

Verona Public School District Curriculum Overview

Social Studies - Grade Six



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Curriculum Developed:
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Verona Public Schools
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www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The Social Studies Grade Six course is a survey course in American history from the birth of the new nation to Reconstruction. Topics covered include the Early National Period, Manifest Destiny, the differences between the North and South in the Ante-bellum Era, the Civil War and Reconstruction. Literacy based skills will be emphasized through the incorporation of a research project and literature circles.

Prerequisite(s): None

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
x A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p>9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p>9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) x B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p><u>The American Journey</u> McGraw Hill Glencoe 978-0-07-877718-9</p> <p><u>History Alive!</u> 978-1-58371-931-2</p>	<ul style="list-style-type: none"> ● <u>Active Classroom (Nystrom)</u>

Stage 1: Desired Results**Established Goals:****2014 New Jersey Student Learning Standards for Social Studies**

- 6.1.8.A.3.b
Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c
Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.f
Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.g
Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.D.3.g
Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.3.8.A.2
Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.D.1
Engage in simulated democratic processes (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view area addressed in a democratic society.

New Jersey Student Learning Standards for English Language Arts Companion 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.
- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficient.
- WHST.6-8.1. Write arguments focused on *discipline-specific content*.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - Establish and maintain a formal/academic style, approach, and form.
 - Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. 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.

Transfer Goal:

Students will be able to independently use their learning to show that the Constitution sets forth the basic principles of government and is a living document that affects the everyday lives of Americans.

Meaning

Enduring Understandings:

Students will understand that:

- Active participation as a US citizen influences the government in many ways.
- The Constitution created order out of chaos and used compromise to fuse the feuding sections of the young United States.
- The Constitution is the basis for our laws and rights.
- The government is a representation of its' citizens, therefore, the government must respond to the needs of its' citizens

Essential Questions:

- Why is citizen participation essential to the preservation of the US political system?
- How can citizens change the Constitution?
- What does the Constitution do for our country?
- How responsive should the government be to public opinion?

Acquisition of Knowledge & Skills

Students will know:

- How and why the Constitution was written and its importance to our country and individual citizen's rights.
- That the Constitution has and can be changed through the democratic process.

Students will be able to:

- Read the Constitution, including the Bill of Rights, and be able to analyze its meaning the people of the US
- Evaluate various scenarios, deciding whether or not the Constitution has been violated.

- The articles of confederation were not effective.
- The Constitution created order out of chaos and used compromise to fuse the feuding sections of the young United States
- The Constitution is the basis for our laws and rights.
- 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

Key Terms:

Articles of Confederation
 Northwest Territory
 Northwest Ordinance
 Constitutional Convention
 Enlightenment
 Republic
 Constitution
 Great Compromise
 Three-Fifths Compromise
 Electoral College
 Ratify
The Federalist Papers
 Popular Sovereignty
 Legislative branch
 Executive branch
 Judicial branch
 Judicial review
 Checks and balances
 Interstate commerce
 Federalism
 Majority rule
 Interest group
 Bill of Rights
 Warrant
 Double jeopardy
 Self-incrimination
 Due process
 Defendant
 New Jersey Plan

- 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.
- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- Identify the roles of the three branches of government.
- Explain the structure, function, and powers of the U.S. government as established in the Constitution.
- Interpret the intentions of the Preamble of the Constitution.
- Describe the constitutional amendment process.

Virginia Plan

Stage 2: Acceptable Evidence

Transfer Task

Students will create their own Student Constitution. They will develop their own Preamble, Articles, and Bill of Rights. Each group will pick the most important rights and present them rights to the class. Finally, the whole class will discuss/debate the potential "Amendments" to determine what rights students will be guaranteed in the Social Studies classroom.

Other Evidence

- classroom discussions
- Constitutional Convention
- student observation
- Bill of Rights violations worksheet
- Student Bill of Rights
- Student Constitution
- Branches of Government

Stage 3: Activities to Foster Learning

Big Ideas of the Constitution - <https://www.archives.gov/legislative/resources/education/constitution/>
US Constitution Workshop- <https://www.archives.gov/education/lessons/constitution-workshop/index.html>
Anatomy of the Constitution- www.icivics.org/teachers/lesson-plans/anatomy-constitution

Day 1:

What compromises emerged from the Constitutional Convention?

- Introduce Unit 1
- Review Essential Questions for the Unit
- KWL Chart
- Discussion of KWL
- Notice and Wonderings flipping through Chapter
- Chapter Analysis

Day 2:

What compromises emerged from the Constitutional Convention?

- Observe images (notice and wonderings)
- Discussion
- Read Aloud Section 8.1
- Close Read of section 8.1 working in pairs, writing gists and chunking text.
- Groups report out on specific paragraphs.

Day 3: What compromises emerged from the Constitutional Convention?

- Read and Interpret multiple texts in order to distinguish information between the Great Compromise, New Jersey Plan, Virginia Plan, 3/5 Compromise, Anti-Federalists and Federalists
- Station Work

Day 4:

What compromises emerged from the Constitutional Convention?

- View 3 Video Clips about the weaknesses of the Articles of Confederation
- Answer questions
- Create Hand Model
- Discuss Answers

HW:

Compose one paragraph about about the weaknesses of the AOC

Day 6:

What compromises emerged from the Constitutional Convention?

