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**Board Approved 8/21/2019**

<b>Ocean County Social Studies Curriculum</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: US History</b>	<b>Grade Level 8th Grade</b>
American Revolution	55 Days
The Holocaust	5-10 Days
The New Republic / Expansions & Changes	55 Days
Civil War & Reunion	55 Days

## Introduction

The French and Indian War led to a number of events and policies that created growing tension between the colonists and the British government. These tensions would ultimately lead to the colonists rebelling against the British government and establishing the United States. One of the colonists' complaints was that they had no voice in British Parliament, but were bound by its laws. Many individuals played key roles in the events that led to the American Revolution, as well as in the fight for freedom.

Thomas Paine's pamphlet *Common Sense* convinced more Americans to support independence from Britain. The Declaration of Independence used the principles of natural rights to explain the reasons why the Americans demanded independence from the British government, thrusting America further into war. As the war progressed from New England to the Middle States, American troops faced many struggles as questions remained about American capabilities to win the war. The Battle of Saratoga would become the turning point in the war and convince European powers to join in the war effort. This included contributions made by African-Americans, Natives, and women. In the final stages of the war, fighting shifted to the South, ending in the British surrender at Yorktown. American independence was recognized in the Treaty of Paris of 1783

As the war drew to a close, the new United States was governed by the weak Articles of Confederation. Coming close to collapse, the fledgling United States had to create a new national government that needed to balance the distribution of power between the central government and the rights of individuals and states. America's Founding Fathers met in Philadelphia in 1787 for a Constitutional Convention. Several compromises were made that addressed the legislative process and the issue of slavery. Federalists emerged in support of the new constitution, while anti-federalists voiced concerns that a strong federal government threatened states' rights and individual freedoms. With the promise of a bill of rights, the United States Constitution was ratified in 1789.

George Washington supervised the creation of a new federal government with the goal of tackling the nation's debt. Two political parties began to take shape: the Federalists and Republicans. Washington dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. Political divisions took shape with the presidency of John Adams, as he struggled to keep peace with France.

In 1801 Thomas Jefferson and his party, the Democratic-Republicans, took power. They reduced the size of the federal government, which they believed had become too powerful under the Federalists. They doubled the size of the country by purchasing the Louisiana Territory from France. In an attempt to punish Britain and France for interfering

with US shipping, Jefferson proposed the embargo act, which ultimately hurts the US economy. Native Americans were defeated when they opposed US settlement in the Northwest Territory. War Hawks blamed Britain for trouble with the Native Americans and decreased trade, thrusting the US into the War of 1812. The war ended without a clear victor, but the U.S. ended with a clear sense of nationalism.

With the conclusion of the War of 1812, the United States experienced an “Era of Good Feelings” under James Monroe. Henry Clay proposed the American System, which led to rapid industrialization in the Northeast, fed by an ample supply of labor and raw materials. Factory conditions became increasingly dangerous, and laborers fought for better working conditions. Eli Whitney’s Cotton Gin made possible a huge increase in cotton production, which expanded the number and value of enslaved African Americans. By the early 1800’s, western territories would qualify for statehood with better roads and canals increasing settlement. After losing the Election of 1824 due to a “corrupt bargain”, Andrew Jackson overwhelmingly won the Election of 1828, as the “People’s President”. The government would force Native Americans west of the Mississippi River onto the first established reservations with the Indian Removal Act of 1830. Thousands of Native Americans died resisting removal along the journey of the Trail of Tears. Jackson vetoed a bill to renew the charter for the Second Bank of the United States, in support of the common man. John C. Calhoun threatened the validity of federal tariffs by using the doctrine of nullification.

By the 1820’s, land-hungry Americans often had to look west of the Mississippi River to settle. Manifest Destiny was the idea that the US had the right to “spread and possess the whole of the continent.” Traders and trappers helped open the west for settlement. Free land and the mild climate attracted settlers from all parts of the US. American settlers in Texas rebelled against Mexico and created the independent republic of Texas. American forces defeated Mexican forces in the Mexican-American War. The United States gained vast new territories as a result of the Treaty of Guadalupe Hidalgo. The Mormons moved west to Utah for religious freedom. Gold fever brought thousands of immigrants to California. During this time, reformers tackled a variety of causes, including temperance, prison reform, improved conditions for those with mental illness, public education, abolition of slavery, women’s rights, and immigrants.

The acquisition of new territories in the west reopened the issue of slavery as lawmakers debated how to keep a balance of power between free and slave-holding states. The Compromise of 1850 attempted to settle the slavery question; however Northerners resented the Fugitive Slave Act. Uncle Tom’s Cabin increased the Northern hatred of slavery and antagonized the Southern slaveholders. Popular Sovereignty established by the Kansas-

Nebraska Act triggered bloody fighting in Kansas. The Republican party was formed to oppose the spread of slavery into newly acquired territories. In the Dred Scott Decision, Supreme Court ruled that Congress could not ban slavery in any territory. Abraham Lincoln became a central political figure when he and Stephen Douglas debated slavery. John Brown, an abolitionist, and his followers attacked the federal arsenal at Harper's Ferry Virginia to protest slavery. After Lincoln won the presidential election of 1860, southern states began to secede from the Union. The Civil War began when Confederate troops fired on Fort Sumter.

