

7th GRADE SOCIAL STUDIES

**Lawton C. Johnson Summit Middle School
Summit, NJ**

**7th Grade
Social Studies**

**Developed by
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Length of Course:

36 weeks of active teaching

Course of Study

This course follows a chronological development that begins around 1400 to 1877. The pace of the course is as follows:

Unit 1: Roots of American History Beginnings (1400) - 1763	25% (9 weeks)
Unit 2: The Revolution, and Early Republic 1754 - 1820s	22% (8 weeks)
Unit 3: Expansion and Reform 1801 - 1861	28% (10 weeks)
Unit 4: Division and Reconstruction 1850 - 1877	25% (9 weeks)

Course Description:

The 7th grade social studies program continues the student's education in the history and political system of the United States begun in grades four and five. The course is primarily an American history course with a focus on civics. Geography, economics, and social studies skills are interwoven into the curriculum. As the students build upon what they already know about the creation and growth of our nation up to the reconstruction period, they will study the development and growth of the nation. New Jersey's part in this process will also be covered, as will the importance of the contributions made by Native Americans, African Americans and the various culture groups that have become part of the legacy of our nation.

The historical basis of this course allows for connections to other social sciences as they relate to the historical period. This will provide students with a better understanding of the social sciences within an historical context. Students will revisit and build upon American history from the early exploration period, to colonization, the American Revolution, the creation of the new nation, the early republic, the expansion period, the Civil War era, and the period of Reconstruction. As they study the United States political system, students will learn about the historical roots and development of the Constitution.

The New Jersey Core Curriculum Content Standards for Social Studies and the Common Core Literacy Standards for Reading and Writing are evident throughout this course of study. During the year, an emphasis will be placed on social studies skills as students investigate topics and interpret facts and ideas. Media presentations, short-term group and individual projects, map skills, reading assignments, discussions, problem-based learning units, class presentations, cooperative learning, role playing, chart and study skills, technology based learning, and writing are all essential components of the program. Current events will be discussed as they relate to the curriculum and the development of the student's ability to become critical thinkers as citizens in a democratic society.

One of the most important purposes of social studies is citizenship education. In this course of study, as students come to understand the history of their nation and state, they also develop an awareness of the function of the political process itself. Emphasis is placed on the relationship between the institution of government and the individual. Students are encouraged to see themselves as potential forces for change both as individuals and as members of societal institutions.

The 7th grade program continues the commitment of the social studies department in the Lawton C. Johnson Summit Middle School to orient students to all the major world regions and their contributions to world civilization, not least to the historical and cultural development of the United States of America. The 7th grade program will help to validate the cultural background of all students while developing awareness, tolerance and appreciation and will better prepare them to take their places as citizens of their nation and their world.

<p>How did the colonist derive new systems of living?</p> <p>Why did the slave labor system leave such a lasting impression on American culture?</p>	<p>and impacted the evolution of American politics and institutions. Social, economic, and political opportunities were impacted by race, gender, and status. Regional identities of the colonies, emigration and settlement patterns were influenced by various factors. European and Native American groups worked in both conflict and cooperation in the search for natural resources.</p> <p>Colonial labor systems were reliant on both slavery and indentured servitude. Mercantilism had a significant impact on the economies of the colonies and European countries. Triangular trade had far reaching influence on multiple nations and groups. European countries competed internationally for power. Slavery is to blame for voluntary and involuntary migratory experiences of different groups of people and their various experiences.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>NJCCS:</p> <p>1. Three Worlds Meet (Beginnings to 1620)</p> <p>6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.B.2.b 6.1.8.D.2.a 6.1.8.D.2.b</p>	<p>A. Indigenous Societies: Migration, Change, and Interaction</p> <p>B. Exploration: Economic, Cultural, and Demographic Change</p> <p>C. Foreign interactions with Indigenous cultures: Economic, Political and Religious</p> <p>D. Slavery: Labor system, Development, and Impact</p>
<p>2. Colonization and Settlement (1585-1763)</p> <p>6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a</p>	<p>Sample Assessments:</p> <p>A. Standardized Test style summative assessment</p> <p>B. Critical thinking essay questions – Students develop a position based on Columbus’s status as a hero or a villain as viewed by history.</p>
<p>Common Core Reading Standards for Literacy in History/Social Studies</p> <p>Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity Standards (1-6, 8-10)</p>	<p>C. Document Based Questions (Example: Columbus’s log) – Students examine Columbus’s journal entry in order to make observations of exploration in the late 15th century and draw conclusions of motivations. http://www.franciscan-archive.org/columbus/operation/excerpts.html</p>

D. Quote Analysis – First Thanksgiving Journal entry of Edward Winslow. Examining the menu at the first thanksgiving in order to draw parallels to modern holiday observance and American cultural practices.

<http://www.eyewitnesstohistory.com/thanksgiving.htm>

E. Analysis of significant individuals – *Olandab Equiano* – First hand account of Middle Passage.

John Smith – Jamestown Colony

William Bradford – Plymouth Plantation

Anne Hutchinson – Early ideas of religious freedom

William Penn – Experiment of Religious Tolerance in British Colonies

Instructional Strategies:

1. Role-play Activity: Students engage in an activity demonstrating the social strata in New Spain.
2. Acrostic: Strengths and weaknesses of location of Jamestown Settlement.
3. Debate: Active discussion of Christopher Columbus regarding his achievements and character.
4. Simulation: Salem witch trials and the impact on early colonial society.
5. Guided Experiential Lesson: Students experience cramped quarters and first hand readings of life on a slave ship traveling the Middle Passage.
6. Student-Centered activities (some of these have been mentioned above):
 - Christopher Columbus: Hero vs. Zero Debate

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| <ul style="list-style-type: none"> ● <i>American Nation – Chapters 2,3,4</i> (Secondary Source) ● <i>American Nation – “Guide to the Essentials” – Chapters 2,3,4</i> (Secondary Source) ● <i>The Nystrom Atlas of United States History</i> (Secondary Source) ● Journal – Columbus Meets the Tainos (Primary Source – <i>American Nation</i> p.70) ● Journal – Christopher Columbus (Primary Source - <i>American Nation</i> p.73) ● Document – <i>Mayflower Compact</i> (Primary Source - <i>American Nation</i> p. 94) ● Document – <i>The Constitution of the Iroquois</i> (Primary Source - <i>American Nation</i> p.574) ● Document – <i>A Brief Account of the Devastation of the Indies</i> (Primary Source - <i>American Nation</i> p. 576) ● Document – <i>The General History of Virginia</i> (Primary Source - <i>American Nation</i> p. 577) ● Document – <i>A Journal of the Pilgrims at Plymouth</i> (Primary Source) ● Letter – A Letter to the Native Americans (Primary Source - <i>American Nation</i> p.110) ● Poster – The Sale of Africans (Primary Source - <i>American Nation</i> p. 118) ● Document – <i>The Interesting Narrative of the Life of Equiano</i> (Primary Source – p.119) ● Document – <i>Magna Carta</i> (Primary Source - <i>American Nation</i> p.124) ● Document – An Indentured Servant (Primary Source - <i>American Nation</i> p.126) ● Slave Ship Diagram (Primary Source) | <ul style="list-style-type: none"> ● Social Class Simulation Activity: New Spain (Students create a visual hierarchy of the classes) ● Construct a list of rules for the new colony at Jamestown, Virginia. Allow students to respond using FLIPGRID. https://flipgrid.com/ ● Religious Freedom in current times: Debate – Piercings in School ● Colonial Newscast Presentations ● Analysis of <i>The Body Ritual of the Nacirema</i> -- this is done to illustrate the common act of ethnocentrism. Students read an abridged version of the famous essay by Horace Miner. They are then shown that the “tribe” is actually people living in the U.S. https://msu.edu/~jdowell/miner.html ● Slave Ship Sensory Experience ● Cartoon Poster: Diversity in the Colonies ● French and Indian War Comic Strip -- Students must illustrate a 6-panel comic strip that depicts the course of the French and Indian War. ● Travel Brochure -- This is rooted in historical advertising. In order to encourage increased population, landowners in the colonies, as well as investors, sent encouraging advertisements to Europe in the attempt to lure potential settlers. Students will create their own brochures advertising one of the colonies. ● What do you like about Plymouth? -- Quickwrite ● Education in the Colonies: Colonial Manners: Utilizing a list of Colonial Manners that George Washington had to memorize -- students in groups decipher them using their One2One devices. https://memory.loc.gov/service/gdc/scd0001/2010/2010_01/20100519003wa/20100519003wa.pdf |
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- Document – *Fundamental Orders of Connecticut* (Primary Source - *American Nation* p.578)