- Constitutional Convention preparation
- Read and annotate cards (role play)
- Create name tags
- Create Masks

HW:

Prepare for the convention

Day 6:

What compromises emerged from the Constitutional Convention?

- Constitutional Convention
- Delegate Introduction
- Debate
- Ruling

HW:

Reflection Questions

Day 7:

How has the Constitution Created “a more perfect union”?

- Quote and picture analysis
- Answer 3 Questions based on quotation
- Repeat with the picture
- Discuss

Day 8:

What compromises emerged from the Constitutional Convention?

- Read and Paraphrase Preamble
- Dissect the Preamble
- Class discussion

HW:

Paraphrase the Preamble

Day 9:

How has the Constitution created “a more perfect union”?

- Analyze how the constitution divides its powers among various levels and branches and preserves individual rights
- Identify the 3 branches of government.
- Create a branches of government tree

Day 10:

What rights and freedoms does the Bill of Rights protect and why are they important?

- Carousel of Quotes
- Insta-snap

Day 11:

What rights and freedoms does the Bill of Rights protect and why are they important?

- Identify key rights and freedoms protected by the Bill of Rights

- Discuss Parent's Constitution

Day 12:

What rights and freedoms does the Bill of Rights protect and why are they important?

- Read and highlight amendments
- Complete activity page with a partner

Day 13:

What rights and freedoms does the Bill of Rights protect and why are they important?

- Solving imaginary case study in groups
- Discussion of case and amendments that are violated

Day 14:

What rights and freedoms does the Bill of Rights protect and why are they important?

- Begin transfer activity

Day 15

What rights and freedoms does the Bill of Rights protect and why are they important?

- Create their own pre-ambule to their constitution and decorate their cover

Day 16

What rights and freedoms does the Bill of Rights protect and why are they important?

- Revise and edit preamble based on teacher model of preamble

Day 17

What rights and freedoms does the Bill of Rights protect and why are they important?

- Brainstorm Ideas for articles
- Complete Anchor Chart
- Complete Articles: Rights of Teachers, Rights of Principal, Rights of Parents

Day 18

What rights and freedoms does the Bill of Rights protect and why are they important?

- Study Guide Review

Day 19:

Unit 1 Assessment: The New Nation

Social Studies Discovery Class Activities:

Activities:

- Setting the Stage: Geography Challenge: Forming a new nation
- Critical Thinking questions to follow up with geography challenge

Week 2:

Activities

- Discussion and review of geography challenge questions and comparing and contrasting critical thinking questions.
- Review all geography challenge questions.
- Compare and Contrast Critical Thinking questions.

- Constitution Stations Lesson

Station #1 The Great Compromise

Station #2 3/5ths Compromise

Station #3 Anti-Federalist v. Federalists

Station #4 The Articles of Confederation

- Continue Constitution Stations Lesson (Alternating Stations)
- Reading Further: James Madison and the Long, Hot Summer of 1787 (pgs 150-153)
- Begin Class Activity: Preparing to write: Taking notes on the Constitutional Convention
- Newspaper Writing Activity
- Election Process and activities/ Current Events

Unit Title / Topic: Establishing a new nation: Early Presidents (GW to John Quincy Adams)

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

6.1.8.A.4.a

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

6.1.8.B.3.b

Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.C.3.c

Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.C.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.C.4.b

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

6.3.8.A.1

Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.D.1

Engage in simulated democratic processes to understand how conflict points of view are addressed in a democratic society.

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WHST.6-8.10. 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.

Transfer Goal:

Students will be able to independently use their learning to...

Analyze the dilemmas faced by the new nation and the impact on the political, social and economic development of the new nation.

Meaning

Enduring Understandings

Students will understand that:

- Government policies can be influenced by the attitudes of society.
- Innovations have both a positive and negative impact on society.
- Economic conditions can often have positive and negative implications on social inequality.
- Opposing social and political viewpoints often lead to compromises that do not address fundamental differences.

Essential Questions:

- Can political and social pressures force the government to act?
- How does innovation impact society?
- How do economic conditions impact social inequality?
- How do deep rooted social and political differences complicate compromise?

Acquisition of Knowledge & Skills

Students will know:

- The differences between the Federalist and Republican parties
- Challenges facing each of early presidents
- The major events of the War of 1812

Students will be able to:

- Domestic Affairs-

- Louisiana Purchase
- Federalists' and Republicans' different views about the issues facing the young nation
- George Washington's attitude toward the federal government's role in the Whiskey Rebellion and its enduring role as outlined in his Farewell Address
- the position of Federalists and Republicans in the election of 1800
- solutions to each of the early presidents' foreign policy dilemmas
- the purpose of the Monroe Doctrine
- Key doctrines, events, of the following administrations
 - George Washington
 - John Adams
 - Thomas Jefferson
 - James Madison
 - James Monroe
 - John Quincy Adams
- Erie Canal
- Adams Onis Treaty
- Era of Good Feeling

Key Terms

Whiskey Rebellion

loose construction

strict construction

sedition

nullify

state's rights

neutrality

isolationism

embargo

blockade

Monroe

nationalism

alliance

- debate the positions of the Federalists and Republicans, taking on the roles of Alexander Hamilton and Thomas Jefferson
- analyze Washington's view of the role of the federal government
- identify the stances of Federalists and Republicans on key issues in the election of 1800
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- 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.
- Foreign Affairs
 - evaluate the solutions agreed upon by each of the early presidents as a response to his own foreign policy dilemma
 - identify the cause and major events of the War of 1812
 - explain the intent of the Monroe Doctrine
 - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
 - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Stage 2: Acceptable Evidence

Transfer Task

Students will research the challenges facing each of the early presidents (Adams, Jefferson, Madison, and Monroe) and how each president responded to his respective challenge. They will present their research in a poster and present to the class. Students will also create mock-Instagram accounts and post what each of the early presidents would have said about his respective foreign policy challenge. They will also need to provide responses to these posts by other notable figures from the time.

Other Evidence

- quizzes
- classroom discussions
- student observation
- document-based questions
- note-taking of informational text
- student self-reflection (thumbs, scales, etc.)
- voting – justify support for a given issue
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1:

How did the Federalist and Republican visions for the United States differ?

Activities:

- Read Aloud "Hail Columbia"
- Listen to "Hail Columbia"
- Discuss the meaning of the song

Day 2:

How did the Federalist and Republican visions for the United States differ?

Activities

- Analyze and annotate Fair and Free Elections
- Read Aloud Fair and Free Elections
- Listen to Fair and Free Elections
- Compare it to Hail Columbia

Day 3:

How did the Federalist and Republican visions for the United States differ?

- Analysis of Washington's attitude toward the role of the federal government in the Whiskey Rebellion and his farewell address
- Read the Farewell Address (together)
- Close read in pairs
- Answer questions and discuss answers
- Section Activity in pairs

Day 4:

How did the Federalist and Republican visions for the United States differ?

- Create Word Grids for each of the Key Content terms
- Box 1: List a content term
- Box 2: In my own words
- Box 3: Add related information
- Box 4: Add contrasting information

Day 5:

How did the Federalist and Republican visions for the United States differ?

- Identifying key positions of Federalists and Republicans by reading and creating a comic
- Hamilton and Jefferson Readings
- Create comics to represent their ideas
- Gallery walk of comics

HW:

Section Activities 4 and 5

Day 6:

How did the Federalist and Republican visions for the United States differ?

- Review Slogans Federalists/Hamilton:

“Born to rule, we know what we need! With a strong government, we will succeed!”

- Republicans/Jeffersons

“We know what we need from day to day. Don’t rule us from far away!”

- Debate prep
- Create masks and note cards

Day 7:

How did the Federalist and Republican visions for the United States differ?

- Talk it out debate
- Debate four issues from the perspective of their assigned character

HW:

Reflection Questions

Day 8:

How did the Federalist and Republican visions for the United States differ?

- Create posters and slogans
- Read section 6 and 7
- Complete section activities with partner

Day 9:

How did the Federalist and Republican visions for the United States differ?

- Unit 2 Quiz

Day 10:

To what extent should the United States have become involved in Foreign Affairs in the early 1800’s?

- Proposing solutions to early U.S. foreign policy changes and compare them with real decisions to evaluate.

Day 11:

To what extent should the United States have become involved in Foreign Affairs in the early 1800’s?

- Read Section 2
- Take notes
- Discuss Readings
- Shared/Partner Read
- Section Activity

Day 12:

To what extent should the United States have become involved in Foreign Affairs in the early 1800’s?

- Review Washington and Adams Foreign Policy
- Read and Take notes on Jefferson’s Foreign Policy
- Complete Section Activities in partners

Day 13:

To what extent should the United States have become involved in Foreign Affairs in the early 1800’s?

- Share read and discuss Madison’s Foreign Policy
- Compare it to Jefferson’s

- Take notes
- Complete Section Activity

Day 14:

To what extent should the United States have become involved in Foreign Affairs in the early 1800's?

- Share read and discuss Monroe's Foreign Policy
- Compare it to Madison's
- Take notes
- Complete Section Activity

Day 15:

To what extent should the United States have become involved in Foreign Affairs in the early 1800's?

- Complete Transfer Task in Groups

Day 16:

- Unit 2 Common Assessment

Social Studies Discovery Class:

Activities :

- Geography Challenge: The United States 1838
- Critical Thinking Questions
- Review all Geography Challenge Questions
- Compare and Contrast Critical Thinking Questions
- Reading Further: Tecumseh, the Shooting Star: pg (224-227)
- Preparing to write: Analyzing Motives
- Discussion Questions that follow the text.

Unit Title / Topic: Dawn of a New Era (1828-1849)

Unit Duration: 7 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

- 6.1.8.A.4.a
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.A.4.b
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.B.4.b
Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.A.4.c
Assess the extent to which voting rights were expanded during the Jacksonian period.
- 6.1.8.B.4.a
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.C.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.C.4.b
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
- 6.1.8.C.4.c
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- 6.1.8.D.4.a
Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.3.8.B.1
Evaluate alternative land use proposals and make recommendations to appropriate governmental agency regarding the best course of action.
- 6.3.8.C.1
Examine the perspectives of multiple stakeholders involved in the local budget process (e.g. obtaining information, discussing priorities).
- 6.3.8.A.3
Collaborate with international students to deliberate about an address issues of gender equality, child mortality, or education.

