

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grade 8 Social Studies Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Social Studies

## Curriculum Scope and Sequence

<b>Content Area</b>	Social Studies	<b>Course Title/Grade Level:</b>	American History/Grade 8
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	<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	Era 3: Revolution and the New Nation (1754–1820s)	21 week
<a href="#"><u>Topic/Unit #2</u></a>	Era 4. Expansion and Reform (1801–1861)	7 weeks
<a href="#"><u>Topic/Unit #3</u></a>	Era 5. Civil War and Reconstruction (1850–1877)	10 weeks

Topic/Unit 1 Title	Era 3. Revolution and the New Nation (1754–1820s)	Approximate Pacing	20 Weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<p><b>Performance Expectations</b></p> <p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p> <p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals</p> <p>6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.</p> <p>6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>6.1.8.HistoryCC.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.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p> <p>6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making</p>			

powers of national government.

6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryUP.3.b: 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.

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

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPR.2: 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.

### **Companion Standards**

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

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

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

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

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

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

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

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

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

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

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - D. Establish and maintain a formal/academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from the supports the argument supports.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
<ul style="list-style-type: none"> <li>● <b>ELA - W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <ul style="list-style-type: none"> <li>○ <b>Activity:</b> Students will write a newspaper article comparing Paul Revere’s engraving of the Boston Massacre and eyewitness accounts</li> <li>○ <b>Resource:</b> Discovery Education Paul Revere’s Boston Massacre Student Sleuth Activity 3.2.4</li> </ul> </li>   <li>● <b>ACM -N.J.S.A. 18A 52:16A-88</b> Contributions of African Americans in Revolutionary War: students research African Americans who contributed to change in the Revolutionary War era, create a multimedia presentation, and present to class</li>   <li>● <b>Visual Arts - 1.5.8.Cn11a:</b> Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. <ul style="list-style-type: none"> <li>○ <b>Activity:</b> Students will analyze a primary source painting</li> <li>○ <b>Resource:</b> Treaty of Paris by Benjamin West painting, Why is painting unfinished?</li> </ul> </li>   <li>● <b>Diversity :</b> N.J.S.A. 18A:35-4.36a Activity - Students discuss persons who were included and excluded in the "all men are created equal" of that time period.</li>   <li>● <b>ELA - W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or</li> </ul>	<p><b>Standard:</b> 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. <b>Activity:</b> Students discuss/debate the various taxes imposed upon the colonists and the British government’s response to the colonists’ opposition to the taxes. <b>Activity:</b> Students discuss/debate the Whiskey Rebellion in particular the government’s response to the farmers’ opposition to the tax.</p> <p><b>Standard:</b> 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. <b>Activity:</b> Students discuss/debate the causes of the American Revolution. <b>Activity:</b> Students use primary sources to examine the debate surrounding the adoption of the Constitution.</p> <p><b>Standard:</b> 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication 9.4.8.IML.10: Examine the consequences of the uses of media 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</p>

text.

- **Activity:** Students create a report card with clearly written details to explain how well George Washington, in his role as the first President of the United States, met the goals of the Preamble of the Constitution - cite sources
  
- **Art: Visual Arts:** 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
  - **Activity:** Students analyze time period artwork, such as Lansdowne's portrait of George Washington, to realize details about people, events, and life at that time.
  
- **ACM-** N.J.S.A. 18A 52:16A-88
  - Discuss the points of view that led to the % Compromise
  
- **Diversity** - In a Think-pair-share activity, students discuss current social issues that might have been considered during Congress' plan for the Reconstruction Amendments

**Activity:** Students will write a newspaper article comparing Paul Revere's engraving of the Boston Massacre and eyewitness accounts

**Standard:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Activity:** During classroom discussions and activities, students will employ these protocols.

**Computer Science and Design Thinking:**

**Standard:**

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

**Activity:** Students differentiate between reliable and unreliable internet resources.

**Standard:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

**Activity:** Students consider the impact of advancements in weaponry

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

***Essential Questions***

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- Why did the colonists risk their lives to fight for independence from Great Britain?
- How does the Declaration of Independence reflect the colonists' ideas about government?
- How did the United States manage to win the Revolutionary War?
- What roles did different groups of Americans play in the Revolutionary War?
- What were the causes and consequences of America's movement for independence?