- Food and Drink (Secondary Source – *Everyday Life: Colonial Times*)

Integration of Knowledge and Ideas
Standard (7)

- Map – Native American Culture Areas of North America, About 1450 (Secondary Source – *American Nation* p.44)

- Map – European Voyages of Exploration, 1487-1522 (Secondary Source - *American Nation* p.67)

- Chart – The Columbian Exchange (Secondary Source - *American Nation* p.71)

- Map – Spain in the Americas (Secondary Source - *American Nation* p.77)

- Map – Atlantic Slave Trade (Secondary Source - *American Nation* p.79)

- Map – Exploring North America (Secondary Source – *American Nation* p. 82)

- Map – The First English Settlements (Secondary Source - *American Nation* p.90)

- Film – *America the Story of US* (Secondary Source)

- Film - *America Before Columbus* (Secondary Source)

- Film – *Desperate Crossing: The Untold Story of the Mayflower* (Secondary Source)

- Film – *The New World* (Secondary Source)

- Film – *The New World: Nightmare in Jamestown* (Secondary Source)

- Large Scale Exploration/Colonial PBL: COLUMBUS PROPOSAL: Students decide once and for all if Christopher Columbus is deserving of his own national holiday. Students must take a position in a formal proposal that they will write to their Congress Representatives in the United States Legislature. Students will access primary and secondary sources from a multitude of online sources. There will be 4 weeks of activity lists to support the creation of this professional end product.

Interdisciplinary Connections

- *Science*: Environment aspects affecting Columbus’s exploration of the Americas. Introduction of disease and its impact on indigenous people.
- *Language Arts*: Cause and Effect chart of the Columbian Exchange and its global impact on all cultures.
- DBQ Columbus Essay: Should America continue to celebrate Columbus Day?

Connecting the Past to Current Issues:

- *Newsela*: Archeologists Discover Gruesome remains of Aztec tower of skulls

Technology Integration

- Re-envision informational writing as a movie script (using Screencastify or another video platform to publish).
- Utilize technology (i.e., Google Slides, Prezi, Quizlet) to teach others about the topic of study.

Global Perspectives

- *Two Worlds Meet*: Columbian Exchange and Triangular Slave Trade
- *Google Earth*: Showing Migration patterns of Native American tribes.

- Map – The Thirteen Colonies (Secondary Source – *American Nation* p.101)
- Map – The New England Colonies (Secondary Source - *American Nation* p.103)
- Map – The Middle Colonies (Secondary Source - *American Nation* p.111)
- Map – The Southern Colonies (Secondary Source - *American Nation* p.115)
- Chart – Triangular Trade (Secondary Source – *American Nation* p.122)
- Film – *Roots* (Secondary Source)

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Applicable Standards:

Text Types and Purposes (1 & 2)

Production and Distribution of Writing (4-6)

Research to Build and Present Knowledge (7-9)

Range of Writing (10)

- Preparation of Argument – CC Hero vs. Zero (1, 4, 5, 6, 8, 9)
- Letter – Columbian Exchange Impact (2, 4, 5)
- Research Project – Persuasive Colony Project (1, 2, 4, 5, 6, 7, 8, 9, 10)
- Charter – Form a New Colony (1, 2, 4, 5, 6, 8, 9)
- Study Guides / Comprehension and Critical-Thinking Questions (10)
- Regular Type #2 Writing Activities including primary source analysis (10)

Career-Ready Practices

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

CRP2: Apply appropriate academic and technical

<p>skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	
<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>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

The Revolution and Early Republic (1754-1820s)

Standard 6.1 U.S History: America in the World

All Students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

- Movement for Independence: Political and Economic Disputes
- Constitution: Creation and Historical Significance

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

How and why did the colonists seek and win independence?

Students will understand that...

As the American colonies expanded conflicts and alliances developed between European countries and Native Americans. Government regulation and taxes affected economic opportunities and strained relations between Britain and its North American colonies. Inflation and debt and the poor response from state and national governments in regards to these issues affected the American people. The consequences of the Seven Years War and the changes in British policies toward American colonies and responses by various groups and individuals in the North American colonies led to the American Revolution. Many of the ideals found in the Declaration of Independence were not initially or equally granted to women, African Americans, and Native Americans. The key principles of the Declaration of Independence still unify our country today. Geography, prominent individuals, and other nations contributed to the causes, execution, and outcomes of the American Revolution. As a result of its location, New Jersey played an integral role in the American Revolutionary War. The war was impacted in many different ways by a variety of groups; and in turn, these same groups were impacted by the war. The Treaty of Paris, which can be viewed from multiple perspectives, affected United States relations with Native Americans and European powers that had territories in North America. Additionally, George Washington greatly

<p>How were the fundamental principles of the U.S. Constitution developed?</p>	<p>affected the American Revolutionary War and also became a symbol of leadership and legacy.</p> <p>The fundamental principles of the Constitution are effective in establishing a federal government that allows for growth and change over time. Key differences exist between the Articles of Confederation and the U.S. Constitution regarding decision-making powers of the national government. Geography and compromise influenced the debate on representation and federalism as evidenced by the Great Compromise and the addition of the Bill of Rights. The manner in which conflicting points of view in a democratic society are addressed through simulated democratic processes. The debate over the role and power of the federal government led to the formation of political parties. With a mix of success and failure early administrations of the national government met the goals established in the Preamble of the Constitution, as evidenced by notable events (Whiskey Rebellion, Alien and Sedition Acts). The Constitution and Bill of Rights stand as enduring pillars of living documents that shape civilian life today.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p> <p>A. Movement for Independence: Political and Economic Disputes</p>

