

READINGTON PUBLIC SCHOOL DISTRICT

Eighth Grade Social Studies

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Approval Date: September 26, 2017

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I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey. That knowledge is then built upon to assist students in gaining an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN EIGHTH GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Eighth grade students will build on the knowledge from the previous grades' skills in social studies.

In eighth grade, the emphasis is on United States history spanning the time period from colonial times through the Civil War. Students will be actively involved in authentic learning experiences which require them to synthesize information learned in order to critically think, problem-solve, analyze, and evaluate contemporary, historical, and global issues.

III. GOALS

Linked to the 2014 New Jersey Student Learning Standards for Social Studies and the New Jersey Student Learning Standards for English Language Arts Companion Standards.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, debate, presentations, and analysis of primary sources, charts, and diagrams.

V. SCOPE AND SEQUENCE

Eighth Grade:

	Eighth Grade
Unit 1 Sept. - Oct. (6 weeks)	Our Colonial Heritage
Unit 2 Oct. - Dec. (8 weeks)	The American Revolution
Unit 3 Dec. - Feb. (10 weeks)	The Constitution and A New Nation
Unit 4 Feb. - Apr. (8 Weeks)	Expansion and Reform
Unit 5 Apr. - Jun. (8 Weeks)	Civil War and Reconstruction

VI. UNITS OF STUDY

Eighth Grade:

**Eighth Grade
Unit 1
Our Colonial Heritage
(6 weeks)**

Desired Results

Goals:

NJSLS Content Statements

Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.

European exploration expanded global economic and cultural exchange into the Western Hemisphere.

The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.

The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

NJSLS Social Studies Content Standard Indicators

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.c Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.

6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.

6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

NJSLS English Language Arts Content Companion Standard Indicators

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.6-8.4. 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.

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

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

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

WHST.6-8.3 Incorporate narrative accounts into analyses of individuals or events of historical importance.

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

WHST.6-8.6. 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.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

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

NJSLS English Language Arts for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Understandings:

- Most scientists believe American Indians migrated from Asia via the land bridge during the last ice age.
- American Indians living in different cultural regions developed distinct ways of life.
- The exploration and settlement of the Americas brought many changes to both Europe and the Americas.
- Settlers were motivated by freedom and opportunity, whereas Africans were brought to America to work as slaves.
- The New England, Middle, and Southern Colonies developed their own distinct identities and adaptations to their environments.
- The differences between life in the North and in the South that led to Civil War can be traced to our early colonial beginnings.

Essential Questions:

- How did the first Americans adapt to their environment?
- How did Europeans explore and establish settlements in the Americas?
- What were similarities and differences among the colonies in North America?
- What was life really like in the colonies?
- What are effective strategies for accessing information and historical evidence, determining their validity, and using them to solve a problem?

Students will know/learn...

Key Vocabulary
cultural region
natural resource
colony
Columbian Exchange
Slavery
cash crop
plantation
democratic
Mayflower Compact
mercantilism
triangular trade
Quakers
Puritans
Roanoke
Jamestown

Students will be able to...

To explain how the first Americans adapted to their environment.
To describe how Europeans established settlements in the Americas.
Evaluate Christopher Columbus's legacy and the impact of his explorations.
To analyze the outcomes of the Columbian Exchange.
To evaluate the similarities and differences among the colonial regions in North America.
Apply strategies for accessing information and historical evidence, assessing validity, and ranking importance.

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • American Indian map study • Roanoke Investigation • Columbian Exchange analysis • Perspective Activity (with parents) • Personality type experiment • Colonial Regions advertisements/letters home (performance Unit Assessment) 	Other Evidence: <ul style="list-style-type: none"> • American Indian quiz • Importance of Perspective, a reflection
Learning Activities	
Current Events: How-to The First Americans: Digging Up the Past Christopher Columbus: Hero or Villain? History and Author's Perspective Roanoke, the Lost Colony: An Investigation Colonial Regions: Similarities and Differences A Great Awakening Socratic Seminar #1	

Eighth Grade Unit 2 The American Revolution (8 weeks)
Desired Results
Goals: NJSLS Content Statement Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
NJSLS Social Studies Content Standard Indicators 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. 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. 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.3.c Use maps and other geographic tools to evaluate the impact of geography on the 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.