***Enduring Understandings***

- oppression and lack of representation were the driving forces of the American Revolution.
- all people were born with the rights of "life, liberty, and the pursuit of happiness."
- throughout history, individuals have achieved enduring fame and respect because of their leadership abilities

**STUDENT LEARNING OBJECTIVES**

**Key Knowledge**

**Social Studies Practices**

***Students will know:***

- what drove the colonists to declare Independence from Great Britain.
- how it was possible that American Patriots gained their independence from the powerful British Empire.

***Students will be able to:***

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims and Use Evidence
- Present Arguments and Explanations



- Engage in Civil Discourse and Critiquing Conclusions
- Take Informed Action

### ASSESSMENT OF LEARNING

<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Section Quizzes</li> <li>● IXL Assessments</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● teacher observation</li> <li>● class discussions</li> <li>● Padlet responses</li> <li>● Discovery Education Chapter Assessments</li> <li>● Warm-up Activities</li> <li>● Ticket-to-Leave, Ticket-to-Move-Forward</li> <li>● Socratic Seminars</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Students create a simulation of a social media page to describe the life and accomplishments of an individual who took part in the American Revolution.</li> <li>● Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> <li>● Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives <ul style="list-style-type: none"> <li>○ Resource: DBQ Projects: Mini Qs: Valley Forge: Would You have Quit?</li> <li>○ Resource: DBQ Projects: Mini Qs: The Ideals of the Declaration: Which is Most Important?</li> <li>○ Resource: DBQ Projects: Mini Qs: How Did the Constitution Guard Against Tyranny?</li> </ul> </li> </ul>

### RESOURCES

**Core instructional materials:**

- Discovery Education Social Studies Textbook, Prehistory - Reconstruction

**Supplemental materials:**

- Mini-Qs in American History
  - Document Based Activities
- Mini-Qs in Civics
  - Document Based Activities

<ul style="list-style-type: none"> <li>● McDougall Littell American History: Beginnings through Reconstruction <ul style="list-style-type: none"> <li>○ Classroom textbooks, map activities</li> </ul> </li> <li>● Primary and secondary sources</li> </ul>
<b>Modifications for Learners</b>
See <a href="#">appendix</a>

Topic/Unit 2 Title	Era 4. Expansion and Reform (1801–1861)	Approximate Pacing	8 weeks
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<b>Performance Expectations</b>			
6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.			
6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.			
6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.			
6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.			
6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States			
6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.			
6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted			
6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.			
6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.			
6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.			
6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted			
<b>Companion Standards</b>			
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources			

- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- WHST.6-8.1. Write arguments focused on discipline-specific content:
- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - D. Establish and maintain a formal/academic style, approach, and form.
  - E. Provide a concluding statement or section that follows from the supports the argument supports.
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:
- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
  - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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

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

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

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

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

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

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
<ul style="list-style-type: none"> <li>● <b>ACM</b> : N.J.S.A. 18A 52:16A-88  <b>Activity:</b> Students analyze and cite primary and secondary sources from DBQ Projects: Mini Qs to decide either: <ul style="list-style-type: none"> <li>○ How Free Were Free Blacks in the Northern States?</li> <li>○ What was Harriet Tubman’s Greatest Achievement?</li> </ul> </li> <li>● <b>AAPI:</b> Students will realize the contributions of Chinese immigrants working on the transcontinental railroad</li> <li>● <b>Science:</b> LS2.C: Ecosystem Dynamics, Functioning, and Resilience. Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4) Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health.  <b>Activity:</b> Students will note the different ecosystems seen in the United States.</li> </ul>	<p><b>Standard:</b>  9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer services, and charities in community development and the quality of life in a variety of cultures.  9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.  <b>Activity:</b> Students will discuss women’s movements to reform asylums, abolition movement, women’s rights</p> <p><b>Standard:</b>  9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas  <b>Activity:</b> Students discuss/debate the different views of the time of the issue of slavery, reform movements, and industrialization..</p> <p><b>Standard:</b>  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p>

<ul style="list-style-type: none"> <li>● <b>Visual Art:</b> 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. <ul style="list-style-type: none"> <li>○ <b>Activity:</b> Students create simulations of Lewis and Clark’s journal entries by using scientific observations, descriptive writings, and sketching.</li> <li>○ <b>Activity:</b> Prepare a presentation to a historical conference to discuss whether the technological advancements made during the Industrial Revolution were more beneficial than burdensome.</li> </ul> </li>   <li>● <b>Diversity:</b> N.J.S.A. 18A:35-4.36a <b>Activity:</b> Students will discuss women's movements to reform asylums, abolition movement, women's rights</li>   <li>● <b>HCM</b> N.J.S.A. 18A:35-28 <b>Activity:</b> Students will compare and contrast the Holocaust to the systematic, state-sponsored persecution and removal of Native Americans from their land, Trail of Tears.</li> </ul>	<p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. <b>Activity:</b> During classroom discussions and activities, students will employ these protocols.</p>
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**Computer Science and Design Thinking: Technology Standards**

**Standard:** 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.  
**Activity:** Students differentiate between reliable and unreliable internet resources.