<p style="text-align: center;">NJCCS:</p> <p style="text-align: center;">3. Revolution and the New Nation (1754-1820s)</p> <p>6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.a 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.B.3.d 6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.D.3.g</p>	<p>B. Constitution: Foundation, Principles and Application</p> <p>Sample Assessments:</p> <p>A. Standardized Test style summative assessment</p> <p>B. Critical thinking essay questions. Example: 1 - <i>How and why did the United States win the Revolutionary War?</i> 2 – <i>Analyze the escalation of conflict in the colonies that led to the American Revolution.</i></p>
<p style="text-align: center;">Common Core Reading Standards for Literacy in History/Social Studies</p> <p style="text-align: center;">Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity <u>Standards (1-6, 8-10)</u></p> <ul style="list-style-type: none"> ● <i>American Nation – Chapters 5,6,7,9</i> (Secondary Source) ● <i>American Nation – “Guide to the Essentials” – Chapters 5,6,7,9</i> (Secondary Source) ● <i>The Nystrom Atlas of United States History</i> (Secondary Source) ● Letter – George Washington (Primary Source – <i>American Nation</i> p.143) ● Letter - William Penn(Primary Source)- letter to the Committee of the Free Society of Traders ● Speech – Patrick Henry (Primary Source - <i>American Nation</i> p. 163) ● Document – <i>The English Bill of Rights</i> (Primary Source - <i>American Nation</i> p.580) ● Song – <i>Revolutionary Tea</i> (Primary Source – <i>American Nation</i> p.581) 	<p>C. Document Based Questions (Example: The Constitution and its compromises) Students read and examine the Constitution, the changes that have been made, as well as the amendments that have been added, and cite examples of how the U.S. Constitution is a living document. const_principles_dbq.pdf</p> <p>D. Quote Analysis <i>Noah Webster</i> – critic of the Articles of Confederation. <i>Thomas Jefferson</i> – Declaration of Independence.</p> <p>E. Analysis of significant individuals <i>Thomas Paine</i> – Common Sense <i>John Locke</i> – Natural Rights <i>Baron de Montesquieu</i> – Separation of Powers <i>Paul Revere</i> – Propaganda <i>George Washington</i> – Precedents of first Presidency</p> <p>Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Students create a top ten-list advertising one of the thirteen English colonies and its role in the American Revolution using Google Slides 2. Students design “bumper sticker” advertising the merits of their colony.

- Historical Fiction – *Johnny Tremain* (Secondary Source)
- Historical Fiction – *Chains* (Secondary Source)
- Political Cartoon – “*Join or Die*” (Primary Source)
- Engraving – *Boston Massacre* (Primary Source)
- Letter – “Remember the Ladies” (Primary Source - *American Nation* p.175)
- Document – The Declaration of Independence (Primary Source - *American Nation* –p.177-180)
- Document – *The Crisis* (Primary Source - *American Nation* p.197)
- Document – *Common Sense* (Primary Source – *American Nation* p.582)
- Letter – Dr. Benjamin Rush (Primary Source - *American Nation* p.583)
- Document – *The Spirit of the Laws* (Primary Source – *American Nation* p.214)
- Speech – Patrick Henry (Primary Source - *American Nation* p.219)
- Political Cartoon – “*United we stand-Divided we Fall!*” (Primary Source - *American Nation* p.221)
- Document – *Farewell Address* (Primary Source - *American Nation* p.588)
- Document - *Articles of Confederation* (Primary Source)

Integration of Knowledge and Ideas
Standard (7)

- Map – North America in 1753 (Secondary Source - *American Nation* p.139)

3. Students examine biographies of famous Americans and create obituaries highlighting their contributions to the fabric of the nation’s creation.
4. Students perform first-person speeches as famous Americans.
5. Role-play: Students adopt delegates to the Constitutional Convention and actively argue positions on key compromises.
6. Student-Centered activities (some of these have been mentioned above):
 - Boston Tea Party – Tea “toast” and ceremonial “tea chest toss”
 - Newscast – key events leading to the American Revolutionary War
 - 1st Continental Congress – Simulated discussion activity
 - Living Historians Visit – New Jersey Frontier Guard -- These individuals will come and share their depth of knowledge with the students.
 - Debate – Loyalists vs. Patriots (1776)
 - Declaration of Independence Search Activity
<https://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence#sect-activities>
 - Great Compromise: Inter-class debate
 - Shays’ Rebellion: Comic Strip Cartoon Construction.
 - Debate – Federalists vs. Democratic Republicans
 - Construct – Political Party poster – Federalists or Democratic Republican
 - Boston Massacre Blame Game
http://www.history.org/History/teaching/enewsletter/volume8/sept09/images/sept09/multiple_perspectives_psactivity.pdf

- Map – The French and Indian War (Secondary Source - *American Nation* p.142)
- Map – North America in 1763 (Secondary Source - *American Nation* p.144)
- Chart – English Exports to the 13 Colonies (Secondary Source - *American Nation* p. 154)
- Film – *John Adams* (Secondary Source)
- Film – *America the Story of Us* (Secondary Source)
- Film – *The Presidents* (Secondary Source)
- Map – Turning Points in American History (Secondary Source - *American Nation* p.167)
- Map – Revolutionary War (Secondary Source – *Nystrom Pull-down Map*)
- Map – The War for Independence Begins (Secondary Source – *American Nation* p.170)
- Map – The Revolutionary War, 1776-1777 (Secondary Source - *American Nation* p.182)
- Map – The War in the West (Secondary Source - *American Nation* p.188)
- Map – The War Ends in the South (Secondary Source – *American Nation* p.192)
- Film – *The Crossing* (Secondary Source)
- Film – *The Patriot* (Secondary Source)
- Map – Ratifying the Constitution (Secondary Source - *American Nation* p.199)
- Map – Claims to Western Lands (Secondary Source - *American Nation* p.201)
- Map – Northwest Territory (Secondary Source - *American Nation* p.203)
- Map – Where Americans Lived, 1800
- Who Shot First on Lexington Green? -- this is a group activity utilizing a large activity list and requiring students to analyze and evaluate primary and secondary sources from a variety of different media: print, audio, video, maps, physical evidence and finalize a position based off of this evidence.
- Loyalist/Patriot/Neutralist Colonial Town Meeting
- Mock 1st Continental Congress
- Metaphorical Poster Activity: Ideas Behind the Constitution: Four quadrants that chart the inspiration behind the document.
- Do I Have a Right?
<https://www.icivics.org/games/do-i-have-right>
- Can Poems be used as Historical Documents?: Students compare Henry Wadsworth Longfellow’s poem *The Midnight Ride of Paul Revere* to a letter Revere wrote himself on the events of April 18th, 1775. After careful analysis and evaluation, students must decide if the poem is accurate enough to be utilized as a historical document.
<https://www.gilderlehrman.org/content/midnight-ride-paul-revere-literature-v-history>
- Bill of Rights: Remove 3 Amendments; Add 3 new Amendments. Students must utilize current events and arguments from secondary sources to re-write the Amendments to the U.S. Constitution.
- Thomas Paine’s Common Sense – Persuasive Writing Workshop
- Battle of the Battlefields Award Program -- Also known as the B.R.A.G. Unit (Battlefield Research Analysis Group). Students must examine the battles of the Revolutionary War and decide which was the most significant in helping the colonies defeat the British.

