

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level / Content Area: Grade 5 Social Studies**  
**Curriculum**

The fundamental purpose of social studies education in the Summit Public Schools is to ensure that all students develop as active, informed, responsible participants in a diverse democratic society. Social studies education must promote loyalty, love of country, and character as it prepares students to respond as intelligent and responsible citizens. Students acquire the ability to understand their world and to have the appreciation for the heritage of our nation with a background in civics, history, geography, and economics.

Citizen participation in a government is essential to a democracy. Students must develop an appreciation of the American constitutional system and an awareness and commitment to the rights and responsibilities of citizenship. They must be tolerant of those with whom they disagree. As citizens of the world, they must be provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society.

The Summit Public School supports the New Jersey Core Curriculum Content Standards for Social Studies which define the knowledge and skills that students need to make informed and reasoned choices for the public good. We believe that all students can learn at high levels. We recognize the strengths in our diverse community. Our social studies program aims to achieve the following:

- Students will develop a knowledge base of common cultural elements in addition to concepts that will enable them to understand their heritage and communicate with others.
- Students will develop critical thinking skills in order to become lifelong learners and to evaluate issues of importance to all Americans.
- Students will acquire basic literacy in the core disciplines of social studies and will be able to apply this knowledge as active citizens.
- Students will become reflective thinkers who engage in meaningful productive work which helps in the development of skills.
- Students will develop an understanding of self and others in order to become participants in a global society.

By infusing objectives to meet the standards of New Jersey's evolvement of transportation, leadership, and innovation within each unit, the New Jersey Core Curriculum Content Standards for social studies are met and defined. In addition, through our curriculum and by incorporating the Holocaust/Genocide Curriculum guidelines, as well as the Amistad Commission's main objectives, we have designed a program that will prepare students for national and global citizenship.

Finally, our Social Studies program is designed around the following Common Core State Standards:

### **Common Core State Standards - Reading**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Common Core State Standard – Writing**

#### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Course Description: Unit 1: Review of the Revolutionary War

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will review the concepts, people, places, and events that led to and followed the American Revolutionary War.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• Who should have power?</li><li>• When is it necessary to take a stand and to declare what you believe in?</li><li>• How does your point of view affect your decision?</li><li>• What happens when cultures collide and disagree?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• the consequences of the French and Indian War. Explain how it impacted the debt incurred by the British during the French and Indian War caused the king to put new pressures on the colonies (taxes, restrictions, etc.)</li><li>• the conditions of the Proclamation of 1763. Compare and contrast the European land claims in North America before and after 1763. Explain why the king issued the Proclamation of 1763 and how the colonists' reaction.</li><li>• The events and actions by the king and the colonists from 1764 to 1774 that led to the American Revolutionary War. Examine how the Sugar Act, Stamp Act, Townshend Duties, Quartering Act, Boston Massacre, Tea Act, Boston Tea Party, and the Intolerable Acts led to growing tensions between the colonies</li></ul>

	<p>and Great Britain.</p> <ul style="list-style-type: none"> <li>• The terms “Patriot”, “Loyalist”, and “Neutralist”. Define terms “Patriot”, “Loyalist”, and “Neutralist” as they relate to the American Revolutionary War.</li> <li>• The motives of the “Patriot”, “Loyalist”, and “Neutralist”. Dissect the beliefs and positions of the “Patriot”, “Loyalist”, and “Neutralist”.</li> <li>• That the battles of Lexington and Concord were the battles that began the Revolutionary War. Summarize the events and significance of the battles of Lexington and Concord.</li> <li>• How the booklet “Common Sense” convinced many colonists to declare independence. Express the basic message of Thomas Paine’s “Common Sense”.</li> <li>• How the Declaration of Independence was written. Explain how the Declaration of Independence was a product of the Second Continental Congress with Thomas Jefferson as its primary author.</li> <li>• What the Declaration of Independence said. Explain how the Declaration of Independence told why the colonies had the right to be a separate nation.</li> <li>• Key words and phrases from the Declaration of Independence. Recognize key words and phrases from the Declaration of Independence such as “all</li> </ul>
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		<p>men are created equal”, life, liberty, and the pursuit of happiness”, etc.</p> <ul style="list-style-type: none"><li>• The difference between the British and Continental armies. Compare and contrast the British and Continental armies equipment, motives, and strategies.</li><li>• The major events of the Revolutionary War. Examine the major events of the Revolutionary War including: Crossing the Delaware (Battle of Trenton), Battle of Saratoga, Valley Forge, Battle of Yorktown, etc.</li><li>• The key figures that were involved in America’s struggle for independence. Identify key figures from the Revolutionary Era including: King George III, George Washington, Ben Franklin, Thomas Jefferson, Paul Revere, John Adams, Sam Adams, John Hancock etc.</li></ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
Students will:		Instructional Focus:  Sample Assessments: <ul style="list-style-type: none"><li>• Exit slips</li><li>• Teacher observation</li><li>• Evaluation of projects, simulations, and interactive notebooks</li><li>• Tests and quizzes</li></ul>
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.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>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> <li>• Technology Integration <ul style="list-style-type: none"> <li>○ Complete Webquest on elementary connections page</li> </ul> </li> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>
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.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.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.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.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.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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<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:



