

Orange School District



Social Studies

Curriculum Guide – Grade 7
2011 EDITION

APPROVED ON:

BOARD OF EDUCATION

Patricia A. Arthur
President

Arthur Griffa
Vice-President

Members

Stephanie Brown
Eunice Y. Mitchell

Rev. Reginald T. Jackson

Maxine G. Johnson
David Wright

SUPERINTENDENT OF SCHOOLS

Ronald Lee

DEPUTY SUPERINTENDENT

Dr. Paula Howard
Curriculum and Instructional Services

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT

Belinda Scott-Smiley
Operations/Human Resources

BUSINESS ADMINISTRATOR

Adekunle O. James

DIRECTORS

Barbara L. Clark, Special Services
Candace Goldstein, Special Programs
Candace Wallace, Curriculum & Testing

CURRICULUM CONTRIBUTORS

Jacqueline Mole-Hsieh, Supervisor
Janis Cameron
Ollie Agosto

TABLE OF CONTENTS

Philosophy.....	4
Course Description.....	4
NJCCCS for Social Studies.....	5
Performance Expectations.....	6
Curriculum Blueprint	7
Social Studies Skill Table.....	20

Philosophy

The seventh grade US History course has been designed as preparation for students to develop into well rounded and active 21st century citizens. The goal of this course is for Orange student's to become well informed citizens and understand their role as citizens of the United States and the history of this great Nation. Students will understand their participation in government, the economic system as well as the importance of their involvement in our social justice. Students will be expected to combine critical concepts into conclusions, analyze important concepts of civic duties, United States government, and foundation of our political system, doctrine of democracy, current affairs and their role as citizens of a democratic Nation.

Course Description

Seventh grade social studies builds upon the historical themes and skills taught in the K-6 curriculum. The course integrates the study of geography, economics, civics, citizenship, and culture that evolved as our nation grew. The course is broken down into seven units that will chronologically examine American History from the Colonial Period through the Civil War and Reconstruction. Units are devised to meet the requirements of the New Jersey Social Studies Core Curriculum Content Standards, as well as to provide increased knowledge of social studies and opportunities to apply this knowledge to new situations. Students will be expected to be actively involved in class discussions, debates, research of current events, oral presentations, technology based projects and assessments and writing assignments.

NJCCCS for Social Studies

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. Histories: 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 6.2 World History/Global Studies.**

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

- **Standard 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 challenges that are inherent in living in an interconnected world.

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

Performance Expectations

7th Grade

The 7th grade student will be able to:

1. Analyze how events are related over time.
2. Detect and chart cause and effect relationships.
3. Read for comprehension and to answer questions.
4. Read to formulate an opinion.
5. Evaluate different sources of information including print, visual, and electronic.
6. Express absolute and relative location using maps in both the text and atlases.
7. Use the Internet as a resource for research projects.
8. Utilize presentation software.
9. Develop word processing skills.
10. Categorize information and data.
11. Place data in appropriate charts, graphs, and illustrations.
12. Compare, contrast, and draw inferences from factual material and primary sources.
13. Separate information into appropriate categories using specific criteria.
14. Analyze and discuss works of art or illustrations.
15. Extract significant details from supporting details.
16. Combine critical concepts into a conclusion based upon provided information.
17. Test the validity of resources using criteria such as source, objectivity, and technical correctness, and currency.
18. Interpret the attitudes of people in a historical time period by reading samples of literature and poetry.
19. Summarize the main ideas related to a historical event.
20. Comprehend and communicate the pros and cons of an issue through debates.
21. Present individual and group reports.
22. Divide research tasks efficiently when working in cooperative groups.
23. Make inferences concerning the alternate course of history might have taken had some key event been altered.
24. Examine current issues, events, themes, and relate them to the past.
25. Formulate questions based on content.
26. Work cooperatively with others to complete a task or solve a problem.

Grade 7

NJ Core Curriculum Content Standard

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.