(Secondary Source - *American Nation* p.277)

- Chart – Money Problems of the New Nation, 1789-1791 (Secondary Source - *American Nation* p.280)
- Chart – Federalists vs. Republicans (Secondary Source - *American Nation* p.289)

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Applicable Standards:

Text Types and Purposes (1 & 2)

Production and Distribution of Writing (4-6)

Research to Build and Present Knowledge (7-9)

Range of Writing (10)

- Speech – Patriot/Loyalist (1, 2, 4, 5, 6, 9)
- Essay – Pre-American Revolution Event Analysis (1, 2, 4, 5, 8, 9)
- Rewrite – D of I in 21st Terms (2, 4, 5, 9,)
- Poster/Essay – Metaphorical Representation of Ideas Behind the Constitution (2, 4, 5, 6, 8, 9)
- Preparation of Argument – Great Compromise (1, 4, 5, 6, 8, 9)
- Preparation of Argument – Federalists / Democratic Republicans (1, 4, 5, 6, 8, 9)
- Thank You Card – Sources of Constitutional Ideas (2, 4, 5)
- Thank You Card – France (2, 4, 5)
- Cartoon/Acrostic – Shays’ Rebellion (2, 4, 5)
- Cartoon/Acrostic – Whiskey Rebellion (2, 4, 5)
- Study Guides / Comprehension and Critical-Thinking Questions (10)

- Parliamentary Procedure Trail Mix Activity
- Constitutional Convention: Solve the compromises on the new Federal Government -- This a full scale re-enactment in which the students portray delegates to the Constitutional Convention.
- CHAINS Essay -- Students read this novel by Laurie Halse Anderson. The novel is historical fiction and focuses on a character who is a slave in New York City during the early conflict of the Revolutionary War. This novel is read primarily in Language Arts. In Social Studies, a series of primary sources are analyzed to be utilized as evidence to answer the central question, “If you were a slave like Isabel in CHAINS during the Revolutionary War, would you be supporting the Patriots or the British.” This essay will be assessed in both Language Arts and Social Studies.
- Delegate Trading Card Assignment -- Students design and create a trading card highlighting an assigned delegate from the Constitutional Convention. Must include their background and their core political beliefs. Students then produce 10 cards and trade with each other.
- Hamilton Unit -- Students are assigned a leader of the colonial era or Constitutional Era that knew and interacted with Alexander Hamilton. In Language Arts, students will be introduced to the Lin-Manuel Miranda play, and read a biography on Hamilton. In Social Studies, students must research their individual and create a first person speech, portraying this Famous American and their life. Students will then be placed in groups where they will compose a missing scene from the play Hamilton.

- Regular Type #2 Writing Activities including primary source analysis (10)
- *Federalist Papers* - analysis
- Musical - Hamilton Writing Activity: Missing Scene

Career-Ready Practices

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

CRP2: Apply appropriate academic and technical skills.

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

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

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

CRP9: Model integrity, ethical leadership and effective management.

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

CRP11: Use technology to enhance productivity.

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

Interdisciplinary Connections

- *Language Arts:* Speech preparation and delivery. Writing across the curriculum seamless assessment. Reading for content.
- Metaphorical essay based on the ideas behind the Constitution. **See Also -- Hamilton Unit**
- *Math:* Students examine the convoluted process for becoming president, mathematically examining the electoral college and the changes to the presidential election process.
- *Podcast:* Students create a commentary through podcast on the debates of the Constitutional Convention.
- *Peardeck:* Use of forum to reflect on perceptions of classroom guided simulation.

Technology Integration

- Re-envision informational writing as a movie script (using Screencastify or another video platform to publish).
- Utilize technology (i.e., Google Slides, Prezi, Quizlet) to teach others about the topic of study.

Global Perspectives

- *Roots of the Constitution:* Students chart the international and historical influences to the creation of the United States Constitution.
- *Immigration Practices:* Students examine the process for becoming a U. S. citizen, as well as key immigration issues facing the nation and impacting the globe.

Connecting the Past to Current Issues

- *Newsela:* Article relating to tea and the Development of a Global Economy
- *Newsela:* How First Amendments Rights Have Evolved
- *Newsela:* Article relating to the Alien and Sedition Act

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:

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):

- Financial, Economic, Business, and
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Expansion and Reform (1801-1861)

Standard 6.1 U.S History: America in the World

All Students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

- Progress: expansion, immigration, industrial growth, slavery, transportation and economy.

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>
<p>How was regional unity affected during the era of expansion and reform?</p>	<p>Students will understand that...</p> <p>During this era many innovations had an impact on slavery, transportation (land and water), and the development of the young country, including the state of New Jersey. Many of these innovations affected status and social classes of different groups of people. America's relationship with other nation's changed in policy and agreements, and Manifest Destiny influenced this diplomacy leading to land acquisition and war. America's development was greatly impacted by the Louisiana Purchase and its exploration. Andrew Jackson and his policies had a significant influence on democracy including: voting rights, the development of the economy, conflicts and removal of Native Americans and America's ability to face these new challenges. Several factors resulted in increased immigration throughout this era, which in turn created ethnic and cultural strife. Reform played a major role in American society including: education, women's rights, abolition and resistance to slavery (national and in New Jersey), and other social issues.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;">NJCCS:</p> <p style="text-align: center;">4. Expansion and Reform (1801-1861)</p> <p>6.1.8.C.3.c 6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c</p>	<p>Instructional Focus:</p> <p>A. Progress: expansion, immigration, industrial growth, slavery, transportation and economy.</p> <p>Sample Assessments:</p> <p>A. Standardized Test style summative assessment</p> <p>B. Critical thinking essay questions</p> <p style="padding-left: 20px;">1 – <i>How did the Louisiana Purchase impact the growing nation and its status in the World?</i></p> <p style="padding-left: 20px;">2 – <i>Compare the growth of cities and its impact on family structure, cultural practices, and the economy.</i></p> <p>C. Document Based Questions (Example: Incidents in the Life of Slave Girl) Students examine passages from the novel to understand the life of a slave. Students also examine <i>Uncle Tom’s Cabin</i>. Students will finally react to advertisements about runaway slaves that identify the cruelty of slave owners. https://www.gilderlehrman.org/content/runaway-slave-ad-1852</p> <p>D. Quote Analysis <i>William L. Marcy</i> – Legitimizes Jackson’s actions. <i>Frederick Douglass</i> – Thoughts on Abolition and the life of a slave. <i>John Brown</i> – Martyrdom and its societal impact. <i>William Lloyd Garrison</i> – radical abolitionist printer and writer.</p> <p>E. Analysis of significant individuals <i>James Madison</i> – War of 1812 <i>Sacagawea</i> – Exploration of the West <i>Harriet Tubman</i> – Underground Railroad <i>Eli Whitney</i> – Industrial Revolution <i>Dorothea Dix</i> – Prison and Hospital Reform</p>
<p style="text-align: center;">Common Core Reading Standards for Literacy in History/Social Studies</p> <p style="text-align: center;">Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity <u>Standards (1-6, 8-10)</u></p> <ul style="list-style-type: none"> ● <i>American Nation – Chapters 10,11,12,13,14,15</i> (Secondary Source) ● <i>American Nation – “Guide to the Essentials” – Chapters 10,11,12,13,14,15</i> (Secondary Source) ● <i>The Nystrom Atlas of United States History</i> (Secondary Source) ● Speech – Felix Grundy War Hawk (Primary Source – <i>American Nation</i> p. 319) ● Political Cartoon – The Embargo Continues (Primary Source - <i>American Nation</i> p.318) ● Song – <i>The Star-Spangled Banner</i> (Primary Source - <i>American Nation</i> p.591) ● Quote – <i>Democracy in America</i> (Primary Source - <i>American Nation</i> p.573) ● Excerpt – <i>Handbook to Lowell, 1848: Factory Rules</i> (Primary Source - <i>American Nation</i> p.598) 	

