

**OCEAN COUNTY SOCIAL STUDIES  
CURRICULUM**

**Content Area: Social Studies**

**Course Title: US History – 8<sup>th</sup> Part 2**

**Grade Level: 8**

**n**

**Unit 6 – Early Republic**

**2<sup>nd</sup> Quarter**

**Unit 7 – Expansion and Reform**

**2<sup>nd</sup> and 3<sup>rd</sup> Quarter**

**Unit 8 – Antebellum America**

**3<sup>rd</sup> Quarter**

**Unit Plan 9 – Civil War**

**4<sup>th</sup> Quarter**

**Unit Plan 10 – Reconstruction**

**4<sup>th</sup> Quarter**

**Date Created: March 2012**

**Board Approved on:**

**Created by: Christine Morsch, Roy Yakovchuk, Meredith Parlman**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title:** Unit 6 – Early Republic

**Target Course/Grade Level: U.S. History Grade 7/8**

#### Unit Summary

Disputes over political authority and economic issues lead to challenges for the new government and the forming of political factions within the government.

Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

**Primary interdisciplinary connections: Language Arts, 21<sup>st</sup> Century Life and Careers**

**21<sup>st</sup> century themes: Global awareness, economic literacy, civic literacy**

### Learning Targets

#### Content Standards

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 the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens

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

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
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.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
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.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.

<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"><li>• What were the precedents that Washington established as the first president of the United States?</li><li>• What challenges did the United States face during Washington’s administration?</li><li>• How did the Federalist and Democratic Republican Parties form, and on what issues did they disagree?</li><li>• In what ways did Thomas Jefferson and the Republicans limit the power of the government?</li><li>• How did the Louisiana Purchase affect the</li></ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• George Washington established lasting precedents for the executive power.</li><li>• The United States government initially faced difficulties establishing powers.</li><li>• Differing political views led to the creation of political factions within the government.</li><li>• The differing views of the Republican Party shaped legislation to limit the power of the government.</li><li>• The acquisition of land impacted political and economic</li></ul>

<p>nation's economy and politics?</p> <ul style="list-style-type: none"> <li>• What were the challenges to the nation's stability during the late 1700's and early 1800's?</li> <li>• How did the United States benefit from its victory in the War of 1812?</li> </ul>	<p>functions in the United States.</p> <ul style="list-style-type: none"> <li>• Geographical differences led to debates involving economic issues in the new nation.</li> <li>• The Treaty of Ghent established policies which restored the relationship between the United States and Great Britain.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• George Washington's impact on the country as the first President of the United States.</li> <li>• Nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.</li> <li>• The Whiskey Rebellion, and explain how Washington dealt with this problem.</li> <li>• The philosophies of the Federalists and the Democratic Republicans.</li> <li>• Jay's Treaty and the effect it had on the U.S.</li> <li>• The impact the XYZ affair had on the presidency of John Adams.</li> <li>• The impact of the Revolution of 1800.</li> <li>• Importance of Marbury v Madison.</li> <li>• The continuing conflict between settlers and the Native Americans.</li> <li>• Causes and issues surrounding the War of 1812.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze the impact that George Washington had on the country as the first President of the United States.</li> <li>• Describe the cause of the nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.</li> <li>• Describe the causes of the Whiskey Rebellion, and explain how Washington dealt with this problem.</li> <li>• Compare and contrast the philosophies of the Federalists and Democratic Republicans.</li> <li>• Discuss the pros and cons of the Jay Treaty and how it affected the United States.</li> <li>• Discuss the impact of the XYZ affair on John Adams political image.</li> <li>• Describe Jefferson's goals of the Revolution of 1800, and determine if his goals were realized.</li> <li>• Discuss how Marbury v. Madison led to the Supreme Court acquiring the power of judicial review.</li> <li>• Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Battle of Fallen Timbers and Tecumseh's rebellion).</li> <li>• Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).</li> <li>• Discuss the causes of the war of 1812 and its impact on the United States.</li> <li>• Explain how major events are related to one another in time.</li> <li>• Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> <li>• Compare and contrast differing interpretations of current and historical events.</li> <li>• Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>• Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
Evidence of Learning