Key Elements	Content <i>What students will know</i>	Performance Targets <i>What students should be able to do</i>
<p>Unit of Study: A Changing World Unit #1 <i>Suggested Activities and Resources: Part 1: A Changing World</i> Have students read “Great Zimbabwe” and “Timbuktu Center of Knowledge” from the Amistad curriculum found at http://www.njamistadcurriculum.com/unit3/activities Students can draw comparisons between the two locations and then contrast them with a European city from the same time period</p> <p>In small groups have students conduct research on cultural group’s native the Americas. Students should create multi-media presentations to share with the class.</p> <p>Complete a Venn diagram comparing and contrasting civilizations of the pre-Columbian Americas with civilizations in Africa Chart major explorations and land claims by Europeans on maps of North and South America</p> <p><i>Part 2 European Colonization</i> Colonial Journal Assignment: Have students write journal entries from the perspective of someone who may have immigrated to the colonies or was impacted by British colonization, e.g. a wealthy British settler, an indentured servant, a slave or a native American.</p> <p>Complete the activity “Middle Passage: Voices of Despair” from the Amistad curriculum, found at http://www.njamistadcurriculum.com/viewer.php?view=1000614 After completing the activity have students create collages that express their understanding of the Middle passage Explore the activity “Sea Basketry” with the class. From the Amistad curriculum found at:</p>	<p><i>Essential Questions:</i> 1. What factors cause people to migrate? 2. Why do humans compete over economic resources? 3. Do the benefits of cultural exchange outweigh the negative effects? 4. Why do humans oppress others?</p> <p>Part 1 : A Changing World By the end of part 1 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Describe cultural groups that inhabited the Americas prior to European Colonization and exploration. 2. Describe achievements among African civilizations prior to European exploitation 3. Explain economic, political, geographic and social factors that contributed to European exploration 4. Evaluate the legitimacy of European colonization 5. Chart the course of major European explorations on a map 6. Evaluate the impact of the Columbian exchange for Europe, Africa and the Americas <p>Part 2 - European Colonization: By the end of part 2 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Describe different motivations for British and Spanish settlement 2. Assess the relationship between reasons for settlement and the development of colonies 3. Critique the role of geography on the development of the Spanish and British colonies 4. Describe the nature of the Middle Passage and slavery in the British Colonies 5. Analyze the impact of trade on the development of relationships between the colonies, Europe, Africa and the West Indies 6. Provide evidence of cultural resilience among slaves in the British colonies <p>Part 3 - The British Colonies</p>	<p>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>Describe the migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere</p> <p>Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.</p> <p>Evaluate the impact of science, religion, and technology innovations on European exploration</p> <p>Explain why individuals and societies trade, how trade functions and the role of trade during this period.</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>Determine the roles of religious freedom and participatory government in various North American colonies.</p>

<p>http://www.njamistadcurriculum.com/unit3/activities Ask the students to consider by what means did African slaves maintain some of their cultural practices? Students may conduct additional research on this issue and make presentations in class. Complete the activity “Lessons form Jamestown” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000809 Complete the lesson “Free Black Communities” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000807</p> <p><i>Part 3 - The British Colonies</i> Complete the activity “Lessons form Jamestown” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000809 Complete the lesson “Free Black Communities” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000807</p> <p>Text Based Activities</p> <ol style="list-style-type: none"> 1. Create and decode a pictograph p. 46-47. 2. “Petitioning the Government” Interdisciplinary Link: Civics p.60. 3. Report from the New World p. 74-75. 4. <i>Mayflower Compact and Fundamental Orders of Connecticut</i> Interactive Primary Source Activity p. 82-83. 5. “Advertising the Colonies” Interdisciplinary Link: Art & Language Arts p. 86. 6. Geography and History Activity p. 108- 	<ol style="list-style-type: none"> 1. Trace the roots of the colonial governments to British history and practices 2. Describe the cultures of the New England, Middle and Southern regions of the British colonies 3. Determine the role that geography played in the development of colonial cultures 4. Evaluate the impact the system of mercantilism on the colonies 	<p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>Determine the factors that impacted migration, settlement patterns, and regional identities of the colonies.</p> <p>Relate slavery and indentured servitude to Colonial labor systems.</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries</p> <p>Analyze the impact of triangular trade on multiple nations and groups.</p>
---	---	---