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C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

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

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SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Understandings:

- American colonists expected to enjoy all of the rights of English citizens, especially having a voice in government.
- Following the French and Indian War, tensions mounted between Britain and her American Colonies.
- By declaring independence, the delegates were committing treason, a crime punishable by death.
- Propaganda played a key role in the patriot movement.
- The effects of the American victory were felt around the globe.

Essential Questions:

- Why was there an American Revolution?
- What principles of government drove the authors of the Declaration of Independence?
- How did the Continental Army win against the powerful British?
- What are effective strategies for accessing historical evidence, determining their validity, and using them to solve a problem?

Students will know/learn...

Key Vocabulary

Great Awakening

Magna Carta

parliament

right

Boycott

patriot

loyalist

moderate

militia

repeal

tyranny
 French and Indian War
Common Sense
 propaganda
 Declaration of Independence
 natural rights
 Olive Branch Petition
 Continental Army
 American Revolution
 guerilla warfare
 ally
 Treaty of Paris

Effects of the French and Indian War.

The arguments made against the King in the Declaration of Independence.

Students will be able to...

To analyze the degree to which specific events caused tension (i.e. Proclamation of 1763, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, Lexington and Concord, and the First Continental Congress) between Britain and the American Colonies, eventually leading to the Revolutionary War.

To debate the necessity of war with Great Britain through justification of the patriot, loyalist, or moderate position with evidence taken from previous lessons.

To analyze the role that Thomas Paine's *Common Sense* played in the Patriot movement.

To evaluate how the Americans won the Revolutionary War, citing specific strategies and events (i.e. Battle of Bunker Hill, Battle of Trenton, Battle of Saratoga, Battle of Monmouth, Battle of Yorktown).

Analyze primary and secondary sources.

Assessment Evidence

Performance Tasks:

- French and Indian War Map Analyses
- Taxation without Representation simulation
- Revolutionary War editorials
- Rising Tensions Graphing Activity
- *Common Sense* "Act it Out"
- *Declaration of Independence* relay
- To Declare or Not to Declare? town hall
- Battles of the Revolutionary War investigation

Other Evidence:

- Pre-French and Indian War vocabulary quiz
- Rising Tensions evaluation and reflection
- Declaration of Independence quiz and Town Hall reflection
- Revolutionary War battle art analysis
- Unit Assessment

Learning Activities

Life in the Colonies
 Taxation without Representation: Simulation
 Tensions Rising: placard pass and unrest-o-meter
 Making Sense of Common Sense
 Analyzing the Declaration of Independence
 Propaganda Wins Wars
 Revolutionary War Event Research and Editorial
 Key Battles of the Revolutionary War: Small Group Presentations
 Socratic Seminars: #2 and 3

Unit 3
Constitution and New Nation
(10 weeks)

Desired Results

Goals:

NJSLS Content Statements

The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Recognize the causes and effects of prejudice on individuals, groups, and society.

Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict.

Demonstrate understanding of democratic values and processes.

Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

Challenge unfair viewpoints and behaviors by taking action.

Make informed and reasoned decisions.

Accept decisions that are made for the common good.

NJSLS Social Studies Content Standard Indicators

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.C.3.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.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.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.

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.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.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

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.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

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

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

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

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

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Understandings:

- Americans' fear of tyranny led to a failed first attempt at government, the Articles of Confederation.
- The delegates created a balance of power among the three branches of government so that no person or entity could have absolute power in our government.
- The first ten amendments are intended to protect citizens' basic rights.
- Not all Americans were protected under the Bill of Rights.
- The first five presidencies shaped the role of the office within our nation and the role of our nation within the world.
- The two-party system that we still practice today was rooted in the first presidency (though under two different parties).
- Our Constitution is known as the oldest, most successful working constitution in history.

Essential Questions:

- Why did the Articles of Confederation fail?
- What role did compromise play at the Constitutional Convention?
- How effective was the Constitution in creating "a more perfect union"?
- Which freedoms are most important under the Bill of Rights?
- Which vision was right for America--the Federalist or Republican?
- To what extent should America have become involved in foreign affairs of the early nineteenth century?
- 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?

Students will know/learn...