**Formative Assessments**

- |   |  |
|---|--|
| 1) Thought Bubble – What the presidents were thinking               | 4) Connect to Today – issues/events we can relate to |
| 2) Historical Cartoon – any issues facing the presidents/government | 5) Newspaper Headline – any relevant issue           |
| 3) Retelling – Read Lewis and Clark Journal and retell to a partner |  |

**Summative Assessments**

- 1) President Biography – Pick either Washington, Adams, Jefferson or Madison
- 2) Lewis and Clark children’s book – create a children’s book to tell the story of the Corps of Discovery
- 3) Compare and Contrast – Alien and Sedition Acts vs. The Patriot Act

**Modifications (ELLs, Special Education, Gifted and Talented)**

**Low and High Prep Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning *and* to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

<b>Low Prep Strategies</b>	
<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.

<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations "orbit" or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep. Strategies</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/</b>	The content and objective are the same, but the process and/or the

<b>product</b>	products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Readers' Workshop (Writers' Workshop is a parallel strategy)</b>	The Readers' Workshop approach involves students in three types of activities: <ul style="list-style-type: none"> <li>• Mini-lessons (5-10 minutes) on some aspect of literature or a reading</li> </ul>

	<p>strategy.</p> <ul style="list-style-type: none"> <li>• Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading.</li> <li>• Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.</li> </ul>
<b>Stations/ Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tape recorded materials at different levels</b>	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
<b>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")</b>	<p><b>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal.</b></p> <p>To design a tic-tac-toe board:</p> <ul style="list-style-type: none"> <li>- Identify the outcomes and instructional focus</li> <li>- Design 9 different tasks</li> <li>- Use assessment data to determine student levels</li> <li>- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</li> </ul>
<b>Choice Boards</b>	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

### 1. Low-prep Differentiation

Choices of books

Homework options

Use of reading buddies

Varied journal Prompts

Orbitals

Varied pacing with anchor options

Student-teaching goal setting

Work alone / together

Whole-to-part and part-to-whole explorations

Flexible seating

Varied computer programs

Design-A-Day

Varied Supplementary materials

Options for varied modes of expression

Varying scaffolding on same organizer

Let's Make a Deal projects

Computer mentors

Think-Pair-Share by readiness, interest, learning profile

**Use of collaboration, independence, and cooperation**

**Open-ended activities**

**Mini-workshops to reteach or extend skills**

**Jigsaw**

**Negotiated Criteria**

**Explorations by interests**

**Games to practice mastery of information**

**Multiple levels of questions**

**To Differentiate Content**

**\_ Reading partners/ Reading Buddies**

**\_ Read/Summarize**

**\_ Read/Question/Answer**

**\_ Visual Organizer/Summarizer**

**\_ Parallel Reading with Teacher Prompt**

**\_ Choral Reading/Antiphonal Reading**

**\_ Flip books**

**\_ Split Journals (Double Entry - Triple Entry)**

**\_ Books on Tape**

**\_ Highlights on Tape**

**\_ Digests/"Cliff Notes"**

**\_ Notetaking Organizers**

**\_ Varied Texts**

**\_ Varied Supplementary Materials**

**\_ Highlighted Texts**

**\_ Think-Pair-Share/Preview-Midview-Postview**

**2. High-Prep Differentiation**

**Tiered activities and labs**

**Tiered products**

**Independent studies**

**Multiple texts**

**Alternative assessments**

**Learning contracts**

**4-MAT**

**Multiple-intelligence options**

**Compacting**

**Spelling by readiness**

**Entry Points**

**Varying organizers**

**Lectures coupled with graphic organizers**

**Community mentorships**

**Interest groups**

**Tiered centers**

**Interest centers**

**Personal agendas**

**Literature Circles**

**Stations**

**Complex Instruction**

**Group Investigation**

**Tape-recorded materials**

**Teams, Games, and Tournaments**

**Choice Boards**

**Think-Tac-Toe**

**Simulations**

**Problem-Based Learning**

**Graduated Rubrics**

**Flexible reading formats**

**Student-centered writing formats**

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Textbooks/Atlases/Printable**