The Civil War began when several southern states seceded from the Union and created the Confederate States of America following the Election of 1860. Both the North and the South used their advantages in planning military strategy. The North's resources included transportation, industry, thriving economy, large population, and a strong president. The South relied heavily on King Cotton to develop overseas allies, knowledge of the land, and strong military leadership. New weapons made fighting the war more dangerous. The Emancipation Proclamation freed enslaved people in areas of rebellion in 1863, changing the purpose of the war into a fight to end slavery. Approximately 189,000 African Americans served in the Union army and navy, most famously the all-black 54th Massachusetts regiment. Major Confederate losses in Vicksburg and Gettysburg marked a turning point in the war. Confederate General Robert E. Lee surrendered to Ulysses S. Grant on April 9, 1865, at Appomattox Courthouse. Some 620,000 soldiers died in the war. New estimates based upon digital scanning place the current death toll at 750,000.

Beyond the physical rebuilding of the South, two major issues faced the nation after the Civil War: under what conditions would the 11 states that had seceded be returned to the Union and what would be the economic, political, and social future of 4 million freed African Americans, most of whom lived in the South. The Republicans wanted to secure the protection of the freedmen and obtain an oath of loyalty from seceded states before they would be allowed back into the Union. Freed African Americans sought the right to vote, in addition to educational and economic opportunities. Southern whites wanted to turn back the clock as much as possible and keep African Americans in subservient positions. Before he was assassinated, Lincoln presented a lenient plan for reunion. Andrew Johnson, who succeeded Lincoln, also offered a lenient plan. However, former Confederate leaders were soon gaining control of their state governments and thwarting efforts of freedmen to gain political and economic power. In response, Congress passed the Civil Rights Act of 1866 and overrode Johnson's veto of the Fourteenth Amendment. Radical Reconstruction, fashioned by congressional Republicans, brought changes to the South that advanced the rights of African Americans. This would not last, as southern whites violently opposed these efforts. Any hope of federal help ended when Rutherford B. Hayes agreed to remove federal troops

from the South in exchange for help in the House of Representatives to win his election. By 1876, the Southern states were back in the Union and free to establish their own laws limiting the opportunities of African Americans. These laws remained unchallenged by the federal government until well into the 20th century.

### **Holocaust Unit**

The Holocaust refers to the period of history, from 1933-1945, during which approximately six million Jews became victims of Nazi Germany and its collaborators throughout Europe. In their attempt to annihilate all Jews in Europe, the Nazis, under the leadership of Adolf Hitler, developed a systematic plan that they called the "Final Solution to the Jewish Problem." During the Holocaust, millions lost their lives through starvation, shooting, torture and gassing in camps built for the purpose of killing people. As Nazi control of various parts of Europe progressed during this time period, millions of other innocent people became targets of their wrath, with approximately five million deaths among them.

Students need to understand that genocide is a possible consequence of prejudice and discrimination. A study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. A study of the Holocaust and genocides helps students think about the use and abuse of power, and the role and responsibilities of individuals, organizations and nations when confronted with civil rights violations and/or policies of genocide.

<b>Unit 1: Forming a New Nation / American Revolution</b>	<b>Duration: 55 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>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.</p> <p>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.</p> <p>CPI # Cumulative Progress Indicator (CPI)</p> <p>6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. <u><i>Amistad</i></u></p> <p>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.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>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 the national government.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>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.</p> <p>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.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the</p>	

execution and outcome of the American Revolutionary War.

6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. *Amistad*

6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

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, 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 grade 6–8 text complexity band independently and proficiently.

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

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

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, 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 reflection and revision)

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## TECHNOLOGY STANDARDS

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at**

**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

[www.quizizz.com](http://www.quizizz.com)

<https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true>

**Other Assessments**

**Formative**

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

	<ul style="list-style-type: none"> <li>● Self-assessment</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● That conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</li> <li>● How the debt from the 7 Years War led to the British raising taxes on its colonies in America which caused the colonies to resent the British government.</li> <li>● That the colonists used propaganda to promote the idea of independence.</li> <li>● That the Declaration of Independence was influenced by the writings of John Locke and other philosophers.</li> <li>● How geography affected the outcome of the American Revolution.</li> <li>● That the victory at the Battle of Saratoga persuaded some European countries to offer assistance to the American cause.</li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● Assess the impact of the Treaty of Paris 1763 and how it impacted the relationship between the colonies and the Native Americans.</li> <li>● Analyze primary and secondary sources about the taxes that Britain imposed on the colonies.</li> <li>● Evaluate propaganda pieces created by the American colonists and determine their effect on swaying the masses of the American colonies to desire independence.</li> <li>● Compare and contrast the Declaration of Independence and other primary sources written on natural rights.</li> <li>● Analyze political and physical maps to determine how geography affected the outcome of the American Revolution.</li> <li>● Explain how the American victory at the Battle of Saratoga led to assistance</li> </ul>
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- That the winter at Valley Forge helped the American army transform into a respectable force.
- How the Americans and French trapped the British at Yorktown forcing them to surrender, ending the war.
- The sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- The underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- The major characteristics of democratic governments.
- How certain values including individual rights, the common good, self-government, justice, equality and free inquiry are fundamental to American public life.
- The idea of representative government and explain how it works to protect the majority and the minority.
- The major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- The role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Major historical and contemporary conflicts over United States constitutional principles, including judicial review in Marbury v. Madison, slavery in the Dred Scott Decision, separate but equal in Plessy v. Ferguson, and the rights of minorities.
- Contemporary issues involving the constitutional rights of American citizens and other individuals residing

to America from several European countries.