Key Vocabulary

Articles of Confederation
Shays' Rebellion
constitution
Constitutional Convention
Electoral College
Enlightenment
The Federalist Papers
Great Compromise
Three-fifths Compromise
Northwest Ordinance
Northwest Territory
ratify
republic
Federalist
Anti-federalist
checks and balances
executive branch
legislative branch
judicial branch
Supreme Court
super majority
simple majority
popular sovereignty
separation of powers
veto
Bill of Rights
double jeopardy
due process
self-incrimination
warrant

sedition
 Whiskey Rebellion
 First National Bank
 Monroe Doctrine
 Missouri Compromise
 embargo
 neutrality
 War of 1812

Explain the major flaws of our government under the Articles of Confederation.

To explain the major compromises that took place at the Constitutional Convention.

To identify the articles of the Constitution.

To explain the legislative process.

To explain the importance and impact of an actual policy issue.

Students will be able to...

To evaluate the first two political parties in the US.

To distinguish the roles and responsibilities of the three branches of government.

To appraise the rights and freedoms protected under the first ten amendments to our Constitution.

To analyze landmark Supreme Court cases.

To apply rights listed in our Constitution to modern issues.

To measure the success of each of the first five presidencies.

To determine the constitutionality of the Louisiana Purchase.

Assessment Evidence

Performance Tasks

- AOC weakness evaluation
- Best Type of Government project
- Preamble to the Constitution Analysis
- Letters to government officials
- Bill of Rights - Guess my illustration
- Supreme Court Case reflection
- Leadership Socratic Seminar/discussion

Other Evidence:

- AOC quiz
- Constitution/Branches of Govt. quiz
- Leadership essay (either argumentative or modified DBQ)
- Bill of Rights rank-and-defend quiz
- Presidential report cards
- Balance of Power reflection
- Unit Assessment

Learning Activities

Class Coat of Arms: Simulation
 Weaknesses of the AOC Placard Pass
 Preamble to the Constitution Analysis
 Constitution Scavenger Hunt
 Balance of Power game
 Hamilton vs. Jefferson Quote Analysis
 First Five Presidencies
 Argumentative Essay/Mini-Q Mini-lessons
 Bill of Rights Placard Pass

**Eighth Grade
Unit 4
Expansion and Reform
(8 Weeks)**

Desired Results

Goals:

NJSLS Content Statement

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

NJSLS Social Studies Content Standard Indicators

6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

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

6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

NJSLS English Language Arts Content Companion Standard Indicators

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to

domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

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

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

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

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

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

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

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

WHST.6-8.3 Incorporate narrative accounts into analyses of individuals or events of historical importance.

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

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

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

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

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

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

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

NJSLS English Language Arts for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Understandings:

- Jackson's popularity allowed him to expand the power of the presidency.
- Historians consider the Trail of Tears to be a genocide in the Jacksonian era that set a precedent for future relations with American Indians.
- The Manifest Destiny justified American expansionism into the west.
- Pioneers took immeasurable risks to move west, shaping the American dream.
- The Industrial Revolution led to greater disparities between the industrial North and agricultural South.
- The Second Great Awakening inspired a spirit of reform that sent ripples of change across America.

Essential Questions:

- What did it mean to be an American in the early 1800s?
- How democratic was Andrew Jackson?
- How justifiable was expansionism of the early nineteenth century?
- Why did the pioneers risk so much to move west?
- To what extent did the reform movements of the mid-1800s improve life for Americans?
- 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?

Students will know/learn...

Key Vocabulary

Jacksonian Democracy
secede
spoils system
Manifest Destiny
Mexican-American War
territory
Texas War for Independence
forty-niners
Lewis and Clark expedition
Donner Party
Mormons
Oregon Trail
immigrant
reform
Suffrage
abolitionist
Seneca Falls Convention

Industrial Revolution
cotton gin
National Road
Second Great Awakening
Underground Railroad

The importance of our relationship with Mexico during the 1800s.

Famous expeditions (i.e. Lewis and Clark, Zebulon Pike, Daniel Boone, and the Donner Party) that impacted expansionism in the US.

Locate the Oregon Trail on a map and analyze the dangers throughout the six-month long journey based on the changing geography.

The Texas annexation.

Reformations (i.e. prison, education, slavery, women's rights) that occurred during the Second Great Awakening.

The Underground Railroad, including the means by which its secrecy was protected and the key figures involved.

Students will be able to...