- Textbook
- Articles of Confederation
- Constitution

**Websites**

**Formative**

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

**Summative**

- 1) [President Bio Project](#)
- 2) [Journals of the Lewis and Clark Expedition](#)
- 3) [Thomas Jefferson: The Patriot Act of the 18th Century - TIME](#)

**Films/Video**

- **United Streaming**
- **PBS – War of 1812**

**Teacher Notes:**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area: Social Studies**

**Unit Title:** Unit 7 - Expansion and Reform

**Target Course/Grade Level:** U.S. History 7/8

**Unit Summary:**

**Westward movement, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**

**Primary interdisciplinary connections:** Language Arts, Technology

**21<sup>st</sup> century themes:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding and working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Learning Targets

**Content Standards:**

**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 the 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.

**6.3 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.

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

**9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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**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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
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 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.
6.1.8.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.
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What effects did the Industrial Revolution have on the U.S. economy?</li> <li>• How did Andrew Jackson’s presidency affect Native Americans?</li> <li>• How did the belief in Manifest Destiny influence western settlement?</li> <li>• What were the major reform movements of the Antebellum period?</li> <li>• What factors led to increases in immigration to America?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The Industrial Revolution transformed America from an agrarian society into an industrial society.</li> <li>• Andrew Jackson’s policies regarding Native Americans resulted in the Trail of Tears.</li> <li>• America’s belief in Manifest Destiny encouraged pioneers to move into western lands.</li> <li>• There were major efforts to reform education, women’s rights, slavery, and other issues during the Antebellum Period.</li> <li>• Push factors from persecution and economic problems in Europe, combined with Pull factors from vast opportunities in America led to increased immigration to America.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How the United States acquired Spanish Florida.</li> <li>• How the building of canals and railways boosted the U.S. economy.</li> <li>• What factors contributed to the development of industry in the north.</li> <li>• What major inventions led to the growth of industry in America?</li> <li>• How the concept of Manifest Destiny influenced the growth of America through diplomacy, annexation, and war.</li> <li>• What push-pull factors led to increased immigration in 19<sup>th</sup> century America?</li> <li>• What changes were made in America as a result of education reform, women’s rights movement, and the abolitionist movement?</li> <li>• New Jersey’s role in the Underground Railroad and how resistance to slavery grew in the North.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Determine the cause and effects of The U.S. sending Andrew Jackson into Spanish Florida.</li> <li>• Describe how the building of canals and railways boosted the U.S. economy.</li> <li>• List the factors that contributed to the development of industry in the north.</li> <li>• Explain how inventions like the Cotton Gin and the interchangeable parts led to the growth of industry in America.</li> <li>• Map and identify lands in North America and explain how they were acquired through diplomacy, annexation, and war.</li> <li>• Analyze the push-pull factors that led to an increase in immigration in the 19<sup>th</sup> century.</li> <li>• Explain how 19<sup>th</sup> century reform efforts impacted education, women’s rights, and slavery in America.</li> <li>• Describe New Jersey’s role in the Underground Railroad and explain resistance to slavery.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- 1) Thought Bubble – what the Mill Girls were thinking
- 2) Political Cartoons – Andrew Jackson
- 3) Mini Debate – Impact of Cotton Gin