New Jersey Student Learning Standards for English Language Arts Companion 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.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. 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.

Transfer Goal:

Students will be able to independently use their learning to evaluate the implications of the evolving mindset of the American people (1820s-1840s) and its effect on the political, social and economic landscape.

Meaning

Enduring Understandings:

Students will understand that:

- An effective leader responds to the challenges of the time.
- Economic issues often drive the political policies of a nation.
- Those in power often act in ways to preserve their power leading to further inequality.
- New inventions spur economic growth.
- Push-pull factors cause people to settle in new areas with new opportunities.

Essential Questions:

- What makes an effective leader?
- What impact, if any, do economic issues have on the political system in a nation?
- How does the quest for power lead to inequality and conflict?
- How does innovation impact the economy?
- What political, social, and economic reasons cause people to move?

- The lack of neighboring countries causes Americans to believe in the nation's perceived limitlessness.
- The democratic process cannot go on without the voices of all groups being heard.

- What makes America "special"?
- Why is it important for all groups in society (haves and have nots) to have their voices heard?

Acquisition of Knowledge & Skills

Students will know:

- Bank Wars
- Second Great Awakening
- Religious revivals- Mormon Church
- Prison reform (Dorothea Dix),
- Education reform (Horace Mann),
- Equal rights for women (Susan B. Anthony, Lucretia Mott)
- Frederick Douglass
- Westward expansion
- Trial of Tears
- Indian Removal Act
- Force Bill
- Whig Party
- Panic of 1837
- How well Andrew Jackson promoted democracy
- The perspectives of various groups of people in response to Jackson and his key policies
- The positive and negative contributions of Andrew Jackson
- The boundaries of the United States changed throughout the 1800's.
- Native American lives were sacrificed and hardships endured because of settlers in the West.
- many pioneers had false ideas about the opportunities and difficulties of moving west.
- farmers faced many economic issues due to industrialization.
- the causes and effects of mining booms in the west.
- Various groups of people have different perspectives in response to Jackson and his key policies.
- The impact of Jackson's policies on the outcome of events.
- Jackson promoted democracy, citing both his positive and negative contributions.
- That boundaries of the United States changed throughout the 1800's

Students will be able to:

- Identify the causes and impact of the Second Great Awakening
- Analyze the rise of new religious groups (e.g., Mormon Church)
- Analyze the changing political landscape as seen in the introduction of new political groups
- Analyze the impact of the reform groups emerging during the era (e.g., female, African American, prisoner, mental health, immigration)
- Assess the impact of aggressive Native American policy
- Analyze the impact of changing immigration patterns
- Evaluate the impact of the Bank Wars on the economy
- Describe the perspectives of various groups of people in response to Jackson and his key policies
- Assess the impact of Jackson's policies on the outcome of events.
- Evaluate how well Jackson promoted democracy, citing both his positive and negative contributions.
- Describe the changing boundaries of the United States throughout the 1800's.
- Analyze the causes, events, and effects of the Texas War for Independence and the Mexican-American War.
- Determine the effects of Manifest Destiny on westward expansion.
- Evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800's.
- Assess the extent to which voting rights were expanded during the Jacksonian period.

- The causes events and effects of the Texas War for Independence and the Mexican American War
- many pioneers had naive ideas about the opportunities and difficulties of moving

Stage 2: Acceptable Evidence

Transfer Task

Complete research and examine an important historical icon or group that represented this time in American history. Students will have the opportunity to construct a professional resume and use their analysis and evaluation skills as they make inferences to formulate information for the various categories.

Age of Reform project

Other Evidence

- quizzes
- classroom discussions
- student observation
- document-based questions
- note-taking of informational text
- student self-reflection (thumbs, scales, etc.)
- voting – justify support for a given issue
- project oriented activities

Stage 3: Activities to Foster Learning

Was westward expansion justified? Create a “hero’s plaque” for Jackson that highlights his positive contributions to American democracy. On the opposite side, create a “wanted” poster that emphasizes his negative impact on American democracy.

Annotate the drawing American Progress by John Gast by adding a speech or thought bubble in four elements in the painting-people, animals or objects. In each bubble, write a short paragraph to express how that person, animal, or object might respond to the essential question: How justifiable was U.S. expansion in the 1800’s? Include as many of the Key Content Terms as possible in your paragraphs.

Social Studies Discovery Class:

Activities:

- DBQ Analysis (Active Classroom)
- Resume Research Process
- Noodle Tools
- Collaboration with other social studies class and media specialist
- Reading Further: The Trail Where They Cried: Understanding Chronology
- Answering discussion questions
- Writing Letter to the Editor: Taking a position: protesting the removal of the Indians
- Geography Challenge: An Expanding Nation: Territorial Acquisition
- Discussion Questions and Critical thinking questions discussion and analysis
- Current Events

Day 1

How well did Andrew Jackson promote democracy?