## Course Description: Unit 2: The Constitution

### Pacing: Marking Period 2

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will understand the function of government, the values and principles of a democracy, the development of the United States Constitution, and how the government of the United States is organized into three major branches.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• Why are rules and structure important?</li><li>• What is a right vs. a privilege?</li><li>• Is it a good thing to disagree?</li><li>• Who should have power?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Explain the role and function of a government</li><li>• Define and explain the responsibilities of citizens in a democratic form of government.</li><li>• List the weaknesses of the Articles of Confederation</li><li>• Examine the process of moving the Articles of Confederation to a new document, The Constitution</li><li>• Describe the roles of key figures at the convention including George Washington, Ben Franklin, James Madison, etc.</li><li>• Summarize the main responsibility, members, and key powers of each of the three branches of government, (executive, legislative, and Judicial)</li><li>• Compare and contrast the “checks and balances” with the three branches.</li><li>• Define the term “amendment”</li><li>• Define the Bill of Rights, explain why it was needed, and specifically examine the first, second, fourth, fifth, sixth, and eighth</li></ul>

		Amendments, and explain how these amendments affect life today. <ul style="list-style-type: none"> <li>Recognize words and phrases from the Preamble. Use key phrases from the Bill of Rights such as “freedom of speech”, “keep and bear arms”, “right to a speedy trial by jury”, “cruel and unusual punishment”.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: <i>History Alive!</i> Chapters 14 and 15 <i>History Alive!</i> Website: <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a>  <i>America Will Be</i> Chapters 12  Sample Assessments: <ul style="list-style-type: none"> <li>Exit slips</li> <li>Teacher observation</li> <li>Evaluation of projects, simulations, and interactive notebooks</li> <li>Tests and quizzes</li> </ul> Instructional Strategies: <ul style="list-style-type: none"> <li>Interdisciplinary Connections  <i>The Girl Who Owned a City</i>            Nelson, O.T.             Shh! We're Writing the Constitution            Jean Fritz, <a href="#">Tomie dePaola</a>             U.S. Constitution and You, The  <a href="#">Syl Sobel</a> </li> </ul>
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	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.	
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	

		<p>The Bill of Rights: Protecting Our Freedom Then and Now Syl Sobel</p> <p>The Declaration of Independence: How 13 Colonies Became the United States Syl Sobel</p> <ul style="list-style-type: none"><li>• Technology Integration</li><li>• Role-play a first person interview with one of the key figures at the convention. Video tape the interview and produce an original movie.</li><li>• Using Inspiration use the graphic organizer tools template to compare and contrast the Articles of Confederation and the UNITED STATES Constitution</li><li>• Hold an online debate between two classes using a district approved web-based service(Skype).</li><li>• Media Literacy Integration</li><li>• Global Perspectives</li></ul>
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.	
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constituion	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.		
		<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

**Course Description: Unit 3 Political and Everyday Life in the New Nation**

**Pacing: Marking Period 2**

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will understand how the newly formed government of the United States began to function under the Constitution and how the differences in philosophy led to the development of political parties.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• Is it a good thing to disagree?</li><li>• Are values something that are easily changed? Should they be?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Explore the development of the government by comparing and contrasting the opposing views of Jefferson and Hamilton</li><li>• Explore the purpose for political parties by defining the term, “political party”;</li><li>• Explore the formation of political parties by explaining how the differences in philosophy led to the development of political parties in the United States.</li><li>• Understand the term “nationalism”.</li><li>• Explore the causes and results of the War of 1812 by summarizing the causes and events of the war and how it further established the United States as a world power.</li><li>• Explain the role of nationalism after the War of 1812. Interpret the meaning of the Monroe Doctrine.</li><li>• Examine economic, religious, and daily life between 1800 and 1830.</li></ul>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
Students will:		Instructional Focus: <i>History Alive!</i> Chapters <i>History Alive!</i> Website: <a href="http://tutorial.teachtpci.com/">http://tutorial.teachtpci.com/</a>  <i>America Will Be</i> Chapters  Sample Assessments: <ul style="list-style-type: none"><li>• Exit slips</li><li>• Teacher observation</li><li>• Evaluation of projects, simulations, and interactive notebooks</li><li>• Tests and quizzes</li></ul> Instructional Strategies: <ul style="list-style-type: none"><li>• Interdisciplinary Connections:  Who Was Thomas Jefferson? Dennis Brindell  Thomas Jefferson: A Picture Book Biography James Giblin, Michael Dooling  Alexander Hamilton, Young Statesman Helen Boyd Higgins  The History of the Republican Party Heather Lehr Wagner  The History of the Democratic Party Bruce Fish</li></ul>
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.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.		

	<ul style="list-style-type: none"><li>• Technology Integration<ul style="list-style-type: none"><li>• Create a newspaper of the times(using Comic life) that examines economic, religious, and daily life between 1800 and 1830</li><li>• Use graphic organizers in Timeliner and Inspiration to explore the development of the government by comparing and contrasting the opposing views of Jefferson and Hamilton</li></ul></li><li>• Media Literacy Integration</li><li>• Global Perspectives</li></ul>
	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

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Texts and Resources:

**Course Description: Unit 5 The Nation Grows (Expansion and Reform (1801-1861))**

**Pacing: Marking Period 3**

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will understand the motivations for westward movement in the United States and how the westward movement impacted the nation politically, economically, and socially.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> <li>• How do obstacles affect journeys?</li> <li>• What happens when cultures collide and disagree?</li> <li>• What is a right vs. privilege?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>• Locate and explain how each of the five territories was acquired: Florida, Texas, Oregon, the Mexican Cession, and the Gadsden Purchase</li> <li>• Describe the various ways the Native Americans resisted the settlement of the west. Explain how the Native Americans lost their land and culture as a result of the westward movement (Trail of Tears)</li> <li>• Demonstrate the unique cultures and experiences of the groups that were in the west in the 1800s including: Oregon Pioneers, Mormons, Forty-Niners, Chinese Immigrants, Mexicanos, and Native Americans (Nez Perce)</li> <li>• Explain reasons why the government wanted the Oregon Territory</li> </ul>



		<p>settled. Explain the incentives for individuals to journey to Oregon. Describe the difficult journey to Oregon. Analyze the impact of the Oregon migration on the United States.</p> <ul style="list-style-type: none"> <li>• Explain the discovery of gold in California, the motives and experiences of different groups drawn to California during the Gold rush and the impact of the Gold rush on the United States</li> <li>• Explain the law of supply and demand(charging exorbitant prices for mining supplies in California and the necessary supplies along the Oregon Trail) and explain how the prospect of wealth and opportunity was a magnet for diverse groups of people (Chinese immigrants, entrepreneurs from the east, Mormons, etc.)</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
Students will:		<p>Instructional Focus:  <i>History Alive!</i> Chapters  <i>History Alive!</i> Website: <a href="http://tutorial.teachtc.com/">http://tutorial.teachtc.com/</a>  <i>America Will Be</i> Chapters</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Teacher observation</li> <li>• Evaluation of projects, simulations, and interactive notebooks</li> <li>• Tests and quizzes</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> </ul>
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.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 removal of Native Americans.	Westward Expansion: An Interactive History Adventure by Allison Lassieur
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.	Daily Life in the Covered Wagon Paul A. Erickson
		The Lewis and Clark Expedition John Perritano
		Addie Across the Praire Laurie Lawlor
		All is Well Kristin Litchman
		The Ballad of Lucy Whipple Karen Cushman
		Dragon's Gate Laurence Yep
		Facing West: A Story of the Oregon Trail Kathleen V. Kudlinski
		<ul style="list-style-type: none"> <li>• Technology Integration</li> <li>• Use the Oregon Trail software to help students become familiar with the times</li> <li>• Using Google Maps, or Neighborhood Map Machine map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</li> </ul>
		Media Literacy Integration <ul style="list-style-type: none"> <li>• Create a multimedia presentation that demonstrates the unique</li> </ul>

	<p>cultures and experiences of the groups that were in the west in the 1800s including: Oregon Pioneers, Mormons, Forty-Niners, Chinese Immigrants, Mexicanos, and Native Americans (Nez Perce)</p> <ul style="list-style-type: none"> <li>• Use the NetTrekker subscription to help with images and research.</li> <li>• Global Perspectives</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

**Course Description: Unit 5 The Nation Divides (Civil War and Reconstruction (1850-1877))**

**Pacing: Marking Period 4**

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will understand the origins and evolution of slavery in the United States and the political, economic, and social issues that divided the northern and southern states and led to the American Civil War.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• What happens when cultures collide and disagree?</li><li>• Who should have power?</li><li>• What is a right vs. a privilege?</li></ul>	Students will understand that... <ul style="list-style-type: none"><li>• Explain how slavery developed in the world and how it became an institution in the American colonies and the United States.</li><li>• Explain plantation life, the importance of cotton, the effect of the invention of the cotton gin, dependence on slave labor, the existence of the small farmer, and the lack of an industrial economy</li><li>• Explain how the north was a center for industry, transportation (port, canals, railroads), and commerce.</li><li>• Explain the role of abolitionists, the Underground Railroad, and the slave resistance. Identify major figures who spoke against slavery (Frederick Douglas, Harriet Tubman, Sojourner Truth, William Lloyd Garrison)</li></ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <i>History Alive!</i> Chapters

6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.	<p><i>History Alive!</i> Website: <a href="http://tutorial.teachtpci.com/">http://tutorial.teachtpci.com/</a></p> <p><i>America Will Be</i> Chapters</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Teacher observation</li> <li>• Evaluation of projects, simulations, and interactive notebooks</li> <li>• Tests and quizzes</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections <ul style="list-style-type: none"> <li>Growing up in the Civil War 1851-1865</li> <li>Duane Damon</li> <li>Commander in Chief: Abraham Lincoln and the Civil War</li> <li>Dutton</li> <li>Unconditional Surrender: U.S. Grant and the Civil War</li> <li>Atheneum</li> <li>Soldier's Heart</li> <li>Gary Paulsen</li> <li>Pink and Say</li> <li>Patricia Polacco</li> <li>The Boys' War: Confederate and Union Soldiers in the Civil War</li> <li>Anita Silvey</li> </ul> </li> <li>• Technology Integration</li> </ul>
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	
6.1.8.D.4.b	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	

	<ul style="list-style-type: none"> <li>• Use the <a href="#">Scholastic Site</a> on slavery to explain plantation life, the importance of cotton, the effect of the invention of the cotton gin, dependence on slave labor, the existence of the small farmer, and the lack of an industrial economy.</li> <li>• Create a journal of a typical day on a plantation from many points of view using a word-processing program.</li> <li>• Create a map/route using Google Earth of the underground railroad.</li> <li>•</li> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Texts and Resources:

**Course Description: Unit 6 Civil War and Reconstruction**

**Pacing: Marking Period 4**

Standard	
<b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i> In this unit, students will understand the major concepts, people, places and events during the American Civil War.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• What were the origins, effects, and social implications of slavery in the United States?</li><li>• How did political, economic, and social issues cause tension between the northern and southern states?</li><li>• How does slavery impact a nation?</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Explain how the refusal of the United States' troops to leave Fort Sumner resulted in the first battle of the Civil War.</li><li>• Compare and contrast the two armies.</li><li>• Identify key figures in the Civil War including: Abraham Lincoln Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and William Sherman</li><li>• Examine the key battles of the Civil War including: Bull run, the Battle of the Monitor and Merrimack, and Gettysburg. Examine the Emancipation Proclamation, Gettysburg Address and Surrender at Appomatox Courthouse, Virginia</li><li>• Describe combat conditions, medical care, and the daily life of soldier and conditions on the homefront.</li><li>• The effect of Lincoln's assassination on the nation and Reconstruction.</li></ul>

		<ul style="list-style-type: none"> <li>• The specific terms that relate to the Reconstruction period</li> <li>• Examine the roles of women, African Americans, and Native Americans in the Civil War.</li> <li>• Explain the gains made by African-Americans through the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments. Explain how, despite these gains, the south became segregated and racism continued.</li> <li>• Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> <li>• Analyze the economic impact of Reconstruction on the South from different perspectives.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)		Examples, Outcomes, Assessments
Students will:		<p>Instructional Focus:  <i>History Alive!</i> Chapters  <i>History Alive!</i> Website: <a href="http://tutorial.teachtpci.com/">http://tutorial.teachtpci.com/</a>  <i>America Will Be</i> Chapters</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Teacher observation</li> <li>• Evaluation of projects, simulations, and interactive notebooks</li> <li>• Tests and quizzes</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>• Interdisciplinary Connections</li> </ul> <p>Red Cap  G. Clifton Wisler</p> <p>Shades of Gray</p>
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	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.	
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.	
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.	



6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.	<p>Carolyn Reeder</p> <p>Diary of a Drummer Boy Marlene Targ Brill</p> <p>A Confederate Girl: The Diary of Carrie Berry, 1864 Carrie Berry</p> <ul style="list-style-type: none"> <li>• Technology Integration <ul style="list-style-type: none"> <li>• Create a graphic organizer using Inspiration to compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</li> <li>• Create a timeline of critical events and battles of the Civil War.</li> <li>• Create a multimedia presentation of life for the South after the Civil War –Reconstruction.</li> <li>• Use the <a href="#">National Parks website</a> to research important information about a soldiers life during the Civil War and the battles at Fort Sumter.</li> </ul> </li> <li>• Media Literacy Integration</li> <li>• Global Perspectives</li> </ul>
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.	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>		<p>21<sup>st</sup> Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p>

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p>21<sup>st</sup> Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources: