DBQ essays Manifest Destiny debate
2. Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	6.1.8.A.4.c 6.1.8.B.4.b	Jackson political cartoons	Periodic Vocabulary Quizzes
3. What decisions were made by Andrew Jackson during his presidency? How did he expand voting rights to Americans during the Jacksonian period?	6.1.8.C.4.b 6.1.8.C.4.c	Manifest Destiny articles and Open-Ended Question	Unit 5 test
4. What was the debate over the Tariff of Abominations? How did this affect the relationship between the northern and southern United States?	6.1.8.D.4.a 6.1.8.D.4.b	Indian Removal Act Discussion and application of	

<p>5. What is Manifest Destiny? What were some arguments for and against Manifest Destiny? How did Manifest Destiny influence America's expansion through annexation, diplomacy, and war? How did the ideals of Manifest Destiny <u>conflict</u> with indigenous people in the United States?</p> <p>6. How did the Mexican Cession and creation of the Texas Republic affect America's westward expansion? How did America acquire all the land it has today?</p> <p>7. Describe the Native Americans' response to Jackson's Indian Removal policies. What were some ideas and assumptions United States presidents had about indigenous people?</p> <p>8. How did advocates work to reform education, women's rights, slavery, and other social issues? What are some of the biggest differences between African American and white women reformers?</p> <p>9. Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. Explain how the institution of slavery has grown in the Antebellum United States.</p>	<p>6.1.8.D.4.c</p>	<p>Constitution Social Reformer stations</p>	
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Unit 5: Key Vocabulary Terms

Vocabulary & Concepts	People & Groups			Events & Places	Documents, Principles, & Laws
Empire	Robert Fulton	Stephen F. Austin	James K. Polk	Industrial Revolution	Missouri Compromise
Neutral	Peter Cooper	Tejanos	Forty-niner	Lowell mills	Monroe Doctrine
Pacifist	Samuel Slater	Antonio Lopez	Dorothea Dix	Erie Canal	Jacksonian democracy
Debt	Samuel F.B. Morse	de Santa Anna	Frederick Douglass	Indian Territory	Tariff of Abominations
Persecute	Eli Whitney	William L. Garrison	Sojourner Truth	Trail of Tears	Doctrine of nullification
Allies	Nat Turner	Robert Finley	Harriet Tubman	Panic of 1837	Indian Removal Act
Treaty	Henry Clay	Henry David Thoreau	Susan B. Anthony	Santa Fe Trail	Manifest Destiny
Propaganda	James Monroe	Osceola	Elizabeth Cady Stanton	Oregon Trail	Fugitive Slave Act
Cotton gin	Andrew Jackson	Martin Van Buren	Lucretia Mott	Battle of the Alamo	Treaty of Guadalupe Hidalgo
Nationalism	John Quincy Adams	Whig Party	American Colonization Society	Lone Star Republic	Compromise of 1850
Spoils system	John C. Calhoun	Nothing Party	Society (A.C.S.)	Mexican-American War	Wilnot Proviso
Assimilate	John C. Calhoun	Know-Nothing Party	Brigham Young	Mexican cession	
Antebellum	Sequoya	William Henry Harrison		California Gold Rush	
Depression	Abdullahman Ibrahim Ibn Sori	Mormon		Underground Railroad	
Abolition				Seneca Falls Convention	

Unit 6: The Civil War

Unit 6 focuses on the role of slavery as the primary cause of division in America in the mid 1800's, in addition to the political and economic regional differences for secession. The unit continues on to discuss the effects the Civil War had on various groups of people and the following period of Reconstruction, when the United States developed policies and amendments to guarantee citizenship and equality for all.

Essential Questions	NJSLS Social Studies	Activities	Assessments
1. What were the characteristics of the regions of the United States (North, South, and West) during the Antebellum period?	6.1.8.A.5.a 6.1.8.A.5.b	Virtual Maps Technology	Civil War project Vocabulary Quizzes
2. How did the <i>Dred Scott Decision</i> and the United States Supreme Court affect African Americans?	6.1.8.B.5.a	Strengths and weaknesses of both armies	Unit 6 Test
3. What were the social, political, economic reasons why the south seceded from the Union?	6.1.8.C.5.b	Stations	
4. What was Lincoln's primary goal going into the war? How did he feel about slavery?	6.1.8.D.5.a 6.1.8.D.5.b	Quotes from Lincoln Douglas debates	
5. What roles did women, African Americans, and Native Americans serve in the Civil War?	6.1.8.D.5.c	"A House Divided" speech by Lincoln	