- Describe how the training that the soldiers received at Valley Forge helped them gain the skills and confidence needed to become a professional army.
- Explain how the troop movements of the British and American armies led to the British being trapped at Yorktown by the American Army and the French Navy.
- Discuss the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
- Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
- Discuss the major characteristics of democratic governments.
- Analyze how certain values including individual rights, the common good, self-government; justice, equality and free inquiry are fundamental to American public life.
- Describe representative government and explain how it works to protect the majority and the minority.
- Discuss the major principles of the Constitution, including shared powers, checks and balances, separation of church and state, and federalism.
- Discuss the role of political parties in the American democratic system including candidates, campaigns, financing, primary elections, and voting systems.
- Discuss major historical and contemporary conflicts over United States constitutional principles, including judicial review in Marbury v. Madison, slavery in the Dred Scott Decision, separate but equal in Plessey

in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act.

- The rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
- Basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
- The powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
- Current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
- How the life, culture, economics, politics, and the media of the United States impact the rest of the world.
- How major events are related to one another in time.
- Maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Differing interpretations of current and historical events.
- The credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Information from a variety of sources to present a reasoned argument or position in a written and/or oral format .

v. Ferguson, and the rights of minorities. *Amistad*

- Research contemporary issues involving the constitutional rights of American citizens and other individuals residing in the United States, including voting rights, habeas corpus, rights of the accused, and the Patriot Act. *Amistad*
- Discuss the rights and responsibilities of American citizens, including obeying laws, paying taxes, serving on juries, and voting in local, state, and national elections.
- Discuss basic contemporary issues involving the personal, political, and economic rights of American citizens (e.g., dress codes, sexual harassment, fair trial, free press, minimum wage).
- Compare and contrast the powers the Constitution gives to Congress, the President, the Senate Foreign Relations Committee, and the federal judiciary regarding foreign affairs.
- Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
- Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
- Explain how major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

### Instructional Plan

#### Suggested Activities

- Cicero: History Beyond the Textbook
- Crash Course History – YouTube
- *John Adams*: Episode #1 - Video segment of the Boston Massacre Trial
- *Johnny Tremain* Disney version/DVD
- Nexttext *Forging A New Nation*: Trouble in Boston
- *Sons of Liberty* History Channel Episode #2 Boston Tea Party ( 10 minutes)
- Last 20 minutes of *Sons of Liberty* History Channel Episode #2 Lexington & Concord; Midnight Ride
- Longfellow Poem: *Midnight Ride of Paul Revere*
- YouTube Geico Commercial: “The British are Coming”
- “The Crossing” by A&E w/Jeff Daniels; 2 class periods
- Patrick Henry’s Stamp Act Resolutions (analyze/rewrite)

#### Resources

- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition)*:
  - Chapter 5, Section 1 (Trouble on the Frontier)
  - Chapter 5, Section 2 (The Colonists Resist Tighter Control)
  - Chapter 5, Section 3 (From Protest to Rebellion)
  - Chapter 5, Section 4 (The War Begins)
- *The Nystrom Atlas of United States History*
  - Era 3: Revolution and the New Nation
  - Student Activities matching pages 28 and 29
- *US History Shorts*
  - The Colonists Unite
  - The Fight for Freedom
  - An Important Decision
- *America: The Story of US* (DVD)
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition)*:
  - Chapter 6, Section 1 (A Nation Declares Independence)
  - Chapter 6, Section 2 (A Critical

	<ul style="list-style-type: none"><li>Time)</li><li>o Chapter 6, Section 3 (The War Widens)</li><li>o Chapter 6, Section 4 (Winning Independence)</li><li>● <i>The Nystrom Atlas of United States History</i><ul style="list-style-type: none"><li>o Era 3: Revolution and the New Nation</li><li>o Student Activities matching pages 30 to 31</li></ul></li><li>● <i>US History Shorts</i><ul style="list-style-type: none"><li>o An American Hero</li></ul></li><li>● The DBQ Project Mini Q's:<ul style="list-style-type: none"><li>o Valley Forge: Would You Have Quit?</li></ul></li><li>● <i>America: The Story of US</i> (DVD)</li><li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i><ul style="list-style-type: none"><li>o Chapter 7, Section 1 (Governing a New Nation)</li><li>o Chapter 7, Section 2 (The Constitutional Convention)</li><li>o Chapter 7, Section 3 (Debating the Constitution)</li></ul></li><li>● <i>The Nystrom Atlas of United States History</i><ul style="list-style-type: none"><li>o Era 3: Revolution and the New Nation</li><li>o Student Activities matching pages 32 to 33</li></ul></li><li>● <i>US History Shorts</i><ul style="list-style-type: none"><li>o The United States Constitution</li><li>o A Government Is Born</li></ul></li><li>● The DBQ Project Mini Q's:<ul style="list-style-type: none"><li>o How Did the Constitution</li></ul></li></ul>
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Guard Against Tyranny?

- *America: The Story of US* (DVD)

**Suggested Options for Differentiation**

*English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

*Special Education*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration

- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Textbook
- Atlas of United States History
- The Story of Us
- The Crossing
- Liberty Kids
- The Patriot
- Articles of Confederation
- Constitution
- United Streaming – “Losing the Bill of Rights”
- Founding Fathers – “A Healthy Constitution”

**Teacher Notes:**

**Unit 2:** Holocaust Unit

**Duration:** 5-10 Days

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

6.1.12.A.11.e

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

**Supporting and Additional Standards**

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy

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, 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 grade 6–8 text complexity band independently and proficiently.

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

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

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, 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 reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### **Primary Interdisciplinary Connections:**

- **TECHNOLOGY STANDARDS**

- 8.1 Educational Technology: 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.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Careers: Through instruction in life and career skills, all students**

**acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

**Evidence of Student Learning**

**Performance Tasks/Use of Technology:**

[www.kahoot.com](http://www.kahoot.com)

[www.quizizz.com](http://www.quizizz.com)

<https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true>

**Other Assessments**

**Formative**

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling
- Self-assessment

	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Chapter/Unit Test</li> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Projects</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <i>Students will develop an understanding of various theories of human nature and behavior.</i></li> <li>● <i>Students will understand that genocide is a possible consequence of prejudice and discrimination.</i></li> <li>● <i>Students will understand the global and domestic conditions that led to the rise of Nazi Germany.</i></li> <li>● <i>Students will understand the various forms of resistance, intervention and rescue that occurred during the Holocaust.</i></li> <li>● <i>Students will understand the nature of genocide and the causes, manifestations and efforts at prevention.</i></li> <li>● <i>Students will analyze society’s moral codes and assess issues of conscience and moral responsibility and their effect.</i></li> <li>● <i>Students will demonstrate behaviors that are respectful of individuals</i></li> </ul>	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> <li>● <i>Students will discuss general theories of human nature and relate these to personal experiences.</i></li> <li>● <i>Students will examine aggression and cruelty as parts of human nature.</i></li> <li>● <i>Students will examine the positive and negative behaviors associated with obedience, conformity and silence.</i></li> <li>● <i>Students will recognize the positive behavior associated with acts of courage, integrity and empathy.</i></li> <li>● <i>Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resistor and rescuer.</i></li> <li>● <i>Students will develop generalizations that reflect their individual views of human nature.</i></li> <li>● <i>Students will define and explain the nature of prejudice as a universal human phenomenon.</i></li> <li>● <i>Students will define and examine contemporary examples of prejudice,</i></li> </ul>
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regardless of differences based upon factors related to race, ethnicity, religious affiliation, gender, disability, economic status, or sexual orientation.

- Students will demonstrate awareness of the principles of a democratic society and the personal and collective responsibility necessary to preserve them.
- Students will demonstrate a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.
- Students will demonstrate a willingness to take appropriate action when observing or becoming aware of a violation of human rights.
- Students will be aware of and sensitive to the personal and universal consequences of indifference to the preservation of human rights.
- Students will demonstrate an awareness of how the government can preserve or violate human rights.
- Students will take appropriate action when confronted with information intended to distort or deny history, such as that presented by deniers of the Holocaust and the Armenian Genocide.
- Students will become critical consumers of information from the various sources available to them in our technological world, including the Internet.
- Students will demonstrate an appreciation for the courageous and heroic behaviors demonstrated by many whose human rights were violated in modern history, including victims and survivors of the Holocaust and other genocides.
- Students will make a commitment to continue their learning about the

*scapegoating, bigotry, discrimination and genocide.*

- *Students will define and examine the history of anti-Semitism from ancient times to 1933..*
- *Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.*
- *Students will form a generalization about Jewish life in Europe prior to the Holocaust.*
- *Students will determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior.*
- *Students will examine the role of the media and propaganda in promoting Nazi ideology.*
- *Students will reassess their views of human nature in light of new knowledge they acquired about Hitler's life and the Nazi Party in Germany*
- *Students will examine policies, laws and teachings in the years immediately following the Nazi assumption of power that led to the Holocaust.*
- *Students will describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany.*
- *Student will examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps.*
- *Students will examine the effects of the living conditions in the ghettos, concentration camps and death camps on the victims as reflected in literature, art and music.*
- *Students will analyze the involvement with and responses to Nazi persecution policies by Germans and collaborators from other nations.*

Holocaust and genocides as a means of furthering their understanding and helping them to work toward the creation of a more humane and more just world.

- Students will increase their voluntary involvement in causes designed to fight bigotry and hatred, and promote and preserve human rights.
- Students will continue to reassess their understanding of human nature and apply their newly acquired understandings to the way they lead their lives.

- *Students will research the reasons why specific groups were victimized by the Nazis.*
- *Students will analyze the response to the Holocaust by the United States and the Allies, the world media and the American Jewish community when knowledge of the Holocaust was revealed to the world.*
- *Students will identify the importance of eyewitness testimony in the study of the Holocaust.*
- *Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.*
- *Students will define resistance.*
- *Students will examine the major obstacles to defying and resisting Nazi authority.*
- *Students will demonstrate insight into the reasons why non-Jewish rescuers risked their lives to save Jews,*
- *Students will investigate countries that responded to the plight of the Holocaust victims and offered refuge.*
- *Students will develop and articulate a definition of genocide.*
- *Students will explain the political difficulties involved in labeling an occurrence genocide*
- *Students will analyze the root causes of events other than the Holocaust that have been identified as genocides.*
- *Students will analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.*
- *Students will analyze the concepts of responsibility, values and morality.*
- *Students will be able to differentiate between a crime and a war crime.*
- *Students will discuss individual and collective responsibility for the Holocaust.*