**Summative Assessments**

- 1) Factory vs. Plantation – identify the changes occurring in the US during the Industrial Revolution, list differences and similarities, analyze how differences led to war
- 2) Analyze primary sources – Indian Removal Act & Trail of Tears
  - Journal/diary/letter from natives
  - Worcester v. Georgia
- 3) Chart immigration – include number of people, where they came from and reasons for leaving
- 4) Create an Underground Railroad Game – board game, comprehension questions, real problems slaves encountered

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Differentiated instruction
- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Textbooks/Atlases/Printable**

- Textbook
- Atlas of United States History

**Websites**

**Formative**

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>
- 2) [Andrew Jackson Political Cartoons](#)

**Summative**

- 1) [Lesson 1: Factory vs. Plantation in the North and South | EDSITEMent](#)
- 2) [Trail of Tears](#)
- 3) [http://www.edteck.com/dbq/eiq/5\\_ss\\_dbq3.pdf](http://www.edteck.com/dbq/eiq/5_ss_dbq3.pdf)
- 4) [The Underground Railroad - National Geographic Education](#)  
[http://slic.njstatelib.org/slic\\_files/digidocs/h673/h6732002.pdf](http://slic.njstatelib.org/slic_files/digidocs/h673/h6732002.pdf)

**Films/Video**

- 1) PBS – Andrew Jackson
- 2) PBS – American Experience “We Shall Remain”

**Teacher Notes:**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Unit 8 - Causes of the Civil War

**Target Course/Grade Level:** U.S. History, 7-8

#### Unit Summary

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

**Primary interdisciplinary connections:** Language Arts, 21<sup>st</sup> Century Life and Careers, and Technology

**21<sup>st</sup> century themes:** language arts, economic literacy, civic literacy

### Learning Targets

**Standard 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 the 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.

**Standard 6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Standard 8.1 Educational Technology.** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Standard 9.1 21st Century Life Skills.** All students will demonstrate creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad
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.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
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 are addressed in democratic society.
8.1.8.A.3	Create a multimedia presentation including sound and images.

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines
8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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 a 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, and 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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Did the compromises that Congress made effectively address slavery and sectionalism?</li> <li>• How did popular sovereignty lead to violence?</li> <li>• What was the significance of the <i>Dred Scott</i> decision?</li> <li>• What role did the theory of states’ rights play in the outbreak of the Civil War?</li> <li>• What role did the Election of 1860 play in southern secession?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• The compromises that Congress made to address slavery and sectionalism were not effective</li> <li>• The slavery issue was so contentious that popular sovereignty led to violence.</li> <li>• The <i>Dred Scott</i> decision turned many Northerners against the idea of slavery in the South.</li> <li>• States’ rights led many states to believe that they had the right to secede from the Union.</li> <li>• The Election of 1860 caused southern states to secede from the nation.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• The Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free states</li> <li>• The Compromise of 1850 addressed</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify the components of the Missouri Compromise and describe how it temporarily resolved the issue of slavery.</li> <li>• Identify the components of the Compromise of the 1850.</li> <li>• Analyze how the Compromise of 1850 further divided the</li> </ul>

<p>several issues, including slavery in the territories.</p> <ul style="list-style-type: none"> <li>• The Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate.</li> <li>• The Kansas-Nebraska Act resulted from another dispute over slavery in Congress.</li> <li>• Opponents of slavery from different political parties came together to form the new Republican Party.</li> <li>• The Supreme Court’s decision in the <i>Dred Scott</i> case dealt a severe blow to antislavery forces and further divided the country.</li> <li>• The Lincoln-Douglas debates placed the little known Lincoln into the national spotlight.</li> <li>• Fearing that President Lincoln would not protect Southern rights, first South Carolina and then other states voted to leave the Union.</li> <li>• The Civil War began when Confederate forces attacked Fort Sumter in South Carolina.</li> </ul>	<p>nation over the issue of slavery, states’ rights, and sectionalism.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reaction of the North and the South to the Fugitive Slave Act.</li> <li>• Illustrate how the Kansas-Nebraska Act led to violence</li> <li>• Describe how the Republican Party was formed and what groups took part in its formation.</li> <li>• Argue for or against the decision in the <i>Dred Scott</i> decision</li> <li>• Compare and contrast the reaction of the North and the South to the <i>Dred Scott</i> decision.</li> <li>• Dramatize the Lincoln-Douglas debates and recognize how this helped popularize Abraham Lincoln.</li> <li>• Explain how Abraham Lincoln became president.</li> <li>• Evaluate the decision of South Carolina and others to secede from the Union.</li> <li>• Describe how the attack on Fort Sumter led to the Civil War.</li> </ul>
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## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Evidence of Learning