<p>6. How did various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) affect the course and outcome of the Civil War?</p> <p>7. What were some critical events and battles of the Civil War? How did they contribute to the final outcome of the war?</p> <p>8. How and why did the Emancipation Proclamation and the Gettysburg Address continue to impact American life?</p> <p>9. What were the human and material costs of the Civil War in the North and South?</p> <p>10. How effective were the 13th, 14th, and 15th Amendments to the realities of African American life?</p> <p>11. What was the economic impact of Reconstruction on the South?</p> <p>12. How did Congress and Presidents Lincoln and Johnson approach reconstruction of the South? What were some similarities and differences?</p>	<p>6.1.8.D.5.d</p>	<p>"Gettysburg Address" speech by Lincoln</p> <p>Analyze the Emancipation Proclamation</p>	
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Unit 6: Key Vocabulary Terms

Content Vocabulary	People & Groups	Events & Places	Documents, Principles, & Laws	
Debt Federal government State government Republic Popular sovereignty Tariffs Immigration Platform Antebellum Nationalism Sectionalism Enlist Contractor	Plunder Arsenal Martyr Secede Border states States' rights Union Confederacy Liberation Conscription Casualty Minnie ball Inflation Free-Soil Party Harriet Beecher Stowe <i>Uncle Tom's Cabin</i> Republican Party Democratic Party Roger B. Taney Abraham Lincoln Jefferson Davis Robert E. Lee "Stonewall" Jackson George McClellan	Ulysses S. Grant William Tecumseh Sherman 54 th Massachusetts Emancipate Commander-In-Chief Clara Barton John Wilkes Booth Radical Republican Reconstruction Freedmen's Bureau Andrew Johnson	Harpers Ferry <i>Dred Scott v. Sandford</i> Election of 1860 Fort Sumter First Battle of Bull Run Battle of Shiloh Seven Days' Battles Battle of Antietam Battle of Gettysburg Siege of Vicksburg Sherman's March to the Sea Monitor v. Merrimack Appomattox Court House Ford's Theatre	Willnot Proviso Compromise of 1850 Fugitive Slave Act Kansas-Nebraska Act Anaconda Plan Emancipation Proclamation 13 th amendment 14 th amendment 15 th amendment Slave codes

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:
 - a. <https://www.sheppardsoftware.com>
 - b. <https://quizlet.com/subject/quiz-bowl-questions-social-studies/>
- c. Social Studies: Student Interactives https://www.uen.org/7-12interactives/social_studies.shtml
2. English Language Learners:
 - a. Read written instructions
 - b. Students may be provided with note organizers/study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Phrases
3. Special Education/504 Students:
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.

- f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Check Use of Agenda
4. Gifted and Talented Students:
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. greatsocialstudies.com (Enrichment Activities)

New Jersey Student Learning Standards – Technology

8.1.8.A.2 – Create a document using one or more digital applications to be critiqued by professionals for usability
 Create a brochure to promote immigration to the middle colonies.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand C: Career Preparation

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Interdisciplinary Connections/Global Perspective:

1. Conversion of percentages of Africans that passed through the slave trade to numbers.
2. Personal Narratives of indigenous and African enslaved people.
3. Understanding disease and how it is spread.
4. Use of DBQ project to meet ELA and social studies writing standards.

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	<ul style="list-style-type: none">• Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.• Explain how major events are related to one another in time.
Spatial Thinking	<ul style="list-style-type: none">• Select and use various geographic representations to compare information about people, places, regions, and environment.• Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

<p>Critical Thinking</p>	<ul style="list-style-type: none">• Compare and contrast differing interpretations of current and historical events.• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.• Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e. documents, letters, diaries, maps, images, etc.).
<p>Presentational Skills</p>	<ul style="list-style-type: none">• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format• Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)

New Jersey Student Learning Standards **Social Studies**

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CORE CURRICULUM ELA/SOCIAL STUDIES STANDARDS

RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Resource Links

- National Geographic: <http://www.nationalgeographic.com/>
- History.com: <http://www.history.com/>
- History Net: <http://www.historynet.com/>
- US Census: https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net: <http://constitutionus.com/>
- primarysource.org: <https://www.primarysource.org/>
- history news network.org: <http://historynewsnetwork.org/>
- Smithsonian channel: <https://www.smithsonianchannel.com/>
- National Archives: <https://www.archives.gov/>
- Amistad Curriculum: www.njamistadcurriculum.com/
- Caring Makes a Difference: Holocaust Curriculum: www.state.nj.us/education/holocaust/curriculum/
- CNN Student News: <http://www.cnn.com/cnn10>

• Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell.

• Google Earth: <http://www.google.com/earth/index.html>

• I Civics: <https://www.icivics.org/>

• TimeLinks website: <https://connected.mcgraw-hill.com/connected/login.do>