<p>109.</p> <p>7. “American Quilts Activity” Interdisciplinary Link: Art p. 111.</p> <p>Resource Kit Activities</p> <ol style="list-style-type: none"> 1. Humanities Transparency #6 “Pilgrims Going to Church.” 2. Economics in History Chapter 2 “Mercantilism and the Colonies.” 3. Why It Matters Now Unit 1 Chapter 1 “Cultural Diversity.” 4. Document based Questions Part 1. 		
<p><i>Unit of Study : A Forging a New Nation Unit # 2</i> <i>Suggested Activities and Resources:</i> Part 1 - <i>The Road to Revolution</i> Create timelines of events leading up to the American Revolution. Ask students to take a position on whether or not war was inevitable. Using the timeline students should defend their response.</p> <p>Debate the issue of declaring independence. Divide students into patriots and loyalists. Each side should research their position and build arguments to present in the debate.</p> <p>Study Paul Revere’s engraving of the Boston Massacre and discuss the role of propaganda. Have students create propaganda visuals of one of the Acts or events</p>	<p><i>Essential Questions:</i> 1. What rights are worth dying for? 2. How much power should government have? 3. How important is a strong leader? 4. Can rebellion against your government be justified?</p> <p>Part 1 - <i>The Road to Revolution</i> By the end of part 1 of the unit students should be able to know: 1. Describe the impact of the French and Indian War on the relationship between Britain and the colonies. 2. Discuss the acts passed by British Parliament from the perspective of both Britain and the colonists 3. Take a position on whether or not war was inevitable between Britain and the colonies 4. Describe different perspectives on the war 5. Analyze whether or not the ideals of the Declaration of Independence were upheld in the colonies during the time period</p>	<p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries</p> <p>Compare the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans at this time.</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>

<p>causing tension between Britain and the colonies. Either the British or colonial perspective can be represented</p> <p>Complete the lessons from “Road to Revolution” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000808</p> <p>In order to compare colonists grievances against the British King to the treatment of African Americans in the colonies</p> <p>Analyze the meaning of the Preamble to the Declaration of Independence. Have students write out parts of the Declaration in their own words.</p> <p><i>Part 2 - The fight for independence</i> Geography Activity- Have students analyze a map of the 13 colonies in order to identify geographic features that could serve as barriers or assets for the Revolutionary troops in their fight against the British. Then have students devise a war strategy. Compare the strategies with actions taken by both the British and the colonists. Complete the activity “The First Rhode Island Regiment: The Black Regiment” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000784</p> <p>Complete the reading on, “The Other Lafayette: James Armistead Lafayette and Violet: Another Paul Revere” from the Amistad Curriculum found at” http://www.njamistadcurriculum.com/viewer.php?view=1000850</p> <p>After completing the reading students can create newspaper articles describing the actions of either James Armistead Lafayette or Violet</p> <p>Role Play - Have students assume the role of Benjamin Franklin on his task to ask the French government for</p>	<p><i>Part 2 - The fight for independence</i> <i>By the end of part 2 of the unit students should be able to know:</i></p> <ol style="list-style-type: none"> 1. Identify major battles of the Revolutionary War 2. Assess the role NJ played in the Revolutionary War 3. Determine the significance of the French support in the war 4. Evaluate the Treaty of Paris of 1783 5. Describe the role of key figures in the Revolutionary War 6. Describe the role that women, African Americans and Native Americans played in the fight for independence 	<p>Use maps and other geographic tools to evaluate the role of geography in contributing to the execution and outcome of the American Revolutionary War</p> <p>Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these regulations on relations between Britain and its North American colonies.</p> <p>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.</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>Analyze the role of prominent individuals and other nations regarding the causes, execution, and outcome of the American Revolution</p>
---	---	---

<p>support in the American Revolution. Students can write scripts of what Franklin could say to convince the French to aid the colonists.</p> <p>Text Based Activities</p> <ol style="list-style-type: none"> 1. Franklin's Proverbs p. 122. 2. "Protesting the Stamp Act" Interdisciplinary Link: Humanities p. 145. 3. <i>Declaration of Independence</i> Interactive Primary Source Activity p. 166-169. 4. History Workshop "Raise the Liberty Pole" p. 172 – 173. <p>Resource Kit Activities</p> <ol style="list-style-type: none"> 1. American history Plays and Readers Theater Chapter 7 "the Fires at Valley Forge." 2. Document Based Questions Part 2. 		<p>Examine the roles and perspectives of various socio-economic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters) and African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>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.</p>
<p><i>Unit of Study: The Early Republic - Unit # 3</i></p> <p><i>Suggested Activities and Resources: Part 1 Constructing a new government</i></p> <p>Have students write speeches calling for a meeting to revise the Articles of Confederation. Students should highlight weaknesses of the government under the Articles and problems facing the young nation</p> <p>Primary Source Activity: Have students interpret the quotes from "The Constitution and Continental Congress" from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000821</p>	<p><i>Essential Questions:</i> 1. How much power should government have?</p> <ol style="list-style-type: none"> 2. Is compromise necessary in a democracy? 3. What rights are worth dying for? 4. Can rebellion against your government be justified? <p><i>Part 1 - Constructing a new government</i></p> <p>By the end of part 1 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Describe the structure of the government under the Articles of Confederation 2. Identify strengths and weakness of the government under the Articles of Confederation 3. Describe factors that led to the call for a revision of the Articles 	<p>Determine the role that compromise played in the creation of the Constitution and Bill of Rights</p> <p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time</p> <p>Compare the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and</p>