Evaluate the presidency of Andrew Jackson through examination of the various facets of his presidency (the election of 1828, his "Kitchen Cabinet", suffrage, Nullification Crisis, Destruction of the Second National Bank, Indian Removal Act, and Trail of Tears) and his character.

Take a position on the ramifications of the Manifest Destiny, supported by various pieces of evidence.

Assess the role of the Industrial Revolution and its inventions (i.e., the cotton gin and steam boat) played in the rising tensions between North and South.

Assessment Evidence

Performance Tasks:

- Lewis and Clark journal entries
- American Expeditions investigation
- Oregon Trail Dos and Don'ts
- Jackson presidency investigation
- Great Awakening, Take 2 projects
- Manifest Destiny Socratic Seminar/discussion

Other Evidence:

- Famous Expeditions quiz
- American Dream reflection
- Jackson DBQ
- Industrial Revolution quiz
- Unit Assessment

Learning Activities

Exploring Lewis and Clark: Placard Pass
Expeditions that Shaped the American Dream: Small Group Presentations
Oregon Trail Placard Pass
Jackson's Presidency: The Good, the Bad, and the Ugly
DBQ: the Basics
Manifest Destiny and a Growing Nation
Brought to you by the Industrial Revolution
Underground RR Webquest

**Civil War and Reconstruction
(8 Weeks)**

Desired Results

Goals:

NJSLS Content Statements

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

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

NJSLS Social Studies Content Standard Indicators

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b Analyze the economic impact of Reconstruction on 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.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

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

6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

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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.

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SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Understandings:

Students will understand that...

- Although some black people lived in freedom in the North and South, many still faced racism and discrimination.
- Tensions mounted between the North and South in the mid-1800s, and by this point, compromising was futile in keeping the nation together.
- Although the South had more resources than the North, the North was victorious in the Civil War.
- The end of the war brought emancipation for slaves but also new problems for black Americans.

Essential Questions:

- How was life different in the north and south during the antebellum years?
- Why did views on slavery begin to change leading up to the Civil War?
- How did the nation pull so far apart that it led to the bloodiest war in American history?
- How did the North win the Civil War?
- How did Reconstruction expand the rights of African Americans?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem?

Students will know/learn...

Key Vocabulary

Racism
Nat Turner's Rebellion
John Brown's Raid
Compromise of 1850
Uncle Tom's Cabin
Dred Scott decision
Fugitive Slave Act
Kansas-Nebraska Act
Lincoln-Douglas debates
Election of 1860
Union
Confederacy
Civil war
Emancipation Proclamation
Gettysburg Address
Habeas corpus
Appomattox Courthouse
Reconstruction
Civil rights
Black codes
Jim Crow laws

Key battles of the Civil War (i.e., Bull Run, Antietam, Gettysburg, Vicksburg, Fort Wagner, and Appomattox) as well as key leadership and outcomes.

The events surrounding the impeachment of Andrew Johnson.	
The impact made by the fourteenth and fifteenth amendments, including the Civil Rights Movement of the 1950s and 60s.	
How and why Reconstruction ended, using supporting evidence, such as election of Hayes into office, Plessy vs. Ferguson, and Jim Crow laws.	
<p>Students will be able to...</p> <p>To analyze the role played by events leading to secession (i.e., publication of <i>Uncle Tom's Cabin</i>, election of 1860, Fugitive Slave Act, and John Brown's raid).</p> <p>Evaluate the resources the North and South at the start of the Civil War.</p> <p>Analyze Lincoln's famed <i>Emancipation Proclamation</i> and <i>Gettysburg Address</i>.</p> <p>Evaluate Lincoln's legacy, with an emphasis on the thirteenth amendment.</p> <p>Evaluate and use analysis of primary and secondary sources to support arguments.</p>	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Leading to Secession event analysis ● Civil War - Who should have won? ● Civil War Battle investigation ● Lincoln speech analysis ● Civil Rights Movement project 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Leading to War timeline quiz ● Civil War Assessment
Learning Activities	
<p>A Nation Divided</p> <p>Heading to War: Who Should have won?</p> <p>Lincoln the Orator</p> <p>Key Battles of the Civil War: Stations/Small Group Presentations</p> <p>Our History of Sacrifice</p> <p>Reconstruction, a Long Road</p> <p>The Children's March</p> <p>I Have a Dream</p> <p>Culminating Research Project (student-centered)</p>	

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