**Standard:**  
8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.  
8.2.8.ITH.2: Compare how technologies have influenced society over time  
8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact  
8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.  
8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.  
**Activity:** Students consider the impact of the Cotton Gin on Southern economy and slavery, advancements in weaponry, and the Industrial Revolution.

## UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

### ***Essential Questions***

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economics and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How did the nation's early problems reveal different philosophies about government?
- What was the impact of the War of 1812 on the early history of the United States?
- How did American foreign affairs after the War of 1812 reveal changing attitudes about the United States?
- Did the benefits of American expansion outweigh the costs?
- Was Andrew Jackson a champion of democracy?
- How did expansion change America socially, economically, and politically?
- How did the early Industrial Revolution change American society and daily life?
- How did the reform movements of the 1840s change American society?

### ***Enduring Understandings***

- a nation's growth involves political, economic, and social change.
- Manifest Destiny was a controversial idea that often spurred conflict.
- reform movements brought change to American society.

## STUDENT LEARNING OBJECTIVES

Key Knowledge		Social Studies Practices	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• how the events of the Jefferson Era strengthened the nation.</li> <li>• what forces and events affected national unity and growth.</li> <li>• what impact Andrew Jackson’s presidency had on the nation.</li> <li>• how westward expansion transformed the nation.</li> <li>• how immigration and social reform changed the nation in the mid-1800s.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop Questions and Plan Inquiry</li> <li>• Gather and Evaluate Sources</li> <li>• Seek Diverse Perspectives</li> <li>• Develop Claims and Use Evidence</li> <li>• Present Arguments and Explanations</li> <li>• Engage in Civil Discourse and Critiquing Conclusions</li> <li>• Take Informed Action</li> </ul>	
ASSESSMENT OF LEARNING			
<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>		<ul style="list-style-type: none"> <li>• Section Quizzes</li> <li>• IXL Assessments</li> </ul>	
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>		<ul style="list-style-type: none"> <li>• teacher observation</li> <li>• class discussions</li> <li>• Padlet responses</li> <li>• Discovery Education Chapter Assessments</li> <li>• Warm-up Activities</li> <li>• Ticket-to-Leave, Ticket-to-Move-Forward</li> <li>• Game (Oregon Trail)</li> <li>• Socratic Seminars</li> </ul>	
<p><b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>		<ul style="list-style-type: none"> <li>• Students analyze and cite primary and secondary sources to decide either how free were free blacks in the Northern States or what was Harriet Tubman’s greatest achievement.</li> <li>• Students create simulations of Lewis and Clark’s journal entries by using scientific observations, descriptive writings, and sketching.</li> <li>• Students prepare a presentation to a historical conference to discuss whether the technological advancements made during the Industrial Revolution were more beneficial than burdensome.</li> </ul>	
<p><b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>		<ul style="list-style-type: none"> <li>• Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives <ul style="list-style-type: none"> <li>○ Resource: DBQ Projects: Mini Qs: How Free Were Free Blacks in the Northern States? or What was Harriet Tubman’s Greatest Achievement?</li> </ul> </li> </ul>	

<b>RESOURCES</b>
<p><b>Core instructional materials:</b></p> <ul style="list-style-type: none"> <li>Discovery Education Social Studies Techbook, Prehistory - Reconstruction</li> </ul>
<p><b>Supplemental materials:</b></p> <ul style="list-style-type: none"> <li>Mini-Qs in American History <ul style="list-style-type: none"> <li>Document Based Activities</li> </ul> </li> <li>McDougal Littell American History: Beginnings through Reconstruction <ul style="list-style-type: none"> <li>Classroom textbooks, map activities</li> </ul> </li> <li>Primary and secondary sources</li> </ul>
<b>Modifications for Learners</b>
See <a href="#">appendix</a>

<b>Topic/Unit 3 Title</b>	<b>Era 5. Civil War and Reconstruction (1850–1877)</b>	<b>Approximate Pacing</b>	<b>10 weeks</b>
<b>STANDARDS</b>			
<b>NJSLS Social Studies</b>			
<b>Performance Expectations</b>			
6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.			
6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.			
6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South			
6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.			
6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.			
6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.			
6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).			
6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.			
6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.			
6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from			



different perspectives.

### **Companion Standards**

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

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

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

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

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

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

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

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

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

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

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

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events:

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

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

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

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

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

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

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

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

Interdisciplinary Connections:	Career Readiness, Life Literacies & Key Skills:
<ul style="list-style-type: none"> <li>● <b>Art: Visual Arts</b> 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.               <ul style="list-style-type: none"> <li>○ <b>Activity:</b> Students analyze time period artwork to realize details about people, events, and life at that time, along with the impact of the invention of photography.</li> </ul> </li> <li>● <b>Diversity</b> - Using Learning Centers, students read and discuss articles and laws made during Reconstruction Era that led to or did not lead to a more inclusive society</li> <li>● <b>LGBTQ</b> - N.J.S.A. 18A:35-4.35 <b>Activity:</b> Students research women who changed their identity</li> </ul>	<p><b>Standard:</b></p> <p>9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.</p> <p>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.</p> <p><b>Activity:</b> Students discuss/debate economic issues that led to the Civil War including slave labor on Southern plantations and the South’s loss of trade partners for cotton produced during the war.</p> <p><b>Standard:</b></p> <p>9.4.8.CI.3: Examine challenges that may exist in the adoption of new</p>

during the Civil War.

ideas

**Activity:** Students discuss/debate the causes of the Civil War and the influences of the Reconstruction Era.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Activity:** During classroom discussions and activities, students will employ these protocols.

### Computer Science & Design Thinking:

**Standard:**

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

**Activity:** Students differentiate between reliable and unreliable internet resources.

**Standard:**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

**Activity:** Students consider the impact of advancements in weaponry

### UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

**Essential Questions**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economics and governments function?

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- In antebellum America, what did it mean to be an enslaved African American? A free African American?
- How did geographical differences between the North and the South lead to conflict?
- By 1860, why were the nation’s leaders unable to keep the Union together?
- How did the Union win the Civil War?
- To what extent was the Civil War America’s second revolution?
- In what ways was the Civil War both a beginning and an ending?
- What problems did Reconstruction resolve? What problems did it fail to resolve?
- In what ways did Reconstruction change Southern society?
- How did the Civil War and Reconstruction affect life for future generations of Americans?
- Is the history of Reconstruction a story of continuity or change?

***Enduring Understandings***

- people react to events based on their perspective.
- a divided government will not succeed.
- war causes great human suffering.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Social Studies Practices
<p><b><i>Students will know:</i></b></p> <ul style="list-style-type: none"> <li>• what issues and events shattered the nation’s unity and led to civil war.</li> <li>• what events, leaders, and strategies shaped the early years of war.</li> <li>• in what ways the Civil War transformed the nation.</li> <li>• how a deeply divided nation was able to move forward after the Civil War.</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>• Develop Questions and Plan Inquiry</li> <li>• Gather and Evaluate Sources</li> <li>• Seek Diverse Perspectives</li> <li>• Develop Claims and Use Evidence</li> <li>• Present Arguments and Explanations</li> <li>• Engage in Civil Discourse and Critiquing Conclusions</li> <li>• Take Informed Action</li> </ul>

**ASSESSMENT OF LEARNING**

<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>• Section Quizzes</li> </ul>
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(Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• IXL Assessments</li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>• teacher observation</li> <li>• class discussions</li> <li>• Padlet responses</li> <li>• Discovery Education Chapter Assessments</li> <li>• Warm-up Activities</li> <li>• Ticket-to-Leave, Ticket-to-Move-Forward</li> <li>• Socratic Seminars</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>• Students create a 'trunk project' containing primary sources and student-created historical fiction diary entries.</li> <li>• Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives <ul style="list-style-type: none"> <li>◦ Resource: DBQ Projects: Mini Qs: The Battle of Gettysburg: Why Was It a Turning Point? or North or South: Who Killed Reconstruction?</li> </ul> </li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> <li>• See Units 1 and 2 for Benchmark Assessment information</li> </ul>

### RESOURCES

**Core instructional materials:**

- Discovery Education Social Studies Techbook, Prehistory - Reconstruction

**Supplemental materials:**

- Mini-Qs in American History
  - Document Based Activities
- McDougall Littell American History: Beginnings through Reconstruction
  - Classroom textbooks, map activities
- Primary and secondary sources

### Modifications for Learners

See [appendix](#)