- Document – *Monroe Doctrine* (Primary Source - *American Nation* p.593)
- Document – Andrew Jackson Letter (Primary Source – *American Nation* p.369)
- Poster – 1828 Andrew Jackson Campaign Poster (Primary Source - *American Nation* p. 377)
- Letter – Mrs. Samuel Harrison Smith (Primary Source - *American Nation* p. 594)
- Song – *Cherokee Nation* (Secondary Source)
- Song – *Tippecanoe and Tyler Too* (Secondary Source)
- Letter – Women and the Oregon Trail (Primary Source - *American Nation* p. 546)
- Historical Fiction – *A Day on the Trail* (Secondary Source)
- Historical Fiction – *The Devil and Daniel Webster* (American Short Story)
- Document – *That With This Ginn* (Primary Source - *American Nation* p.419)
- Excerpt – *Incidents in the Life of a Slave Girl* (Primary Source - *American Nation* p.430-431)
- Excerpt – *The Underground Railroad* (Primary Source - *American Nation* p.443)
- Excerpt – *Civil Disobedience* (Primary Source - *American Nation* p.451)
- Excerpt – *What to the Slave is the 4th of July?* (Primary Source - *American Nation* p.453)
- Document – *Declaration of Sentiments* (Primary Source - *American Nation* p.600)
- Excerpt – *Life and Times of Frederick Douglass* (Primary Source - *American Nation* p.599)

Instructional Strategies:

1. Students perform a newscast presentation based on the key components of the Industrial Revolution and its impact on America.
2. Art Gallery Museum Walk -- Students appreciate the emerging forms of American art and literature and compare this new style to old world examples.
3. Students design and produce a travel brochure encouraging settlers to expand westward using an established trail to California or Oregon.
4. Students analyze the nicknames of Andrew Jackson to show the shifting power of the federal government.
5. Experiential Role-play of the events that took place at the siege of the Alamo.
6. Student-Centered activities (some of these have been mentioned above):
 - North/South T-chart construction
 - “Should the U.S. declare war on Mexico” inter-class debate -- Students must read four primary sources (2 Pro, 2 Con) regarding the impending War with Mexico. After collecting and analyzing data, students must write a brief response either endorsing or denouncing war with Mexico.
 - Manifest Destiny – pro/con poster construction.
 - Analysis of Uncle Tom’s Cabin -- students read Harriet Beecher Stowe’s reasons for writing the novel.
<https://www.literaryladiesguide.com/literary-musings/how-harriet-beecher-stowe-was-inspired-to-write-uncle-toms-cabin/>

Integration of Knowledge and Ideas
Standard (7)

- Map – The Louisiana Purchase, 1803 (Secondary Source - *American Nation* p.301)
- Map – Exploring the West, 1804-1809 (Secondary Source - *American Nation* p. 308)
- Map – Indian Lands Lost by 1810 (Secondary Source - *American Nation* p.317)
- Map – War of 1812 (Secondary Source - *American Nation* p.323)
- Map – Early Roads West (Secondary Source - *American Nation* p. 329)
- Map – Major Canals (Secondary Source - *American Nation* p. 340)
- Chart – U.S. Exports, 1800-1812 (Secondary Source *American Nation* p.315)
- Chart – War of 1812 Vote in the House of Representatives (Secondary Source *American Nation* p.327)
- Chart – Effects of a Protective Tariff (Secondary Source – *American Nation* p.345)
- Map – Election of 1828 Electoral College Map (Secondary Source - *American Nation* p. 363)
- Film – *Slater Mill: TAPS* (Secondary Source)
- Film – *The Presidents* (Secondary Source)
- Film – *Mill Times* (Secondary Source)
- Film – *War of 1812* (Secondary Source)
- Film – *Lewis and Clark: Great Journey West* (Secondary Source)
- Film – *Andrew Jackson* (Secondary Source)

- Indian Removal Act and the impacts of Expansion -- students get to experience and react to the impacts of forced removal.
<http://educationextras.com/LOC%20pdfs%202011/From%20Abby/Microsoft%20Word%20Viewer%20-%20The%20Indian%20Removal%20Act%20and%20the%20Consequences%20of%20Expansion%20on%20Native%20Americans.pdf>
- Polk's Declaration of War Activity -- Was Polk being accurate and truthful?
<http://www.presidency.ucsb.edu/ws/?pid=67907>
- American Progress Analysis. Students must analyze the famous painting by John Gast *American Progress*. This image is meant to symbolize the concept of Manifest Destiny.
https://www.ourdocuments.gov/document_data/pdf/Our_Documents_Sourcebook_v3_3of4.pdf
- California Gold Rush simulation -- Large full grade event by period. A field near school will be populated with Gold!! Some students will be business owners, selling food, lodging, drinks, supplies and advice. The rest will be miners excited to extract gold and spend their findings. What will occur is an experiment to highlight the reality that the most successful participants of 1849, were the business owners.
- Creating a naturalistic work of art – Stanik's pond -- connecting to the theories of Henry David Thoreau and Ralph Waldo Emerson
- Compare/Contrast – causes/effects – French and Indian War; Rev War; War of 1812; Mexican War
- Has the U.S. been founded on more positive or negative values. -- Students read in class the short story, *The Devil and Daniel Webster*. In the story, the Devil

<ul style="list-style-type: none"> ● Map – Growth of US to 1853 (Secondary Source - <i>American Nation</i> p.379) ● Map – Independence for Texas (Secondary Source - <i>American Nation</i> p. 386) ● Map – Trails to the West (Secondary Source - <i>American Nation</i> p. 400) ● Film – <i>American the Story of US</i> (Secondary Source) ● Film – <i>The Gold Rush</i> (Secondary Source) ● Film – <i>The Alamo</i> (Secondary Source) ● Painting – Manifest Destiny (Primary Source) ● Map – Northern and Southern Economy in the Mid-1800's (Secondary Source - <i>American Nation</i> p.407) ● Map – American Expansion (Secondary Source –<i>Nystrom pull-down map</i>) ● Map – U.S. Railroads, 1850 (Secondary Source - <i>American Nation</i> p. 410) ● Chart – Growth of RR, 1840-1860 (Secondary Source - <i>American Nation</i> p.410) ● Chart – Sources of Immigration, 1820-1860 (Secondary Source – <i>American Nation</i> p. 415) ● Charts – Cotton Production / Growth of Slavery (Secondary Source - <i>American Nation</i> p. 420) ● Chart – Southern Society in 1860 (Secondary Source - <i>American Nation</i> p. 425) ● Map – Underground RR (Secondary Source - <i>American Nation</i> p. 433) ● Film – Underground RR (Secondary Source) 	<p>claims to be an original American citizen because of all of the evil the country was founded upon. Is that accurate? Choose 2-3 historical facts and defend your position.</p> <p>http://fullreads.com/literature/the-devil-and-daniel-webster/</p> <ul style="list-style-type: none"> ● Should Andrew Jackson remain on the \$20? Students analyze primary sources and create a FlipGrid 30 second speech that either removes or retains Jackson. https://admin.flipgrid.com/manage/grids/419159/topics/1156284 ● http://chnm.gmu.edu/mcpstah/wordpress/wp-content/themes/tah/files/jelen_jacksonian-documents.pdf ● Nation Grows and Prospers – Newscast Presentation ● Oregon Country poster construction ● Oregon Country Time Capsule ● Westward Trail project -- create an advertisement to encourage individuals who would like to travel west to choose one of the trails. ● “Strike it Rich” PBS interactive online game http://www.pbs.org/wgbh/americanexperience/films/goldrush/ ● Social reform poster construction ● 1828 Campaign election poster ● Trail of Tears – Classroom Tear Drop Poem ● Budget Activity- LCJSMS ● “To Equip an Expedition” Poster ● War of 1812 – War Hawk vs. War Turtle Debate ● Should the U.S. have gone to war in 1812? Examine the facts and opinions of prominent Americans and write to President James Madison. https://www.nps.gov/fomc/castyourvote/
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- Paintings – Hudson River School selections (Primary Source)
- Painting – *Kindred Spirits* (Primary Source - *American Nation* p.449)