<p>Complete the lesson on the three-fifths compromise from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000834 Have students analyze the picture of Founders at the Constitutional Convention, the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000856 Question students about who attended the convention and what that said about power during this period in American history. Ask them if the Ideals of the Declaration of Independence are represented in the picture. Debate - Should the Constitution be Ratified? Assign students the perspective of either a Federalist or Anti-Federalist. Students should construct arguments for or against the ratification of the Constitution from the assigned perspective. Ratification Propaganda Activity - Students can create visuals to support the positions of Federalists or Anti-Federalists in the Ratification debate <i>Part 2 - Life in the early years</i> Conduct a “Take a Stand” or continuum activity with the students over the question, “If you believed a law was unjust would you be willing to die fighting against it?” Allow students to take a position on the question and express their views. Then read background material on Gabriel Prosser. Ask students if they agree with Prosser’s actions and to defend their reasoning. Then share with students the information about the pardoning of Gabriel Prosser. Allow the students to discuss if they agree with the pardon. Materials on Gabriel Prosser available at: http://www.njamistadcurriculum.com/viewer.php?view=1000832 As part of the Amistad Curriculum Role Play: A Political Discussion - Assign students to research one of the issues of disagreement between Thomas Jefferson and John Adams during the early years of the Republic. In teams have students create a dialogue between the two men</p>	<p>4. Evaluate the compromises that were made at the Constitutional Convention 5. Analyze arguments of the Federalists and Anti-Federalists <i>Part 2 - Life in the early years</i> 1. Describe how George Washington helped to shape the role of the presidency 2. Trace the development of political parties 3. Analyze the Alien and Sedition Acts to understand the motives behind the acts 4. Evaluate the extent to which the Ideals of the Declaration of Independence were fulfilled during the Founding period of the Republic</p>	<p>Native Americans at this time</p> <p>Compare and contrast the Articles of Confederation and the U.S. Constitution in terms of decision-making powers by the national government.</p> <p>Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States 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.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p> <p>Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p>
--	---	--

<p>highlighting their different perspectives on the issue.</p> <p>Text Based Activities</p> <ol style="list-style-type: none"> 1. <i>The Federalist</i> “Number 51” Interactive Primary Source Activity p. 222-223. 2. “Presenting the Principles Visually” Interdisciplinary Link: Art p. 229. 3. <i>Constitution</i> Interactive Primary Source Activity p. 232-261. 		
<p>Unit of Study: The Developing Nation – Unit #4</p> <p><i>Suggested Activities and Resources: Part 1 - The Jefferson Presidency</i></p> <p>Have students create campaign posters for the Election of 1800. Student should highlight different perspectives the emerging political parties had concerning the role of government</p> <p>Simulated Congressional Hearing on the question of a Declaration of War with England</p> <p>Teams of students should be assigned roles to play either as member of Congress or concerned citizens. Among the roles of concerned citizen could be: Northern industrialists, southern plantation owners, sailors and bankers. The hearing should simulate a Congressional hearing where concerned citizens are given an opportunity to testify before Congress sharing their views. The issue in this activity is whether or not Congress should declare war on England. Members of Congress should ask the citizens questions and use the information to decide what course of action to take.</p> <p>Research project: Thomas Jefferson, a Man of his Word?</p> <p>Have students conduct research into the life and actions of Thomas Jefferson in order to assess the extent to which Thomas Jefferson fulfilled the ideals he wrote about in the Declaration of Independence.</p> <p>Map Skills - Have students create maps depicting the</p>	<p><i>Essential Questions:</i> 1. When is war necessary? 2. Is technological innovation always a good thing? 3. Should a nation seek to be economically self-sufficient? 4. What should be the role of government in regulating the economy?</p> <p>Part 1 - The Jefferson Presidency</p> <p>By the end of part 1 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Explain the significance of the election of 1800 2. Describe the impact of the Louisiana Purchase 3. Discuss factors that increased tensions between England and America and that led to the War of 1812 4. Evaluate the significance of the War of 1812 for America <p>Part 2 - The Nation Develops</p> <p>By the end of part 2 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Explain changes in the American economic system 2. Identify technological innovations, such as the invention of the cotton gin, and throughout the 1800’s 3. Describe the advances in internal methods of transportation and the effect of these on the nation 4. Analyze different perspectives on the role of government in developing the economy 5. Trace the expansion of the U.S. 6. Assess the impact of expansion on each of the following: <p>- The economy</p>	<p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements</p> <p>Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>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</p> <p>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation</p>