#### Formative Assessments

- |  |   |
|--|---|
| 1) Cause and Effect chart – Fugitive Slave Act; Election of 1860 | 4) Different Perspectives – North and South                                       |
| 2) Mini-Debate – Popular sovereignty vs. Northern expansion      | 5) Thought Bubble – slaves, abolitionists, planters                               |
| 3) It Never Happened – Lincoln’s election                        | 6) Mini-Biography – of anyone we’ve been studying 3 minutes to write all you know |

#### Summative Assessments

- 1) Timeline – Missouri Compromise to secession (10 events with explanations and visual cues)
- 2) Lincoln – Douglas Debates
- 3) John Brown’s Raid- Martyr or Murderer – Persuasive Essay

#### Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiation of instruction based on the specific needs of the students.
- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:  
Textbooks/Atlases/Printable**

- Textbook
- Atlas of United States History

### **Websites**

#### **Formative**

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

#### **Summative**

- 1) <http://edsitement.neh.gov/curriculum-unit/life-north-and-south-1847-1861-brother-fought-brother>
- 2) [Lesson 4: Abraham Lincoln, the 1860 Election, and the Future of the American Union and Slavery | EDSITEMent](#)
- 3) [Lesson 2: Slavery's Opponents and Defenders | EDSITEMent](#)

#### **Films/Video**

- 1) America: A Story Of Us
- 2) History Detectives: The Spear That Stoked the Civil War

### **Teacher Notes:**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Unit 9 - The Civil War

**Target Course/Grade Level:** U.S. History, 7-8

#### Unit Summary

The Civil War and Reconstruction had a lasting impact on the development of the United States.

**Primary interdisciplinary connections:** Language Arts, 21<sup>st</sup> Century Life and Careers, and Technology

**21<sup>st</sup> century themes:** language arts, economic literacy, civic literacy

### Learning Targets

**Standard 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 the 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.

**Standard 6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Standard 8.1 Educational Technology.** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Standard 9.1 21st Century Life Skills.** All students will demonstrate creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI #	Cumulative Progress Indicator (CPI)
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	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 the 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.
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 are addressed in democratic society.
8.1.8.A.3	Create a multimedia presentation including sound and images.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines
8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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 a 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, and 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.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What were the strengths and weaknesses of the North and the South?</li> <li>• Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war?</li> <li>• What social, political, and economic changes resulted from the war?</li> <li>• How did the events at Gettysburg and Vicksburg change the course of the war?</li> <li>• What events led to the end of the war?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The North had a distinct advantage in terms of manpower and manufacturing and it would have been hard for them to lose the war.</li> <li>• The war was so violent and unlike any previous war which prevented the Union or Confederacy from gaining an advantage early in the war.</li> <li>• The war resulted in many social, political, and economic changes in American life.</li> <li>• The battles at Gettysburg and Vicksburg changed the course of the war in favor of the Union.</li> <li>• The war ended quickly due to total war and the leadership of Generals Grant and Sherman.</li> </ul>