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Applicable Standards:

Text Types and Purposes (1 & 2)

Production and Distribution of Writing (4-6)

Research to Build and Present Knowledge (7-9)

Range of Writing (10)

- Journal Entries – Lewis and Clark (2)
- Persuasive Arguments – War Turtles v. War Hawks (1,2,4,5,6)
- Poem/Song/Letter – Trail of Tears Perspective (1,2,4)
- Guided Tour Narratives – Lewis and Clark (2,9)
- Project – MVP of American History (2,4,6)
- Creative Writing – Daily Life in a Factory (2,9)
- Job Application – Mountain Men (2,4,9)
- Poster – 1828 political campaign (2)
- Letter – Civil War Love (2,4)
- Study Guides / Comprehension and Critical-Thinking Questions (10)
- Regular Type #2 Writing Activities including primary source analysis (10)

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.

- Civil Disobedience and Thoreau – Relation to Modern protests. Students analyze some of the key points in this famous essay from a middle school friendly abridged version. Students then must answer several questions regarding if there are any injustices in modern society that they would speak out against and potentially participate in Thoreau’s version of Civil Disobedience.
- Should Texas be annexed? Debate
- Time to Move: Are you Ready to Go West? Choice and Motivations
- Panning for Gold (Hands-on Activity) Students use the Scientific Method to test whether panning for gold is something that can be easily learned and if they can be successful at the experience. They then must reflect on the challenge.
- Lewis and Clark Guided Tour Activity -- Students are provided with an identity from the Corps of Discovery. They then go on a walk throughout the school, stopping at certain locales and taking notes on the journey. Once back in the classroom, students must gather 7 discoveries that were made along the expedition. All of the discoveries must be identified and detailed in a journal written from the perspective of the individual they were assigned. These are to be addressed to President Thomas Jefferson.
<https://www.nps.gov/nr/travel/lewisandclark/>
- American Art Museum Unveiling Activity
- What was Hamilton intending with his Duel with Aaron Burr? Did Hamilton intend to martyr himself? Kill Burr in self defense? Read these primary documents and create a theory.
http://studythepast.com/duel/all_duel_documents.pdf

- Art Appreciation Workshop -- Students look at works from Hudson River School Artists, as well as many other 19th century American Artists. Students discuss the techniques of the Art and how it makes them feel and think.
- 19th Century Investments Game -- which investment would be the most intelligent? How can you predict success. This game simulates investments in new technology in the 19th century.
- Students watch the territorial growth of the United States of America in this web-based video.
<http://www.animatedatlas.com/movie.html>
- Manifest Destiny -- Students read the article where newspaper editor John L. O’Sullivan coined the phrase “Manifest Destiny”. Once done, students discuss the difference (if there is any) between racism and exceptionalism.
<https://www.mtholyoke.edu/acad/intrel/osulliva.htm>
- Large Scale Expansion PBL -- Should the U.S. expand? 19th century expansion was very successful for the United States, but also caused wide-scale conflict, including war and the near extinction of Native Americans. Should the U.S. expand again? Erase international boundaries? Make commonwealths and territories states? Students must prepare a 60-second pitch on Flipgrid to identify 3 specific reasons the U.S should or should not expand, based on historical examples.
<https://admin.flipgrid.com/manage/grids/419159/topics/1396512>

Interdisciplinary Connections

<p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● <i>Writing:</i> reacting to historical fiction and first person accounts. ● <i>Math:</i> graphing the changing demographic that developed in California as a result of the Gold Rush. ● <i>Economic:</i> Impact of tariffs on sectional power and advancement. ● <i>Newscast:</i> Life in the North and Life in the South newscast. ● Interactive website activity: Cast your Vote: 1812 <p>Technology Integration</p> <ul style="list-style-type: none"> ● Re-envision informational writing as a movie script (using Screencastify or another video platform to publish). ● Utilize technology (i.e., Google Slides, Prezi, Quizlet) to teach others about the topic of study. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● <i>Discussion:</i> Students discuss the growth of the United States as evidenced through treaties and agreements with other nations. ● <i>Worldview:</i> Students identify immigrants that were attracted to the United States because of shifting economic challenges in Europe and Asia.
<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>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Division and Reconstruction (1850-1877)

Standard 6.1 U.S History: America in the World

All Students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

- Civil War Causes: regional differences, slavery, politics, economy, societal issues.
- Legacy: impact and outcome of the Civil War, and Reconstruction.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Why did the Civil War occur?

Students will understand that...

Several factors created the conflicts that led to the Civil War. Different perspectives existed concerning the various causes and events that led to the war and their significance.

How did the Civil War and Reconstruction impact the development of the United States?