<p>expansion of America in the early 1800's. Students should include geographic features of each new region. Once completed students should use the map to theorize about the benefits and potential drawbacks from the acquisition of the new territories</p> <p>Part 2 - The Nation Develops</p> <p>View the power point, "Northern Dependence on Southern Slaves" from the Amistad curriculum found at: http://www.njamistadcurriculum.com/unit6/activities</p> <p>In order to illustrate the relationship between industrialization in the north and slavery in the south Current connections: Have students identify articles on government actions dealing with the economy. Ask students to compare the views on the role of government and the economy to those held by individuals in post War of 1812 era</p> <p>Read primary source quotes from, "The Evolution of a New State (1801 - 1860)" from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000934</p> <p>Have students analyze the different perspectives that were held on the issue of slavery</p> <p>Text Based Activities</p> <ol style="list-style-type: none"> 1. "Expressing an Opinion" Interdisciplinary Link: Language Arts p. 290. 2. Commemorative Postage Stamp Activity p. 299. 3. "Louisiana Purchase Word Problems" Interdisciplinary Link: Math p. 303. 4. History Workshop "Making Explorers Field Notes" p. 320-321. 5. "Run a Mill Town" Interdisciplinary Challenge Activity p. 330-331. 	<ul style="list-style-type: none"> - Relations with native Americans - Foreign relations - Regions of the country 	
---	--	--

<p>6. <i>The Monroe Doctrine</i> Interactive Primary Source Activity p. 344-345.</p> <p>7. “Wiring Poems” Interdisciplinary Link: Language Arts p. 426.</p> <p>8. History Workshop “Pack Your Trunk” p. 434-435</p> <p>Complete the dramatic activity “Appeal to end slavery: David Walker’s Writings” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000946</p>		
<p>Unit of Study: A Growing Nation – Unit #5</p> <p><i>Suggested Activities and Resources: Part 1 - The Age of Jackson</i></p> <p>Complete the dramatic activity, “Taking Action: The Amistad Revolt” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000944</p> <p>Then have students analyze the picture “The Trial of Tears” from the Amistad curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000991</p> <p>After completing these activities ask students to respond to the question: “The Age of Jackson is often considered to be an era of increases in democracy. Do you think that this time period represented democratic principles?”</p> <p>Have students create visuals representing the treatment of Native Americans during Jackson’s presidency</p> <p><i>Part 4 - Manifest Destiny</i></p> <p>Mock Mediation Activity: Using the steps in a mediation process (see NJ Bar Foundation Resource, Conflict Resolution and Peer Mediation) available at www.njsbf.org/images/.../CR%20Middle_HS%20Volume%20II.pdf Have students conduct a mock mediation</p>	<p><i>Essential Questions:</i> 1. What does it mean to be a citizen?</p> <p>2. Who should the government serve?</p> <p>3. What are the qualities of a “good” president?</p> <p>Part 3 - The Age of Jackson</p> <p>By the end of part 3 of the unit students should be able to know:</p> <p>1. Describe changes in voting rights during the Jackson years</p> <p>2. Assess the extent to which the Jackson years reflected democratic principles</p> <p>3. Take a position on Jackson’s treatment of native Americans</p> <p>Part 4 - Manifest Destiny</p> <p>By the end of part 4 of the unit students should be able to know:</p> <p>1. Explain the concept of Manifest Destiny</p> <p>2. Apply the concept of Manifest Destiny to actions taken by the U.S. government in the past and present</p> <p>3. Continue to trace the expansion of the U.S.</p> <p>4. Evaluate the justification for the War with Mexico</p>	<p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements</p> <p>Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>Map continuing territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans</p>

<p>to see if War with Mexico can be avoided. Students should be assigned roles either as representing the U.S., Mexico or as a mediator. Students must stay in their assigned role as they discuss the issues of conflict and seek to find a mediated solution.</p> <p>Resource Kit Activities 1. Humanities Transparency #23 “Andrew Jackson and Native Americans.”</p>		
<p><i>Unit of Study: Growing Pains – Unit #6</i></p> <p><i>Suggested Activities and Resources: Part 1 - A Spirit of Reform</i></p> <p>View the power point, “Abolitionist Movement” from the Amistad curriculum found at: http://www.njamistadcurriculum.com/unit6/activities in order to high light the goals, actions and individuals involved in the Abolitionist Movement</p> <p>Complete the dramatic activity “Appeal to end slavery: David Walker’s Writings” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000946</p> <p>Complete the lesson “The Underground Railroad” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000970 in order to learn about the Underground Railroad and the role of NJ. After the lesson students can plot known “railroad” locations in NJ and research one of them.</p> <p>Assign small groups of students to research different reform movements of the 1800’s. Students should prepare multi-media presentations designed to educate others about the movement and advocate for changes from the perspective of 19th Century reformers associated with the movement</p> <p><i>Part 2- Sectional Divisions</i></p> <p>Have students read, “Dred Scott Case, 1857” from the Amistad Curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000973 and complete some of the lesson activities</p>	<p><i>Essential Questions:</i> 1. Who should the government serve? 2. How should citizens voice protest? 3. Who is responsible for reforming society? 4. When is compromise no longer possible?</p> <p><i>Part 1 - A Spirit of Reform</i></p> <p>By the end of part 1 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Explain factors that led to increase migration during the mid-1800’s 2. Describe reform movements of the 1800’s 3. Evaluate the success of reform efforts <p><i>Part 2- Sectional Divisions</i></p> <p>By the end of part 2 of the unit students should be able to know:</p> <ol style="list-style-type: none"> 1. Describe the timeline of events that led up to the Civil War 2. Evaluate the Missouri Compromise and the Compromise of 1850 3. Discuss the impact of the Dred Scott Decision 4. Analyze the significance of the Election of 1860 in leading the southern secession 	<p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>Prioritize the causes and events that led to the Civil War from different perspectives.</p>

<p>with the students</p> <p>A Moot Court Activity - The Case of Dred Scott</p> <p>Assign students roles to conduct the Moot court activity: Attorneys for Scott, Attorneys for the Sanford, Justices of the Court and News Reporters. After the activity share excerpts from the actual decision with students found at:</p> <p>http://www.streetlaw.org/en/Case.17.aspx</p> <p>Discuss the impact of the decision on the slavery debate</p> <p>Have students create timelines depicting key events that led to the Civil War. In a writing assignment ask students to choose one event that they believe to have been, “the point of no return” in relations between north and south over the slavery issue.</p> <p>Have students choose an event that lead to the Civil War and create a political cartoon depicting the event.</p>		
<p><i>Unit of Study: The Pains of War–</i></p> <p><i>Unit #7</i></p> <p><i>Suggested Activities and Resources: Part 1 - A War Torn Nation</i></p> <p>Provide students with lists of resources of the North and south at the start of the war. Have them assess the “readiness” of each side to wage war.</p> <p>Chart major battles on maps. Discuss the relationship of geography and war strategy.</p> <p>Complete the dramatic activity “The Corp’s de’ Afrique: Louisiana’s Black Regiment” from the Amistad Curriculum found at:</p> <p>http://www.njamistadcurriculum.com/viewer.php?view=1000294</p> <p>Complete the dramatic activity “Abraham Lincoln” from the Amistad Curriculum found at:</p> <p>http://www.njamistadcurriculum.com/viewer.php?view=1000295</p> <p>After completing the reading have students write a speech by Lincoln expressing his views on the subject of emancipation.</p> <p>Complete the lesson “54th Massachusetts Volunteer Infantry” from the Amistad curriculum found at:</p> <p>http://www.njamistadcurriculum.com/viewer.php?view=1000296</p>	<p><i>Essential Questions:</i> 1. When is war the only option?</p> <p>2. What causes are worth dying for?</p> <p>3. What is the role of leadership in war?</p> <p>4. Can a nation divided by war be reunited?</p> <p>5. Who “won” in the Civil War?</p> <p><i>Part 1 - A War Torn Nation</i></p> <p><i>By the end of part 1 of the unit students should be able to know:</i></p> <p>1. Describe key battles of the Civil War</p> <p>2. Analyze advantages and disadvantages each side possessed in the Civil War</p> <p>3. Evaluate the victory of the war in light of what was achieved and what the costs for the nation were</p> <p><i>Part 2- Reconstruction</i></p> <p><i>By the end of part 2 of the unit students should be able to know:</i></p> <p>1. Describe what is meant by the term Reconstruction</p> <p>2. Compare different proposals for Reconstruction</p> <p>3. Describe the significance of the 13th, 14th and 15th Amendments to the Constitution</p> <p>4. Evaluate the success of Reconstruction</p>	<p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South</p> <p>Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and the outcome of the Civil War.</p> <p>Assess the human and material costs of the Civil War in the North and South.</p> <p>Prioritize the causes and events that led to the</p>

<p>=1000369</p> <p>Then watch clips from the movie “Glory”. Have students analyze differences between the accounts. Analyze the primary source, <i>The Emancipation Proclamation</i>, focusing students on the language of the document in order to determine the intent. Discuss the impact the Proclamation had on the war.</p> <p>Civil War Newspaper:</p> <p>Assign students to “cover” battles fought in the Civil War. Student should also create visuals, political cartoons, letters to the editor and interviews with Civil War figures.</p> <p><i>Part 4 - Reconstruction</i></p> <p>Debate: A Plan for Reconstruction</p> <p>Assign students to represent the views of one of the following; Lincoln, Johnson or the Radical Republicans for the reconstruction of the south. Students should build arguments to support the plan for their assigned position. In a debate forum students present their arguments. A follow-up writing assignment can be for individuals to share their opinions of which view of Reconstruction they would support and why.</p> <p>Share materials “Reconstruction” from the Amistad curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1000358</p> <p>After reviewing the process of amending the Constitution, have students create campaigns advocating for or against the passage of one of the Reconstruction Amendments: 13th, 14th or 15th Amendment. Students should demonstrate understanding of the content of the amendment, and knowledge of those who supported passage and arguments against.</p> <p>Complete the lesson “Freedmen’s Bureau” from the Amistad curriculum found at: http://www.njamistadcurriculum.com/viewer.php?view=1001301</p> <p>View power point “Reconstruction” from the Amistad curriculum found at:</p>		<p>Civil War from different perspectives.</p> <p>Analyze critical events and battles of the Civil War and determine how they impacted the outcome of the war.</p> <p>Describe the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>Analyze the effectiveness of the 13th, 14th, and 15th amendments in the U.S. Constitution from multiple perspectives.</p>
--	--	--

<p>http://www.njamistadcurriculum.com/unit7/activities. Discuss main points with students. Have students analyze the political cartoons contained within the power point</p> <p>Have students create political cartoons representing southern and northern views during the Reconstruction period. Have the students write newspaper articles covering the decision in the Hayes-Tilden compromise from both the point of view of the North and the South</p> <p>Text Based Activities</p> <ol style="list-style-type: none"> 1. "O Captain! My Captain!" Interdisciplinary Link: Language Arts p. 506. 2. The Gettysburg Address Interactive Primary Sources p. 508. 3. History Workshop "Metal of Honor" p. 512-513. <p>Resource Kit Activities</p> <ol style="list-style-type: none"> 1. Humanities Transparency #34 "John Wilkes Booth Poster." 2. Document Based Questions Part 5. 		
--	--	--

Social Studies Skills Table

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

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	<ul style="list-style-type: none"> Place key historical events and people in historical eras using timelines. Explain how the present is connected to the past. 	<ul style="list-style-type: none"> Construct timelines of the events occurring during major eras. Explain how major events are related to one another in time. 	<ul style="list-style-type: none"> Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	<ul style="list-style-type: none"> Determine locations of places and interpret information available on maps and globes. Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments. 	<ul style="list-style-type: none"> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. 	<ul style="list-style-type: none"> Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	<ul style="list-style-type: none"> Distinguish fact from fiction. Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.). 	<ul style="list-style-type: none"> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. 	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments when interpreting current and historical events. Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	<ul style="list-style-type: none"> Use evidence to support an idea in a written and/or oral format. 	<ul style="list-style-type: none"> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	<ul style="list-style-type: none"> Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.