**Unit Objectives**

*Students will know...*

- The North and the South had many different strengths, strategies, and purposes in the Civil War.
- Soldiers in the Civil War came from every region, and each expected an early victory.
- The Confederates decisively won the First Battle of Bull Run.
- The South won several important victories in the East during 1862, but the Union responded with a vital triumph of its own at Antietam.
- President Lincoln's Emancipation Proclamation had an enormous effect in America and abroad.
- The Civil War affected civilians as well as soldiers.
- Many Northern and Southern women took on new responsibilities during the war.
- The Civil War led to political change and strained the economies of the North and the South.
- In the winter of 1862, and the spring of 1863, the South seemed to be winning the Civil War.
- African Americans showed courage and skill as soldiers in the Union army.
- The Battle of Gettysburg marked a turn in the war as the Union forces defeated the Confederates.
- After a long, bloody summer, Union forces captured major Southern strongholds, and as a result, President Lincoln won re-election.
- After four years of fighting against unfavorable odds, the South finally surrendered.

**Unit Objectives**

*Students will be able to...*

- List the advantages and disadvantages of the North and the South.
- Discuss the reasons soldiers would have joined the army during the war.
- Describe how the First Battle of Bull Run changed the perceptions of the outcome of the war.
- Analyze Confederate victories in the East during 1862 in relation to the strengths and weaknesses of each army.
- Explain why the Battle of Antietam is a turning point of the war.
- Compare and contrast Northern and Southern reaction to the Emancipation Proclamation.
- Examine the effects of the war on the citizenry of the North and South.
- Evaluate the effect of the war on women in the North and the South.
- Identify the political changes in the North and the South due to the war.
- Illustrate the effect of the war on the economies of the North and the South.
- Analyze Confederate victories at Fredericksburg and Chancellorsville in relation to the strengths and weaknesses of each army.
- Recognize that African Americans showed courage and skill as soldiers in the Union army; specifically evaluating the 54<sup>th</sup> Massachusetts.
- Analyze the Union victory at Gettysburg and describe why it is considered a turning point of the war.
- Analyze the Union victory at Vicksburg describe why it is considered a turning point of the war.
- Explain how and why the Gettysburg Address continues to impact American life.
- Explain the concept of total war.
- Identify the reasons why President Lincoln won re-election in 1864.
- Describe how the Union won the war through a series of victories in 1864-1865.

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- |   |   |
|---|---|
| 1) Chart – Strengths/Weaknesses Civil War                                     | 4) Differing Perspectives – Northern vs. Southern women |
| 2) Timeline – battles   | 5) Map – North/South/Border                             |
| 3) Emancipation Proclamation – Identify main points and rewrite in your words | 6) Newspaper Headline – any battle                      |

**Summative Assessments**

- Art History Project – Use photos and art to create a timeline or map of the Civil War
- Read “Soldier’s Heart” – Letter from a soldier home after a specific battle describing their experience
- Analyze Gettysburg Address and compare to current events
- Compare/Contrast – Ulysses S Grant and Robert E Lee
  - Battles
  - Leadership qualities
  - Background
  - Who was the better leader?

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Differentiation of instruction based on the specific needs of the students
- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Textbooks/Atlases/Printable**

- Textbook
- Atlas of United States History

**Websites**

**Formative**

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

**Summative**

- 1) [The Civil War, Part 1: The Places - In Focus - The Atlantic](#)
- 2) [Teacher Resources & Books for Teachers, Children's Book Recommendations & Student Activities | Scholastic.com](#)
- 3) [Gettysburg Address Web Resources](#)
- 4) [Cicero - Teaching History Beyond the Textbook](#)

**Films/Video**

- 1) *Glory* (1989)
- 2) *Gettysburg* (1993)
- 3) *Gods and Generals* (2003)
- 4) *The Civil War* (1990)

**Teacher Notes:**

## OCEAN COUNTY SOCIAL STUDIES CURRICULUM

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Unit 10 - Reconstruction

**Target Course/Grade Level:** U.S. History, 7-8

#### Unit Summary

This American history unit provides a means for students to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

**Primary interdisciplinary connections:** Language Arts, 21<sup>st</sup> Century Life and Careers, and Technology

**21<sup>st</sup> century themes:** language arts, economic literacy, civic literacy

### Learning Targets

**Standard 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 the 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.

**Standard 6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Standard 8.1 Educational Technology.** All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Standard 9.1 21st Century Life Skills.** All students will demonstrate creative, critical thinking, collaboration and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

CPI #	Cumulative Progress Indicator (CPI)
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.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 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the United States Constitution from multiple perspectives.
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 are addressed in democratic society.

8.1.8.A.3	Create a multimedia presentation including sound and images.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks to solve problems.
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.
8.1.8.D.2	Summarize the application of fair use and Creative Commons guidelines
8.1.8.D.3	Demonstrate how information on a controversial issue may be biased.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
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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.
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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.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How did plans to unify the country differ after the Civil War?</li> <li>• What were the results of Radical Reconstruction?</li> <li>• In what ways did government in the Southern states change during Reconstruction?</li> <li>• How did the South change politically, economically, and socially when Reconstruction ended?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• There were differing approaches toward unifying the country after the Civil War.</li> <li>• Radical Reconstruction both improved and did not improve life for African Americans in the South.</li> <li>• The governments in the Southern states underwent several changes due to the differing approaches to Reconstruction.</li> <li>• The South changed politically, economically, and socially by the end of Reconstruction.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Government leaders disagreed about how Southern states could rejoin the Union.</li> <li>• After President Lincoln was</li> </ul>	<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Compare and contrast the approaches of Congress, President Lincoln, and President Johnson toward Reconstruction.</li> <li>• Identify the Restoration plan of President Johnson.</li> </ul>

assassinated, Andrew Johnson became president and announced his plan of "Restoration".

- When Northerners realized that African Americans in the South were still being mistreated, they worked to find a way to help them.
- With a veto-proof majority, Radical Republicans were able to put their version of Reconstruction into action.
- As African Americans began to take part in civic life in the South, they faced resistance, including violence, from whites.
- Education improved for both races in the South, but sharecropping systems limited economic opportunities for African Americans.
- Democrats steadily regained control of Southern governments as support for Radical Reconstruction policies decreased.
- As Reconstruction ended, true freedom for African Americans became a distant dream.

- Analyze the effect of President Lincoln's assassination on the Reconstruction process.
- Identify ways in which Northerners attempted to help African Americans in the South being mistreated after the war.
- Discuss the circumstances surrounding the Radical Republicans achieving a veto-proof majority in Congress.
- Identify the steps taken during Radical Reconstruction.

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- |  |   |
|--|---|
| 1) Differing Perspectives – North vs. South      | 4) Connect to Today – Rebuilding after catastrophes |
| 2) Mini Debate – Johnson vs. Radical Republicans | 5) Chart – plans of Reconstruction                  |
| 3) Think Pair Share – Reconstruction Vocabulary  | 6) Political Cartoons – analyze and explain         |

**Summative Assessments**

- 1) Analyze the 13<sup>th</sup>, 14<sup>th</sup> & 15<sup>th</sup> Amendments – Teach the class
- 2) Newspaper Article – Assassination of Abraham Lincoln
- 3) To Impeach or Not To Impeach – project analyzing the impeachment of Andrew Johnson

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Differentiation of instruction based on the specific needs of the students
- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook
- Atlas of United States History

**Websites**

**Formative**

- 1) <http://www.dce.k12.wi.us/srhigh/socialstudies/Strategies/Formative%20Assessment%20in%20Social%20Studies.ppt>

**Summative**

- 1) [Freedmen and Southern Society Project | EDSITEment](#)
- 2) [Eastern Illinois University :: Lincoln](#)
- 3) [The History Place - Impeachment: Andrew Johnson](#)

**Films/Video**

- 3) America: A Story Of Us
- 4) American Experience – Reconstruction: The Second Civil War
- 5) History.com – Failure of Reconstruction

**Teacher Notes:**