The Civil War and Reconstruction had a monumental impact on the development of the country. Geography, natural resources, demographics, transportation, and technology dictated the course of the war. The Civil War included many critical events and battles ranging in significance. Women, African-Americans, and Native Americans fulfilled various roles throughout the Civil War. President Lincoln's legacy is often linked to the Emancipation Proclamation and Gettysburg Address, which have a continuing impact on American liberty. Both the North and the South suffered historic human and material costs as a result of the Civil War. Differences existed on how to handle the issue of Reconstruction of the South. The economic impact of Reconstruction can be analyzed through differing perspectives. The effectiveness of the 13th, 14th, and 15th Amendments can also be analyzed through differing perspectives.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p style="text-align: center;">NJCCS:</p> <p style="text-align: center;">5. Civil War and Reconstruction (1850-1877)</p> <p>6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d</p>	<p>Instructional Focus:</p> <p>A. Civil War Causes: regional differences, slavery, politics, economy, societal issues.</p> <p>B. Legacy: impact and outcome of the Civil War, and Reconstruction.</p>
<p style="text-align: center;">Common Core Reading Standards for Literacy in History/Social Studies</p> <p style="text-align: center;">Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity <u>Standards (1-6, 8-10)</u></p> <ul style="list-style-type: none"> ● <i>American Nation – Chapters 16,17,18</i> (Secondary Source) ● <i>American Nation – “Guide to the Essentials” – Chapters 16,17,18</i> (Secondary Source) ● <i>The Nystrom Atlas of United States History</i> (Secondary Source) ● “The Execution of John Brown” – North Carolina Register (Primary Source – <i>American Nation</i> p.477) ● Abolitionist painting of John Brown (Primary Source - <i>American Nation</i> p.477) ● Speech – Martin R. Delaney – Pittsburg (Primary Source - <i>American Nation</i> p.466) ● Speech – Stephen Douglas – Illinois (Primary Source - <i>American Nation</i> p.475) ● Picture – Charles Sumner’s beaten by Preston Brooks (Primary Source - <i>American Nation</i> p.483) 	<p>Sample Assessments:</p> <p>A. Standardized Test style summative assessment</p> <p>B. Critical thinking essay questions 1 – <i>Identify, analyze and evaluate how a series of compromises delayed the Civil War for nearly 40 years.</i> 2 – <i>How did the amendments added to the Constitution after the Civil War finally affirm the ideals written in the Declaration of Independence?</i></p> <p>C. Document Based Questions (Example: Gettysburg Address) Students examine one of the most famous speeches ever written and interpret the message conveyed by Abraham Lincoln. Students analyze a passage of John C. Calhoun’s response to the passage of the Compromise of 1850.</p> <p>D. Quote Analysis <i>Abraham Lincoln</i> – Emancipation Proclamation <i>Robert E. Lee</i> – Decides to fight for Virginia <i>Ulysses S. Grant</i> – unconditional surrender Fort Donelson</p> <p>E. Analysis of significant individuals <i>Henry Clay, John C. Calhoun, Daniel Webster</i> – sectional politics, states’ rights, national unity, and senatorial conduct. <i>Andrew Johnson</i> – President after Lincoln, impeached.</p>

<ul style="list-style-type: none"> ● Excerpts – <i>Uncle Tom’s Cabin</i> (Primary Source) ● Song – <i>John Brown’s Body</i> (Primary Source) ● Poster – Volunteer Army Recruitment (Primary Source - <i>American Nation</i> p.486) ● Quote – Ulysses S. Grant (Primary Source - <i>American Nation</i> p. 494) ● Document – <i>Emancipation Proclamation</i> (Primary Source – <i>American Nation</i> p. 497) ● Document – <i>Gettysburg Address</i> (Primary Source - <i>American Nation</i> p.605) ● Letter – Sullivan Ballou (Primary Source) ● Song – <i>Battle Hymn of the Republic</i> (Primary Source) ● Song – <i>Dixie</i> (Primary Source) ● Poster – Reward for Lincoln’s Assassin (Primary Source – <i>American Nation</i> p. 514) ● Poem – <i>O Captain, My Captain!</i> (Primary Source – <i>American Nation</i> p.536) <p style="text-align: center;">Integration of Knowledge and Ideas <u>Standard (7)</u></p> <ul style="list-style-type: none"> ● Map - Missouri Comp. (Secondary Source) ● Map - Comp. of 1850(Secondary Source - <i>American Nation</i> p.459) ● Map - Kansas-Nebraska Act (Secondary Source - <i>American Nation</i> p.469) ● Map - Civil War (Secondary Source –<i>Nystrom pull-down map</i>) ● Map - Dred Scott Decision (Secondary Source –<i>Nystrom pull-down map</i>) 	<p><i>John Wilkes Booth</i> – assassination of Abraham Lincoln <i>Thaddeus Stevens</i> – Radical Republicanism <i>William Tecumseh Sherman</i> – March to the Sea. <i>Thomas “Stonewall” Jackson</i> – inspiration of troops, brilliant military confederate leader.</p> <p>Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Students create and design a “menu” based on the events surrounding the Civil War. Appetizers are events leading up to the war, Main Dishes are significant people, battles or events during the war, and desserts are the aftermath. For full synthesis, students must make these events sound like food menu items in a metaphorical way. 2. Civil War Historians: Visit by members of the 27th New Jersey Regiment to display Civil War era weaponry and strategies. 3. Field Hospital Simulation: Students are exposed to and participate in mock treatments of wounded Civil War soldiers to compare modern medical treatments to the primitive ones of the day. https://www.nlm.nih.gov/exhibition/lifeandlimb/index.html 4. Students create a timeline of the life of Dred Scott. 5. Students use outline maps to develop resources that show the impact of compromises and popular sovereignty during the tumultuous era before the Civil War. 6. Student-Centered activities (some of these have been mentioned above):
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- Map - Election of 1860: Electoral College Results (Secondary Source - *American Nation* p.479)
- Map - April, 1861(Secondary Source - *American Nation* p.485)
- Chart – Resources of North and South, 1861 (Secondary Source – *American Nation* p.487)
- Photograph – Family @ Union Army Camp (Primary Source - *American Nation* p. 511)
- Film – *National Treasure II* (Secondary Source)
- Film – *Ken Burns: The Civil War* (Secondary Source)
- Film – *America The Story of Us* (Secondary Source)
- Film – *Gettysburg* (Secondary Source)
- Film – *The Presidents* (Secondary Source)
- Film – *The Help* (Secondary Source)

- Play Jenga – participate in the main element of Reconstruction.
- Running For Freedom -- students analyze primary source advertisements that showcase the cruelty to runaway slaves.
https://herb.ashp.cuny.edu/files/original/slavedwksht_9ab3dd81b8.pdf
- Civil War Soldiers – Living History Presentation (27th NJ Regiment)
- Civil War Medicine – Mock Amputation
<https://www.nlm.nih.gov/exhibition/lifeandlimb/index.html>
- Civil War Food Day – South / North Recipes -- students prepare and sample “Johnny Cakes”
- Civil War Battles and Strategies -- students utilize secondary sources to collect data and understanding about the different war strategies of the North and the South and how they were applied to the Civil War battles.
<http://historyblueprint.org/civil-war-lesson-3-strategies-and-battles.pdf>
- Abolitionist Chart Activity -- Students read background and brief biographies of people and events involved in the abolitionist movement. They take notes and complete a chart.
<https://www.polk-fl.net/staff/teachers/tah/documents/turningpoints/lessons/c-Abolitionists-JAROSZESKI.pdf>
- Compromise Analysis -- Students draw different backgrounds that represent citizens from different states and how they would feel about the different compromises that led up to the Civil War.
https://gcs544.brainhoney.com/Resource/10846052_4

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Applicable Standards:

Text Types and Purposes (1 & 2)

Production and Distribution of Writing (4-6)

Research to Build and Present Knowledge (7-9)

Range of Writing (10)

Debate Argument Preparation – John Brown Hero vs. Zero (2,3)

Mexican War Newspaper Perspectives (1,4)

Booklet – North and South (2,4)

Project – Civil War Men (2,4,5,6,9)

Study Guides / Comprehension and Critical-Thinking Questions (10)

Regular Type #2 Writing Activities including primary source analysis (10)

Career-Ready Practices

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[3C/Assets/Unit%205/Compromises/PDF/Compromise%20Questions.pdf](https://www.infolps.com/assets/Unit%205/Compromises/PDF/Compromise%20Questions.pdf)

- Build a Civil War Website. Use the website to identify the impact that the Civil War had on our town and on our state.
- Design a plan for Civil War Reconstruction
- Fugitive Slave Act Perspectives -- Students look at an image and analyze the thoughts of the individuals as an arrest is occurring.
<https://i.infolps.com/images/tv/printables/tv00032s3.gif>
- Trace the spokes of the Underground Railroad (particularly through NJ) and write a journal as a participant on a spoke of the UR. Students will be provided different perspectives: runaway slave, guide (conductor), safe house owner (station).
http://www.slate.com/blogs/the_vault/2013/09/10/william_still_his_diary_recorded_details_of_slaves_escaping_on_the_underground.html
http://housedivided.dickinson.edu/ugrr/documents/LessonPlan--Dietz_001.htm
- John Brown – Hero or Terrorist Public Trial. Students put John Brown on trial. Utilize aspects of the modern day Patriot Act.
https://www.ancestrycdn.com/aa-k12/251/assets/JT_HG-Trial-of-John-Brown-Lesson-Plan.pdf
- Effects of the Civil War -- students examine the impact of the Civil War on different populations and the massive loss of life and property.
<http://historyblueprint.org/civil-war-lesson-7-effects.pdf>
- Abraham Lincoln’s Assassination -- students organize facts about the conspiracy that resulted in Lincoln’s

assassination and answer a series of challenging questions.