	<ul style="list-style-type: none"> <li>● <i>Students will evaluate the uniqueness and universality of the Holocaust.</i></li> <li>● <i>Students will examine post-Holocaust persecution of Jews in Eastern Europe.</i></li> <li>● <i>Students will examine the impact of the Holocaust upon post-Holocaust life of survivors, their children and their grandchildren.</i></li> <li>● <i>Students will reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society.</i></li> <li>● <i>Students will reevaluate their previous generalizations about human nature.</i></li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● The Boy in the Striped Pajamas</li> <li>● The Terrible Things</li> <li>● Holocaust Webquest</li> <li>● United States Holocaust Memorial Meseum</li> <li>● The Crime of the Bystander in the Holocaust</li> <li>● Holocaust DBQ</li> <li>● The Importance of Holocaust Rememberence</li> <li>● Human Nature Opinion Survey</li> </ul>	<ul style="list-style-type: none"> <li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Epilogue <ul style="list-style-type: none"> <li>■ Pgs. 590-591</li> </ul> </li> </ul> </li> <li>● The Holocaust and Genocide the Betrayal of Humanity Cyrriculum Guide Gardes 9-12 <ul style="list-style-type: none"> <li>○ UNIT I: AN INTRODUCTION TO A STUDY OF THE HOLOCAUSTAND GENOCIDE: THE NATURE OF HUMAN BEHAVIOR <ul style="list-style-type: none"> <li>■ Introduction.</li> <li>■ Unit Goal, Performance Objectives, Teaching/Learning Strategies and</li> <li>■ Activities, and Instructional Materials/Resources</li> </ul> </li> </ul> </li> </ul>

- Readings Included in This Unit (list)
  - Reprints of Readings
- UNIT II: AN INTRODUCTION TO A STUDY OF THE HOLOCAUST AND GENOCIDE: VIEWS OF PREJUDICE AND GENOCIDE
  - Introduction
  - Unit Goal, Performance Objectives, Teaching/Learning Strategies and Activities, and Instructional Materials/Resources
  - Readings Included in This Unit (list)
  - Reprints of Readings
- UNIT III: THE RISE OF NAZISM IN GERMANY: PRELUDE TO THE HOLOCAUST
  - Introduction
  - Unit Goal, Performance Objectives, Teaching/Learning Strategies and Activities, and Instructional Materials/Resources
  - Readings Included in This Unit (list)
  - Reprints of Readings
- UNIT IV: FROM PERSECUTION TO MASS MURDER: THE HOLOCAUST
  - Introduction
  - Unit Goal, Performance Objectives, Teaching/Learning Strategies and Activities, and Instructional Materials/Resources

- Readings Included in This Unit (list)
- Reprints of Readings

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education/504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

**Teacher Notes:**

<b>Unit 3: The New Republic / Expansions &amp; Changes</b>	<b>Duration: 55 Days</b>
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>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</p> <p>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</p>	

CPI # Cumulative Progress Indicator (CPI)

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 undermine 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 the federal government.

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.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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. *Amistad*

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.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

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.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.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.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.D.3.c Analyze the impact of George Washington as general of the American revolutionary

forces and as the first president of the United States.

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy

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.

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WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

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**[www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

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#### Other Assessments

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- Hand Signals
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- Likert Scale
- Socratic Seminar
- Gallery Walk
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- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling
- Self-assessment

##### Summative

- Chapter/Unit Test

	<ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Presentations</li> <li>● Unit Projects</li> <li>● Problem Based Tasks</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● State Standardized Assessments</li> <li>● Quarterly Benchmark Assessment</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Portfolio Project</li> <li>● Modified assignments</li> </ul>
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**Knowledge and Skills**

<b>Content</b>	<b>Skills</b>
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<p><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</li> </ul>	<p><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</li> </ul>
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influenced the growth of America through diplomacy, annexation, and war.

- What push-pull factors led to increased immigration in 19th century America?
- What changes were made in America as a result of education reform, women's rights movement, and the abolitionist movement?
- New Jersey's role in the Underground Railroad and how resistance to slavery grew in the North.
- The Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free states
- The Compromise of 1850 addressed several issues, including slavery in the territories.
- The Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate.
- The Kansas-Nebraska Act resulted from another dispute over slavery in Congress.
- Opponents of slavery from different political parties came together to form the new Republican Party.
- The Supreme Court's decision in the Dred Scott case dealt a severe blow to antislavery forces and further divided the country.
- The Lincoln-Douglas debates placed the little known Lincoln into the national spotlight.
- Fearing that President Lincoln would not protect Southern rights, first South Carolina and other states voted to leave the Union.
- The Civil War began when Confederate forces attacked Fort Sumter in South Carolina.

the growth of industry in America.

- Map and identify lands in North America and explain how they were acquired through diplomacy, annexation, and war.
- Analyze the push-pull factors that led to an increase in immigration in the 19th century.
- Explain how 19th century reform efforts impacted education, women's rights, and slavery in America. *Amistad*
- Describe New Jersey's role in the Underground Railroad and explain resistance to slavery.
- Identify the components of the Missouri Compromise and describe how it temporarily resolved the issue of slavery.
- Identify the components of the Compromise of 1850.
- Analyze how the Compromise of 1850 further divided the nation over the issue of slavery, states' rights, and sectionalism.
- Compare and contrast the reaction of the North and the South to the Fugitive Slave Act. *Amistad*
- Illustrate how the Kansas-Nebraska Act led to violence Describe how the Republican Party was formed and what groups took part in its formation.
- Argue for or against the decision in the Dred Scott decision *Amistad*
- Compare and contrast the reaction of the North and the South to the Dred Scott decision. *Amistad*
- Dramatize the Lincoln-Douglas debates and recognize how this helped popularize Abraham Lincoln.
- Explain how Abraham Lincoln became president.
- Evaluate the decision of South Carolina and others to secede from the Union.
- Describe how the attack on Fort Sumter led to the Civil War.

Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li>● History Makers (on Washington and Adams) from <i>Creating America</i> resources</li> <li>● Washington’s Farewell Address from <i>Images of the American Past</i></li> <li>● Cicero: History Beyond the Textbook</li> <li>● Crash Course History – YouTube</li> <li>● <a href="http://www.NSHOF.org">www.NSHOF.org</a></li> <li>● OGRABME political cartoon</li> <li>● National Geographic - Inside the Lewis and Clark Expedition - video</li> <li>● mudslinging - Election of 1800 <a href="https://www.youtube.com/watch?v=Y_zTN4BXvYI">https://www.youtube.com/watch?v=Y_zTN4BXvYI</a></li> <li>● Crash course - Election of 1800 <a href="https://www.youtube.com/watch?v=3Ox6vGteek">https://www.youtube.com/watch?v=3Ox6vGteek</a></li> <li>● <a href="http://www.cottonclassroom.com">www.cottonclassroom.com</a></li> <li>● Night John - movie</li> <li>● DBQ - Unit VI How Free Were Free Blacks in the North?</li> <li>● Crash course - The Age of Jackson</li> <li>● Sequoyah Narrative: <ul style="list-style-type: none"> <li>○ <a href="http://www.history.org/history/teaching/enewsletter/volume9/sept10/images/SequoyahLessonMaterials.pdf">http://www.history.org/history/teaching/enewsletter/volume9/sept10/images/SequoyahLessonMaterials.pdf</a></li> </ul> </li> <li>● Cherokee Language /Word Translator, Audio/Visual <ul style="list-style-type: none"> <li>○ <a href="http://www.cherokee.org/AboutTheNation/Language/Dikaneisdi(WordList).aspx">http://www.cherokee.org/AboutTheNation/Language/Dikaneisdi(WordList).aspx</a></li> </ul> </li> <li>● <a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 8, Section 1 (Washington Takes Office)</li> <li>○ Chapter 8, Section 2 (The Birth Of Political Parties)</li> <li>○ Chapter 8, Section 3 (Troubles at Home and Abroad)</li> <li>○ Chapter 8, Section 4 (The Presidency of John Adams)</li> </ul> </li> <li>● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> <li>○ Era 3: Revolution and the New Nation</li> <li>○ Student Activities matching pages 32 to 35</li> </ul> </li> <li>● <i>US History Shorts</i> <ul style="list-style-type: none"> <li>○ A New Beginning</li> <li>○ The First Political Parties</li> </ul> </li> <li>● <i>America: The Story of US (DVD)</i></li> <li>● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> <li>○ Chapter 9, Section 1 (Jefferson Takes Office)</li> <li>○ Chapter 9, Section 2 (The Louisiana Purchase)</li> <li>○ Chapter 9, Section 3 (A time of Conflict)</li> </ul> </li> </ul>

[beN4qE-e5O8](#)

- Crash course - Slavery  
<https://www.youtube.com/watch?v=Ajn9g5Gsv98>
- Andrew Jackson - Address to Congress on Indian Removal
  - [http://www.nps.gov/museum/tmc/MANZ/handouts/Andrew Jackson Annual Message.pdf](http://www.nps.gov/museum/tmc/MANZ/handouts/AndrewJacksonAnnualMessage.pdf)
- Comparing Perspectives  
<http://cicerosystems.com/history/unit/jacksonian-and-the-whigs/content/3922/6518>
- Underground Railroad:
  - [http://teacher.scholastic.com/activities/bhistory/underground\\_railroad/](http://teacher.scholastic.com/activities/bhistory/underground_railroad/)
- Alamo:
  - <https://www.gilderlehrman.org/history-by-era/development-west/resources/alamo-simulation>
- The Alamo: Movie
- Youtube: Gangs of New York fight scene
- California Gold Rush:
  - <http://www.huntington.org/education/goldrush/entrance/leeson.html>
- Slavery <http://cottonclassroom.com/>
- Brutal treatment of Slaves “Night John” movie
- <http://chnm.gmu.edu/tah-oudoun/blog/lessons/do/> The growth of expansion Re. the creation of roads (DBQ/RST)
- [America the Story of Us](#) “Westward Expansion” for the Oregon Trail
- PBS Episode 3 for Trail of Tears topic.

- Chapter 9, Section 4 (The War of 1812)
- *The Nystrom Atlas of United States History*
  - Era 4: Expansion and Reform
  - Student Activities matching pages 38 to 43
- *US History Shorts*
  - The Louisiana Purchase
  - The Journey of Lewis and Clark
  - The Flag Was Still There
- *America: The Story of US* (DVD)
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
  - Chapter 10, Section 1 (Building a National Identity)
  - Chapter 10, Section 2 (Dealing with Other Nations)
  - Chapter 10, Section 3 (The Age of Jackson)
  - Chapter 10, Section 4 (Indian Removal)
  - Chapter 10, Section 5 (States’ Rights and the Economy )
  - Chapter 11, Section 1 (The Industrial Revolution )
  - Chapter 11, Section 2 (The North Transformed )
  - Chapter 11, Section 3 (The Plantation South )
  - Chapter 11, Section 4 (The Challenges of Growth )
- *The Nystrom Atlas of United States History*
  - Era 4: Expansion and Reform
  - Student Activities matching

“We Shall Remain”

- [http://www.pbs.org/wgbh/american/weshallremain/the\\_films/episode\\_3\\_trailer](http://www.pbs.org/wgbh/american/weshallremain/the_films/episode_3_trailer)

pages 42 to 45

- *US History Shorts*
  - The Monroe Doctrine
  - A Growing Nation
  - The Cotton Kingdom
  - The Trail of Tears
  - Growing Differences
- *America: The Story of US (DVD)*
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
  - Chapter 12, Section 1 (Improving Society)
  - Chapter 12, Section 2 (The Fight Against Slavery)
  - Chapter 12, Section 3 (A Call for Women’s Rights)
  - Chapter 12 Section 4 (American Literature and Arts)
  - Chapter 13, Section 1 (The West)
  - Chapter 13, Section 2 (Trails to the West )
  - Chapter 13, Section 3 (Conflict with Mexico)
  - Chapter 13, Section 4 (A Rush to the West)
- *The Nystrom Atlas of United States History*
  - Era 4: Expansion and Reform
  - Student Activities matching pages 46 to 51
- *US History Shorts*
  - The Fight Against Slavery
- *The DBQ Project Mini Q’s*
  - How Free Were Free Blacks in the North?
  - Remembering the Alamo: A

	<p>Personal Journal</p> <ul style="list-style-type: none"> <li>○ Was the United States Justified in Going to War with Mexico?</li> <li>○ The California Gold Rush: A Personal Journal</li> <li>○ What Was Harriet Tubman's Greatest Achievement?</li> <li>● <i>America: The Story of US</i> (DVD)</li> </ul>
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*English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

*Special Education/504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

*Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities

- Group Projects
- Tiered Activities

*Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

**Core Instructional and Supplemental Materials**

- Textbook
- Atlas of United States History
- The Story of Us
- History Makers (on Washington and Adams) from *Creating America* resources
- Cicero: History Beyond the Textbook
- Crash Course History – YouTube
- United Streaming
- PBS – War of 1812
- PBS – Andrew Jackson
- PBS – American Experience “We Shall Remain”
- History Detectives: The Spear That Stoked the Civil War

**Teacher Notes:**

<b>Unit 4: The Civil War &amp; Reconstruction</b>	<b>Duration:</b> 55 Days
<b>Standards/Learning Targets</b>	
<b>Focus Standards (Major Standards)</b>	
<p>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</p> <p>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</p> <p>CPI # Cumulative Progress Indicator (CPI)</p> <p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>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.</p> <p>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.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and the South.</p> <p>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.</p>	

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War. **Amistad**

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.

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 in the South from different perspectives.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War 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. **Amistad**

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.

**Primary Interdisciplinary Connections:** Infused within the unit are connections to the

NJSLS for Mathematics, Language Arts Literacy

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, 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 grade 6–8 text complexity band independently and proficiently.

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

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

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, 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 reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate.**

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

**21st Century Themes/Careers: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)**

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

9.1.8.E.3 Compare and contrast product facts versus advertising claims. 9.1.8.E.4 Prioritize personal wants and needs when making purchases

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

## Evidence of Student Learning

### Performance Tasks/Use of Technology:

[www.kahoot.com](http://www.kahoot.com)

[www.quizizz.com](http://www.quizizz.com)

<https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true>

### Other Assessments

#### Formative

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling

#### Summative

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Tasks

#### Benchmark

- State Standardized Assessments
- Quarterly Benchmark Assessment

#### Alternative

- Portfolio Project

	<ul style="list-style-type: none"> <li>● Modified assignments</li> </ul>
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<b>Knowledge and Skills</b>
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<b>Content</b>	<b>Skills</b>
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<p>Students will know...</p> <ul style="list-style-type: none"> <li>● The North and the South had many different strengths, strategies, and purposes in the Civil War.</li> <li>● Soldiers in the Civil War came from every region, and each expected an early victory.</li> <li>● The Confederates decisively won the First Battle of Bull Run.</li> <li>● The South won several important victories in the East during 1862, but the Union responded with a vital triumph of its own at Antietam.</li> <li>● President Lincoln’s Emancipation Proclamation had an enormous effect in America and abroad.</li> <li>● The Civil War affected civilians as well as soldiers.</li> <li>● Many Northern and Southern women took on new responsibilities during the war.</li> <li>● The Civil War led to political change and strained the economies of the North and the South.</li> <li>● In the winter of 1862, and spring of 1863, the South seemed to be winning the Civil War.</li> <li>● African Americans showed courage and skill as soldiers in the Union army.</li> <li>● The Battle of Gettysburg marked a turn in the war as the Union forces defeated the Confederates.</li> <li>● After a long, bloody summer, Union forces captured major Southern strongholds, and as a result, President Lincoln won re-election.</li> </ul>	<p>Students will be able to..</p> <ul style="list-style-type: none"> <li>● List the advantages and disadvantages of the North and the South.</li> <li>● Discuss the reasons soldiers would have joined the army during the war.</li> <li>● Describe how the First Battle of Bull Run changed the perceptions of the outcome of the war.</li> <li>● Analyze Confederate victories in the East during 1862 in relation to the strengths and weaknesses of each army.</li> <li>● Explain why the Battle of Antietam is a turning point of the war.</li> <li>● Compare and contrast Northern and Southern reaction to the Emancipation Proclamation.</li> <li>● Examine the effects of the war on the citizenry of the North and South.</li> <li>● Evaluate the effect of the war on women in the North and the South.</li> <li>● Identify the political changes in the North and the South due to the war.</li> <li>● Illustrate the effect of the war on the economies of the North and the South.</li> <li>● Analyze Confederate victories at Fredericksburg and Chancellorsville in relation to the strengths and weaknesses of each army.</li> <li>● Recognize that African Americans showed courage and skill as soldiers in the Union army; specifically evaluating the 54th Massachusetts.</li> <li>● <u><i>Amistad</i></u></li> <li>● Analyze the Union victory at Gettysburg and describe why it is</li> </ul>
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<ul style="list-style-type: none"> <li>● After four years of fighting against unfavorable odds, the South finally surrendered.</li> <li>● Government leaders disagreed about how Southern states could rejoin the Union.</li> <li>● After President Lincoln was assassinated, Andrew Johnson became president and announced his plan of “Restoration”.</li> <li>● When Northerners realized that African Americans in the South were still being mistreated, they worked to find a way to help them.</li> <li>● With a veto-proof majority, Radical Republicans were able to put their version of Reconstruction into action.</li> <li>● As African Americans began to take part in civic life in the South, they faced resistance, including violence, from whites.</li> <li>● Education improved for both races in the South, but sharecropping systems limited economic opportunities for African Americans.</li> <li>● Democrats steadily regained control of Southern governments as support for Radical Reconstruction policies decreased.</li> <li>● As Reconstruction ended, true freedom for African Americans became a distant dream.</li> </ul>	<p>considered a turning point of the war.</p> <ul style="list-style-type: none"> <li>● Analyze the Union victory at Vicksburg describe why it is considered a turning point of the war.</li> <li>● Explain how and why the Gettysburg Address continues to impact American life.</li> <li>● Explain the concept of total war.</li> <li>● Identify the reasons why President Lincoln won reelection in 1864.</li> <li>● Describe how the Union won the war through a series of victories in 1864-1865</li> <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> <li>● Analyze the effect of President Lincoln’s assassination on the Reconstruction process.</li> <li>● Identify ways in which Northerners attempted to help African Americans in the South being mistreated after the war. <u><i>Amistad</i></u></li> <li>● Discuss the circumstances surrounding the Radical Republicans achieving a veto-proof majority in Congress.</li> <li>● Identify the steps taken during Radical Reconstruction.</li> </ul>
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**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
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<ul style="list-style-type: none"> <li>● Crash Course: US History <a href="https://www.youtube.com/watch?v=r">https://www.youtube.com/watch?v=r</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>America History of Our Nation,</i></li> </ul>
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[Y9zHNOjGrs&spfreload=10&scrlybrkr=f1e0b5e6](https://www.youtube.com/watch?v=ZkmMYUcixhA&spfreload=10&scrlybrkr=f1e0b5e6)

- Cicero: History Beyond the Textbook
- “Killing Lincoln” by Bill O’Reilly
- Movie: “Lincoln” w/Daniel Day Lewis w/questions
- “Glory” w/Denzel Washington w/character study for the purpose of a compare/contrast essay
- History Channel: Battle of Gettysburg
  - <https://www.youtube.com/watch?v=ZkmMYUcixhA&spfreload=10&scrlybrkr=f1e0b5e6>
- Crash Course: US History
- Cicero: History Beyond the Textbook

*Beginnings Through 1877 (Customized Toms River Edition):*

- Chapter 14, Section 1 (Growing Tensions Over Slavery)
- Chapter 14, Section 2 (Compromises Fail)
- Chapter 14, Section 3 (The Crisis Deepens)
- Chapter 14 Section 4 (The Coming of the Civil War)
- *The Nystrom Atlas of United States History*
  - Era 5: Civil War and Reconstruction
  - Student Activities matching pages 52 to 55
- *US History Shorts*
  - The Attack on Fort Sumter
- *America: The Story of US (DVD)*
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
  - Chapter 15, Section 1 (The Call to Arms)
  - Chapter 15, Section 2 (Early Years of the War)
  - Chapter 15, Section 3 (The Emancipation Proclamation)
  - Chapter 15, Section 4 (The Civil War and American Life)
  - **Amistad**
    - Chapter 15, Section 5 (Decisive Battles)
- *The Nystrom Atlas of United States History*
  - Era 5: Civil War and Reconstruction

- Student Activities matching pages 56 to 61
- The DBQ Project Mini Qs:
  - The Battle of Gettysburg: Why Was it a Turning Point?
- *US History Shorts*
  - The Lincoln Years
  - The Confederacy Surrenders
- *America: The Story of US (DVD)*
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
  - Chapter 16, Section 1 (Rebuilding the Nation)
  - Chapter 16, Section 2 (The Battle Over Reconstruction)
  - Chapter 16, Section 3 (The End of Reconstruction)
- *The Nystrom Atlas of United States History*
  - Era 5: Civil War and Reconstruction
  - Student Activities matching pages 60 to 61
- The DBQ Project Mini Qs:
  - North or South: Who Killed Reconstruction?
- *US History Shorts*
  - Rebuilding the South
- *America: The Story of US (DVD)*

### Suggested Options for Differentiation

#### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to

- demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
  - Provide extended time
  - Simplify written and verbal instructions
  - Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

#### *Special Education/504 Plans*

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
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- Provide extended time
- Simplify written and verbal instructions

#### *Gifted and Talented*

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

#### *Students at Risk of School Failure*

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration

- Assistive Technology

**Core Instructional and Supplemental Materials**

- Textbook
- Atlas of United States History
- The Story of Us
- History Makers (on Washington and Adams) from *Creating America* resources
- Cicero: History Beyond the Textbook
- Crash Course History – YouTube
- United Streaming
- Glory (1989)
- Gettysburg (1993)
- Gods and Generals (2003)
- The Civil War (1990)

**Teacher Notes:**