Word Grids

Activities:

Creating word grids to identify key content terms within the unit

Day 2

How well did Andrew Jackson promote democracy?

Hunters of Kentucky

Activities:

Analyze and annotate lyrics

Venn Diagram comparing and contrasting Hunters of Kentucky with Hail Columbia

Day 3

How well did Andrew Jackson promote democracy?

Democracy

Election of 1828

Activities:

Visual Analysis and complete reading notes on sections 14.1-14.2

Day 4

How well did Andrew Jackson promote democracy?

Various perspectives on Jackson's key policies

Activities:

Visual Analysis and reading notes 14.3-14.4

Day 5

How well did Andrew Jackson promote democracy?

The Nullification Crisis

Jackson Battles the Bank of the United States

Activities:

Visual Analysis and reading notes 14.5.14.6

Day 6-10

How well did Andrew Jackson promote democracy?

Project: Hero or Villain: defending claims

Assessment: Andrew Jackson

Day 11-20

Resume Research Project

Complete research and examine an important historical figure.

Noodle Tools

Text-structures

Annotated notes

Revise and edit drafts

Compose final drafts

Day 21

Was westward expansion justified?

Manifest Destiny

American Progress

Activities:

Partner Analysis: American Progress

Day 22

Was westward expansion justified?

Louisiana Territory

Florida

Activities:

Sections 2 and 3 Reading notes (Interactive notebook and graphic organizer)

Complete Ongoing Assessment

Day 23

Was westward expansion justified?

Texas

Activities:

Chunked Reading, Brainpop- Texas Revolution

Interactive notebook: Timeline in Groups

Ongoing Assessment

Day 24

Was westward expansion justified?

Oregon Country

Activities

Google Classroom-chunked reading/annotation of text dependent questions

Brainpop-Westward Expansion

Interactive notebook section activity

Ongoing assessment

Day 25:

Was westward expansion justified?

Mexican American War

Activities:

Chunked Reading and annotations

Brainpop-Mexican-American War

Ongoing lesson assessment

Day 26

What were the motives hardships and legacies of the groups that moved west in the 1800's?

Sweet Betsy From Pike

Activities:

Read/annotate/lyrics

Answer and discuss follow-up questions

Day 27

What were the motives hardships and legacies of the groups that moved west in the 1800's?

Explorers

Californios

Activities:

Readings/Questions/Visual Analysis

Ongoing lesson assessment

Day 28

What were the motives hardships and legacies of the groups that moved west in the 1800's?

Mountain Men

Missionaries

Activities

Readings/questions/Visual Analysis

Ongoing lesson assessment

Day 29

What were the motives hardships and legacies of the groups that moved west in the 1800's?

Pioneer Women

Mormons

Activities

Readings/questions/Visual analysis

Ongoing lesson assessment

Day 30

What were the motives hardships and legacies of the groups that moved west in the 1800's?

49ers

Chinese

Activities

Readings questions visual analysis

Ongoing Assessment

Day 31

Review for Assessment

Day 32

Unit 3 Assessment

Day 33

To What extent did the reform movements of the mid-1800s improve life for americans?

Spirit of Reform, The Second Great Awakening, Transcendentalism

Activities:

Reading and questions

Day 34

To What extent did the reform movements of the mid-1800s improve life for americans?

Prison Reform

Education Reform

The Movement to End Slavery

Equal Rights for Women

Activities

Station Rotation of reform movements

Unit Title / Topic: The Road to Civil War

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

6.1.8.A.3.f

Explain how political parties were formed and continued to be shaped by differing perspectives regarding the role and power of federal government

6.1.8.D.4.b

Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period

6.1.8.D.4.c

Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad

6.1.8.D.5.a

Prioritize the causes and events that led to the Civil War from different perspectives

6.1.8.C.4.c

Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

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- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
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WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. 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.

Transfer Goal:

Students will be able to independently use their learning to Analyze the growing divide in the United States during the Antebellum era so that in the long run they can apply this analysis to assess the implications of geo-politics on American society.

Meaning

Enduring Understandings:

Students will understand that:

- where an individual lives has a large influence on his/her beliefs and ideologies.
- the intention of the Constitution was to share the balance of power within the government, protect individual rights and provide for the separation of church and state.
- the powers of national, state, and local governments.
- various political, economic, and social events led up to the Civil War.

Essential Questions:

- How did geopolitics influence the way the country was split?
- How was the Constitution partly to blame for the Civil War?
- How does an individual's point of view affect the way he/she deals with conflict?
- Why was compromise an unsuccessful strategy in preventing the Civil War?

Acquisition of Knowledge & Skills

Students will know:

- the struggle for states' rights and power.
- the divide of slave states, free states, border states, and new territories.
- how laws passed during this time led to the outbreak of Civil War (Dred Scott Case, Fugitive Slave Act).
- that resistance to slavery existed (John Brown).
- the effect of Lincoln's election.

Students will be able to:

- compare and contrast northerners and southerners points of view.
- use their understanding of the Constitution to explain the difference between states' rights and central government, and discuss their role in the outbreak of war.
- evaluate the effectiveness of compromises that Congress made to address slavery and sectionalism.
- identify free states/slave states.

- the 11 Southern states that seceded from the Union to create the Confederate States of America.
- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
- The failure to compromise over sectional issues led to conflict
- States' Rights and slavery challenged the principles of democracy.
- The nation's geographical differences led to sectional self-interests
- Abolitionists: William Lloyd Garrison and The Liberator, Frederick Douglass
- Slave Life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states: Missouri Compromise of 1820,
- Dred Scott decision allows slavery in the territories
- Importance of Harriet Beecher Stowes's Uncle Tom's Cabin
- John Brown, Harper's Ferry
- Lincoln: "A house divided against itself cannot stand." Lincoln-Douglas debates,
- Lincoln elected president; Southern states secede.
- Transatlantic slave trade: "triangular trade: from Europe to Africa to colonies in the Caribbean and the Americas

- Prioritize the causes and events that led to the Civil War from different perspectives
- Understand the cause-effect relationships of the events leading to the Civil War.

Stage 2: Acceptable Evidence

Transfer Task

Students will create slave journals to demonstrate their knowledge of how slaves worked, lived, and worshipped.
Students will create a road map of the events leading up to the Civil War.

Other Evidence

- quizzes & tests
- classroom discussions
- student observation
- writing
- document-based questions
- voting – justify support for a given issue
- student self-reflection (thumbs, scales, etc.)

- project-oriented activities

Stage 3: Activities to Foster Learning

Day 1:

How was life in the North different from life in the south?

- Read Aloud introduction
- Visual discovery analysis
- Discussion of findings

Day 2:

How was life in the North different from life in the south?

- Read and discuss geography of the south and north
- Complete spoke diagram for both
-

Day 3:

How was life in the North different from life in the south?

- Read and discuss economy of the north and south
- Read and discuss transportation of the north and south
- Add to spoke diagram

Day 4:

How was life in the North different from life in the south?

- Read and discuss society of the north and south.
- Add to spoke diagram/ class discussion

Day 5:

How was life in the North different from life in the south?

- Quiz on differences of the north and south (study spoke diagram for quiz)
- Act-it out activity in class.
-

Day 6:

How did African Americans face slavery and discrimination in the mid-1800's?

- Read Aloud Introduction/economics of slavery
- Picture and quote analysis: Working Conditions of slaves
- Section Activity

Day 7:

How did African Americans face slavery and discrimination in the mid-1800's?

- Picture and quote analysis: Living conditions of slaves
- Section Activity
- Picture and quote analysis: controlling slaves
- Section Activity

Day 8:

How did African Americans face slavery and discrimination in the mid-1800's?

- Picture and quote analysis: Resistance to slavery
- Section Activity
- Picture and quote analysis: Slave Families and Communities
- Section Activity

Day 9:

How did African Americans face slavery and discrimination in the mid-1800's?

- Picture and quote analysis: Leisure time activities
- Section Activity
- Picture and quote analysis: Slave Churches

Day 10-14:

How did African Americans face slavery and discrimination in the mid-1800's?

- Read African American Culture
- Begin slave journal transfer task

Day 15

Which events of the mid-1800's kept the nation together and which events pulled it apart?

- Read Aloud introduction
- Google Slides: Take notes
- Missouri Compromise
- Fugitive Slave Laws
- Complete Section Activity and Discuss

Day 16:

Which events of the mid-1800's kept the nation together and which events pulled it apart?

- Take notes: The Compromise of 1850
- The Kansas -Nebraska Act
- Bleeding Kansas
- Section Activity in pairs

Day 17:

Which events of the mid-1800's kept the nation together and which events pulled it apart?

- Take notes: The Dred Scott Decision
- Lincoln Douglass Debates
- The Election 1860 and Secession
- Section Activity discussion

Day 18:

Which events of the mid-1800's kept the nation together and which events pulled it apart?

- Begin Road to Civil War project in class (Transfer Task)

Day 19:

Which events of the mid-1800's kept the nation together and which events pulled it apart?

- Road to Civil War Assessment

Social Studies Discovery Class Activities:

- Reading further: The Mill Girls of Lowell (pg 332-335)
- Discussion Questions:
- Preparing to Write: Recording Details
- DBQ Analysis (Active Classroom)
- Reading Further: Harriet Tubman, Moses of the Underground Railroad
- Writing a short biography of Harriet Tubman
- Geography Challenge: questions
- Critical Thinking discussion and analysis
- Reading Further: Slavery Divides Boston
- Preparing to write: Shaping Arguments
- Writing a Handbill: Sides of Slavery

Stage 1: Desired Results**Established Goals:****2014 New Jersey Student Learning Standards for Social Studies**6.1.8.A.5.a

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

6.1.8.B.5.a

Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

6.1.8.C.5.a

Assess the human and material costs of the Civil War in the North and South

6.1.8.D.5.b

Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c

Examine the roles of women, African Americans, and Native Americans in the Civil War.

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WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. 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.

Transfer Goal:

Students will be able to independently use their learning to Analyze the plight of war on American society and its' long term impact on the American people.

Meaning

Enduring Understandings:

Students will understand that:

- War is caused by many factors that relate to social, economic and political disagreements
- Key values and ideologies are worth fighting for
- Geography and location have a great impact on the outcome of war

Essential Questions:

- What causes war?
- What is worth fighting for?
- How do geography and location influence the strategy and outcome of the war?

Acquisition of Knowledge & Skills

Students will know:

- There was a series of events that led to the end of the Civil War.
- weaknesses affected both the North and the South.
- neither the North nor South had a distinct advantage in the early stages of war.
- social, political, and economic changes occurred as a result of the Civil War.
- defeat at Gettysburg ended the Confederate hopes for invading the North and the Union victory at Vicksburg allowed the Union to divide the Southern states and gain control of the Mississippi River.
- the Wilderness Campaign, the blockade of Mobile Bay, Sherman's march to the Sea, total war, and the fall of Richmond all led to the end of the Civil War.
- the causes of the Civil War.

Students will be able to:

- Identify weakness of the North and the South.
- Explain why neither the North nor South had a distinct advantage in the early stages of war.
- Discuss the social, political and economic changes that occurred as a result of the war.
- Understand how the battles of Gettysburg and Vicksburg changed the course of the war.compare and contrast northerners' and southerners' points of view.
- describe how geography affected the strategies of each side during the Civil War.
- Identify turning points during the Civil War and how the outcome was ultimately affected.
- empathize with, explain, and analyze how ALL people in the North and South's roles were changed to contribute to the Civil War.
- Articulate the major political, social & economic causes of the Civil War

- geographical features of the North and South and their effect on the Civil War.
- battle strategies of the North and the South.
- the role African Americans played during the Civil War.
- the role women played during the Civil War.
- The Civil War and Reconstruction had a lasting impact on the development of the United States.
- Fort Sumter
- Confederacy: Jefferson Davis, president
- Yankees and Rebels; Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships: battle of the USS Monitor and the CSS Virginia
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African-American troops; Massachusetts Regiment led by Colonel Shaw
- Sherman's march to the sea; burning of Atlanta m.
- Lincoln re-elected: concluding words of the Second Inaugural Address n. Richmond
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

- Express the points of view of various groups during the Civil War
- Analyze the effects the Civil War had on different/various Americans
- Understand the complex issues of slavery, states' rights, etc.
- Read and interpret primary and secondary sources to gather information
- Research key figures of the civil war
- Evaluate events leading up to the Civil War
- Develop an understanding of how the Civil War events and results impacted subsequent events

Stage 2: Acceptable Evidence

Transfer Task

Journaling inquiry based assessment:

What causes war?

What is worth fighting for?

How do geography and location influence the strategy and outcome of the war?

Other Evidence

- quizzes & tests
- classroom discussions
- student observation
- Venn diagram comparing the North and the South
- student self-reflection (thumbs, scales, etc.)

- project oriented activities

Stage 3: Activities to Foster Learning

Day 1:

What factors and events influenced the outcome of the Civil War?

- Read Aloud Introduction: pg 381
- Complete Preview Questions:
- Discuss the answers with partner and whole group

Day 2:

What factors and events influenced the outcome of the Civil War?

- Complete word grids for vocabulary words.
- Discuss and review answers in groups and with whole group

Day 3:

What factors and events influenced the outcome of the Civil War?

- Review Northern and Southern Strengths and Weaknesses
- Record in a graphic organizer
- Google Slides: note taking
- Complete Matrix
- Partnered Section Activity

Day 4:

What factors and events influenced the outcome of the Civil War?

- Partner read: Bull Run and Antietam
- The anaconda plan in action
- Answer discussion questions
- Class discussion
- Picture Analysis

Day 5:

What factors and events influenced the outcome of the Civil War?

- Gettysburg: A Turning Point and Lincoln's Gettysburg Address
- Compare and contrast to the Declaration of Independence
- Complete Diagram to demonstrate understanding. (Interactive notebook)

Day 6:

What factors and events influenced the outcome of the Civil War?

- Take notes and discuss the siege of Vicksburg
- View video on the siege.
- Answer section activity questions in pairs
- Discuss answers

Day 7:

What factors and events influenced the outcome of the Civil War?

- Suppose you are a civilian in the South in 1864. Write a short letter to your father in the Confederate army telling him what life is like for civilians back home

Day 8:

What factors and events influenced the outcome of the Civil War?

- With groups, complete the interactive notebook
- Review all answers

Day 9:

- Civil-War: Unit Assessment

Social Studies Discovery Class:

- Bull Run: Paul Fleishmann
- Summaries of Characters
- Point of views of characters
- Bull Run Poster Activity
- Narrative Pantomimes
- Found Poems
- Reading Further: Divided House, Divided Families
- Preparing to write: Identifying Emotions
- Personal Letter Writing.

Unit Title / Topic: Reconstruction

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

2014 New Jersey Student Learning Standards for Social Studies

6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.B.5.a

Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War

6.1.8.C.5.a

Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b

Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.d

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

New Jersey Student Learning Standards for English Language Arts Companion 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.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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WHST.6-8.10. 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.

Transfer Goal:

Students will be able to devise knowledge based on inquiry about whether or not the war and end to slavery led to liberty and justice for all.

Meaning

Enduring Understandings:

Students will understand that:

- The government and public commitment to civil and equal rights has advanced throughout the US history.
- There are many ways to change government policy.
- Students will demonstrate an understanding of how geography and the economy impacted and accentuated differences between North and South.
- How citizens in a democracy can change their government in a democracy.

Essential Questions:

- To what extent did Reconstruction bring African Americans closer to full citizenship?
- Did the end of the war and the end of slavery lead to “liberty and justice for all”?

Acquisition of Knowledge & Skills

Students will know:

- Lincoln’s Ten Percent Plan, the Radical Republicans’ Wade-Davis Bill, and Johnson’s Restoration were three varying approaches to rebuild and unify the nation.
- Reconstruction brought about the 13th, 14th and 15th Amendments.
- African Americans gained the right to vote and hold office; however they still faced opposition from many Southerners.
- power shifted to the more conservative Democrats, more industries were developed, and laws created segregation against African Americans.
- the implications of amendments 13, 14, and 15.

Students will be able to:

- compare and contrast different Reconstruction plans.
- make generalizations and judgments regarding fact-based historical documents, including primary sources.
- explain how the movement of people and resources helped bring about social, political, and economic change.
- make inferences regarding potential problems facing freed slaves.
- read informational text, identifying important information for note-taking.
- Visualize agendas and policies through the eyes of politicians and civilians.
- Describe American leaders and their role in the Reconstruction era.
- Develop research skills in comparing policies and procedures.

- the major problems facing freed slaves.
- which government programs/plans were created to help freedmen.
- major changes to the South after the war.
- the Reconstruction Era brought about segregation and discrimination that was reinforced by legislation.
- chronological events/changes of government policy during this time period.
- The Thirteenth Amendment – 1865
- The Civil Rights Act – 1866
- The Fourteenth Amendment – 1866 – 1868 (passed – ratified)
- The Fifteenth Amendment – 1869 – 1870 (passed – ratified)
- The Force Acts of 1870 and 1871
- The Civil Rights Act of 1875

- Understand the system of America’s checks and balances.
- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Stage 2: Acceptable Evidence

Transfer Task

Students will compose an answer to an ongoing inquiry based question using facts and evidence from their learning to support their answer.

Other Evidence

- class notes
- formal assessments
- Legacies of Reconstruction: Facing History
- Social Studies Journal
- project oriented activities

Stage 3: Activities to Foster Learning

Day 1

What is Reconstruction?

Activities:

Facing History: The Legacies of Reconstruction

Day 2

To What extent did Reconstruction lead African Americans closer to full citizenship?

- Two major aims of reconstruction

- Purpose of Freedmen's Bureau and activities that helped it carry out its purpose

Activities:

- Visual Analysis of images to evaluate how close African Americans came to full citizenship
- Completion of Black Codes chart

Day 3

To What extent did Reconstruction lead African Americans closer to full citizenship?

- Radical Republicans v. President Johnson's Plan
- *Impeachment of President Johnson*
- Effects on sharecroppers

Activities:

- Spoke Diagram (describing the relationship between congress and president Johnson)
- Answering cause and effect questions.

Day 4:

To What extent did Reconstruction lead African Americans closer to full citizenship?

- Black Codes
- Military Reconstruction Act
- 14 & 15 Amendments

Activities:

- Read "Oh Captain! My Captain"

Day 5

To What extent did Reconstruction lead African Americans closer to full citizenship?

Southern Reconstruction

The 15th amendment

New State Governments

African Americans in Office

Activities:

Spoke diagram: Changes under Southern Reconstruction

Day 6

To What extent did Reconstruction lead African Americans closer to full citizenship?

End of Reconstruction

Activities:

- Completing flowchart to show the development and effects of violence against African Americans in the South
- Journaling: connecting evidence to EQ through inquiry.

Day 7

To What extent did Reconstruction lead African Americans closer to full citizenship?

Reconstruction Reversed

Education

Voting Rights

Segregation

Plessy v. Ferguson

Activities

- Describe the drawbacks in education, voting-rights and segregation (Interactive notebook)
- Make a sketch to illustrate the results of Plessy v. Ferguson including a caption that explain the Supreme Court's decision in the case and the consequences of that decision.

Day 8

To What extent did Reconstruction lead African Americans closer to full citizenship?

Plessy v. Ferguson

Activities:

ICIVICS Plessy v. Ferguson

Day 9

To What extent did Reconstruction lead African Americans closer to full citizenship?

Responding to Segregation

African American Migration

Activities:

Push pull factors for African Americans

Describing regional experiences for African Americans at the end of the 1800's (Interactive Notebook)

Day 10

To What extent did Reconstruction lead African Americans closer to full citizenship?

Summary

Activities:

Humpty Dumpty Reconstruction Era

Day 11-14

To What extent did Reconstruction lead African Americans closer to full citizenship?

- Reconstruction Era Project based on different perspectives
- Research
- Presentations

Day 15-Day 20

To What extent did Reconstruction lead African Americans closer to full citizenship?

Completing Transfer Task

Social Studies Discovery Class Activities:

- Reading Further: The Long Road to Equal Rights
- Preparing to write: Identifying Values
- Writing a personal statement: expressing your personal beliefs about the value of the right to vote. Offer two reasons why voting is important in a democracy.
- Active classroom activities