<https://www.history.com/topics/abraham-lincoln-assassination>

- Civil War Menu PBL -- Like the stages of a meal, so does a war have things that occurred before, during and after. Students will prepare a menu with events and people before the war (appetizers), battles and events during the Civil War (main courses) and effects and aftermath of the war (desserts). Additionally, these menu items must use puns and double meanings to make the event, person, battle, etc sound like a food item. Showing full synthesis of the learning. Three weeks of activity lists will provide students with a plethora of options for menu items.

Interdisciplinary Connections

- *Science*: Weapons advancement prior to the Civil War—effect on medical care.
- *Math*: Compare casualties of the Civil War to casualty totals in previous and future wars.
https://dmna.ny.gov/historic/reghist/civil/infantry/99thInf/gfx_99thInf/99thInfTable.gif
- *Language Arts*: Literary analysis of soldiers' letters home.
- *Menu Template*: Students digitally create menus showing events and battles as menu items. They will use Google Docs, Google Slides. Some will use other Apps or Extensions that provide Menu style layouts.

Technology Integration

- Re-envision informational writing as a movie script (using Screencastify or another video platform to publish).
- Utilize technology (i.e., Google Slides, Prezi, Quizlet) to teach others about the topic of study.

Global Perspectives

	<ul style="list-style-type: none"> ● <i>Emancipation Proclamation</i>: Students discuss the impact of the Emancipation Proclamation globally. ● <i>Cotton Embargo</i>: Impact of trade on diplomacy.
<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>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

General Course Skills

Helping young people develop and use skills is one of the central purposes of social studies instruction. Without an adequate command of skills, it is doubtful that students can gain insight concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during the school year carries these skills into adult years and has laid a firm basis for continued learning throughout life. Although many of the skills in the list that follows are introduced and developed in other fields of instruction, social studies provides for additional practice of the skills as well as an opportunity to transfer learning from one situation to another. Further, social studies is the primary agent for developing technological vocabulary essential to the discipline, research skills which include recognizing bias and evaluation of historical evidence, application of social studies concepts, and chronological & spatial skills. Consequently, an objective of the Grade 6 - 8 social studies program is to develop each student to the best of his/her ability in each of the following skill areas:

General Skills

- Locate information
- Organize information
- Evaluate information
- Acquire information through reading
- Acquire information through listening and observing
- Communicate orally and/or writing
- Working with others

Reflective Thinking Skills

a. Critical Thinking Skills

- Identify central issue(s)/main idea(s)
- Recognize underlying assumptions
- Evaluate evidence or authority
- Recognize stereotypes and clichés
- Recognize bias and emotional factors
- Distinguish verifiable/in-verifiable data
- Distinguish relevant/non-relevant data
- Draw inferences
- Distinguish fact/opinion
- Determine strength of argument
- Draws warranted conclusions

b. Process Skills

- Compare

- Classify
- Formulate questions
- Formulate hypotheses
- Conduct research: collect, organize, & evaluate data
- Predict
- Summarize
- Make decisions

Spatial (Map) Skills

- Orient a map/direction
- Locate places on maps/globes
- Identify/interpret map symbols
- Identify/locate major physical/political features
- Recognize, interpret, and use scale projections
- Compare various maps and draw inferences
- Use maps and globes to explain geographic setting of historical and current events

Picture, Chart, and Table Interpretation Skills

a. Interpreting Pictures

- Recognize cartoons as materials expressing point of view and interpret view expressed
- Note and interpret common symbols used in cartoons
- Use graphs, charts, and tables to compare sizes and quantities to show changes: interpret the relationship shown: drawn inferences based on the data
- Construct simple graphs, charts, tables, and other pictorial material (including cartoons)
- Relate information derived from pictures, charts/graphs, and/or tables with that gained from other sources

b. Chronological Skills

- Comprehend the historical system of chronology
- Use the vocabulary of definite time concepts: *decade, score, generation, century, era*
- Understand and construct timelines
- Identify what constitutes differences and duration of various historical periods

Computer (Technology) Skills

- Use library computer system when conducting research
- Apply computer technology as an aid to thought composition
- Apply computer technology to the sorting and organizing of information.
- Use technology to solve problems and make decisions.
- Create a computer-generated presentation.
- Use a database where appropriate software is available.
- Search the Internet and Full text Computer Databases to conduct research and gather data.
- Use word processing software to write assignments.
- Distinguish between reliable and unreliable Internet sites.

- Navigate and employ all One2One devices.
- Conduct themselves positively as an appropriate “digital citizen.”

Media Literacy Skills

- Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
- Determine whose point of view matters
- Determine how one can locate legitimate sources of information
- Analyze varying perspectives on the meaning of historical events.
- Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
- Examine ways citizens and groups participate effectively in the democratic process.

Texts and Resources

Primary Textbook:

- Davidson, James West. *American Nation: Beginnings through 1877*. Boston: Pearson Prentice Hall, 2005.

Supplemental Textbooks:

- Davis, James E., Phyllis Fernlund, and Peter Woll. *Civics: Government and Economic in Action*. Needham, Massachusetts: Pearson Prentice Hall, 2005.
- Atlas of the United States History*. Indianapolis: Nystrom, 2009.
- Wood, Ethel and Stephen C. Sansone. *American Government*. Wilmington Massachusetts: Houghton Mifflin, 2000.
- Bower, Bert and Jim Lobdell. *History Alive*. California: Teacher's Curriculum Institute, 2005.
- Davidson, James West. *America: History of our Nation (New Jersey)*. Boston: Pearson Prentice Hall, 2007.
- Sheinkin, Steve. *Two Miserable Presidents*. New York: Roaring Book Press, 2008.
- A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

Reference and Additional Resources:

- A school library, staffed by certified librarians, is available to students throughout the school day as well as before and after school.
- Selected Internet websites will be compiled by the teacher and made of use by the students for further research.

Audio-Visual: *

- Twelve Angry Men*
- The New World*
- Roots*: PBS miniseries
- John Adams*: HBO miniseries
- The Civil War*: Ken Burns film
- Lewis and Clark*: National Geographic
- The Patriot*
- School House Rocks
- Gettysburg*
- The First Invasion: The War of 1812*: The History Channel
- Andrew Jackson*: The History Channel
- The Crossing*

*More audio-visual references will be added when available.

Curricular Addendum

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Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading