

READINGTON PUBLIC SCHOOL DISTRICT

Eighth Grade Social Studies 2022

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I. Purpose and Overview

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is a thematic learning model which prepares students to produce and critically consume information in our global society.

II. Rationale

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. Goals

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts, and Core Ideas, and Practices outlined in this document.

IV. Assessment

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

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Pacing Guide

Eighth Grade:

	Eighth Grade
Unit 1 Oct. - Dec. (10 weeks)	The American Revolution <ul style="list-style-type: none">● Great Awakening● French and Indian War● Events Leading to Revolutionary War

	<ul style="list-style-type: none"> • Propaganda in the Revolutionary War • Perspective: Patriots v. Loyalists • Declaration of Independence • Major Battles of the Revolutionary War • Treaty of Paris
<p>Unit 2 Dec. - Feb. (10 weeks)</p>	<p>The Constitution and a New Nation</p> <ul style="list-style-type: none"> • Types of Government • Balancing Freedom and Security • Articles of Confederation • Constitutional Convention • The Constitution • Three Branches of Government • Federalism v. Anti-Federalism • Bill of Rights • Landmark Supreme Court Cases • Civil Rights Movement • Early Presidencies
<p>Unit 3 Feb. - Apr. (10 Weeks)</p>	<p>Expansion and Reform</p> <ul style="list-style-type: none"> • Louisiana Purchase • Acquisition of Texas • Mexican-American War • Oregon Territory/Trail • Presidency of Andrew Jackson • Indian Removal Act • Trail of Tears: Genocide • The Amistad
<p>Unit 4 Apr. - Jun. (10 Weeks)</p>	<p>Civil War and Reconstruction</p> <ul style="list-style-type: none"> • Underground Railroad • Fugitive Slave Act • Bleeding Kansas • John Brown • Election of 1860 • Fort Sumter • Union v. Confederacy • Emancipation Proclamation • Key Battles of the Civil War • Surrender at Appomattox Courthouse • Key Reconstruction Acts • Sharecropping

VI. Units of Study for Eighth Grade:

Eighth Grade

Unit 1
The American Revolution
(10 weeks)

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

- 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.
- 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.
- 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.
- 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.
- 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.

NJSLS English Language Arts Content Companion Standard Indicators

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.4. 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).
- WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.
 F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Understandings:

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

Essential Questions:

- Why was there an American Revolution?
- What principles of government drove the authors of the Declaration of Independence?
- How did the Continental Army win against the powerful British?
- What are effective strategies for accessing historical evidence, determining its validity, and using them to solve a problem?
- How did the American quest for independence inspire other revolutions and protest movements around the world?

Students will know/learn...

- Key Vocabulary
 - Great Awakening
 - Magna Carta
 - Parliament
 - Right
 - Boycott
 - Patriot
 - Loyalist
 - Moderate
 - Militia
 - Repeal
 - Tyranny
 - French and Indian War
 - *Common Sense*
 - Propaganda
 - Declaration of Independence
 - Natural rights
 - Olive Branch Petition
 - Continental Army
 - American Revolution
 - Guerilla warfare
 - Ally
 - Treaty of Paris
- Effects of the French and Indian War
- Arguments made against the King in the Declaration of Independence
- Events to the Revolutionary War

Students will be able to...

- Use maps to analyze the outcome of the war.
- To analyze the degree to which specific events caused tension (i.e., Proclamation of 1763, Stamp Act, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, Lexington and

Concord, and the First Continental Congress) between Britain and the American Colonies, eventually leading to the Revolutionary War.

- To debate the necessity of war with Great Britain through justification of the patriot, loyalist, or moderate position with evidence taken from previous lessons.
- To analyze the role that Thomas Paine's *Common Sense* played in the Patriot movement.
- To evaluate how the Americans won the Revolutionary War, citing specific strategies and events (i.e., Battle of Bunker Hill, Battle of Trenton, Battle of Saratoga, Battle of Monmouth, Battle of Yorktown).
- Analyze primary and secondary sources.

Learning Activities

- Colonial America under a Monarchy
- Taxation without Representation: Simulation
- Tensions Rising: placard pass and unrest-o-meter
- Making Sense of Common Sense
- Analyzing the Declaration of Independence
- Propaganda Wins Wars
- Revolutionary War Event Research and Editorial
- Key Battles of the Revolutionary War: Small Group Presentations
- Socratic Seminars #2: Freedom/Security

Interdisciplinary Connections

ELA: NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Activity: Develop an opinion editorial (from the perspective of patriot or loyalist) that is centered around one of the events leading to the Revolutionary War.

Visual Art: 1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. Activity: Analyze paintings from the Revolutionary War period for symbolism and perspective.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will effectively propagandize events during the Revolutionary War.

Career Awareness, Exploration, and Preparation: 9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options. Activity: Students will compare the mercantile system to other systems like capitalism in colonial and contemporary America.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students will participate in a town hall in which they will act as patriots, loyalists and neutrals on the topic of declaring independence.

Computer Science and Design Thinking

Core Idea: Data can be used to make predictions about the world. Activity: Students will evaluate the economic benefits and drawbacks of the mercantile system and trans-Atlantic slave trade.

Assessment Evidence

Formative:

- Power Pyramid: Evaluate power structure of Colonial America
- Early Years Exit Ticket: Evaluate Navigation Acts and French and Indian War
- T-chart: Compare simulation to actual Taxation without Representation
- Rising Tensions Meter: Explain and Evaluate Cause and Effect of Events
- Editorials: Paired activity on opposing perspectives of events
- Primary Source Exit Tickets: Select a passage and explain its significance

Summative:

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

Alternative:

- Correlations: American Revolution and other political revolts

Resources

Core Materials:

History Alive: The United States Through Industrialism

Supplemental Materials:

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Primary Sources:

Thomas Paine's *Common Sense* and *The Crisis*

Patrick Henry's "Give Me Liberty or Give Me Death" speech

Richard Henry Lee's Resolution

Declaration of Independence

Joseph Plumb Martin's *Narrative of Some of the Adventures, Dangers and Sufferings of a Rev. Soldier*

Secondary Sources:

History Alive Unrest-o-meter Placards and Vignettes

[Boston Tea Party Facts | Boston History](#)

[Propaganda, Neighbors, and the Boston Massacre](#)

[The Royal Proclamation of 1763 \[ushistory.org\]](#)

[British Parliament adopts the Coercive Acts in response to the Boston Tea Party](#)

[1767 – Townshend Acts](#)

[Coming of the American Revolution: First Continental Congress](#)

[Battle of Lexington and Concord Facts & Summary](#)

Baron Von Stueben by Charles River Editors (bookroom) (LBGT & Disabilities)

Crispus Attucks & African American Patriots of the American Revolution by Brian Siddons (classroom library) (Amistad)

Technology:

Google Classroom tools

Chromebooks

Smartboard

Assessment Resources:

[Revolutions 101 | National Geographic](#)

[The Revolution That Shaped Russia | National Geographic](#)

[The Chinese Civil War | Animated History](#)

[Apartheid: The rise and fall of South Africa's 'apartness' laws](#)

**Eighth Grade
Unit 2
Constitution and New Nation
(10 weeks)**

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

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.

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

6.1.8.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).

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 federal government

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.

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

6.1.8.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.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.

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.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

NJSLS English Language Arts Content Companion Standard Indicators

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

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

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

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

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

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

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

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

WHST.6-8.7. 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.

Understandings:

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

Essential Questions:

- Why did the Articles of Confederation fail?
- What role did compromise play at the Constitutional Convention?
- How effective was the Constitution in creating "a more perfect union"?
- Which freedoms are most important under the Bill of Rights?
- Which vision was right for America-- the Federalist or Republican?
- To what extent should America have become involved in foreign affairs of the early nineteenth century?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Students will know/learn...

- Key Vocabulary
 - Articles of Confederation
 - Shays' Rebellion
 - Constitution
 - Constitutional Convention
 - Electoral College
 - Enlightenment
 - The Federalist Papers
 - Great Compromise
 - Three-fifths Compromise
 - Northwest Ordinance
 - Northwest Territory

- Ratify
- Republic
- Federalist
- Anti-federalist
- Checks and balances
- Executive branch
- Legislative branch
- Judicial branch
- Supreme Court
- Super majority
- Simple majority
- Popular sovereignty
- Separation of powers
- Veto
- Bill of Rights
- Civil Rights Movement
- Double jeopardy
- Due process
- Self-incrimination
- Warrant
- Sedition
- Whiskey Rebellion
- First National Bank
- Monroe Doctrine
- Missouri Compromise
- Embargo
- Neutrality
- War of 1812
- Major flaws of our government under the Articles of Confederation
- Compromises that took place at the Constitutional Convention
- Major Landmark Supreme Court cases
- The impact made by the fourteenth and fifteenth amendments, including the Civil Rights Movement of the 1950s and 60s

Students will be able to...

- Identify the articles of the Constitution.
- Explain the legislative process.
- Explain the importance and impact of an actual policy issue.
- Evaluate the first two political parties in the US.
- Distinguish the roles and responsibilities of the three branches of government.
- Appraise the rights and freedoms protected under the first ten amendments to our Constitution.
- Analyze landmark Supreme Court cases.
- Apply rights listed in our Constitution to modern issues.
- Measure the success of each of the first five presidencies.
- Determine the constitutionality of the Louisiana Purchase.

Learning Activities

- Class Coat of Arms: Simulation
- Weaknesses of the AOC Placard Pass
- Preamble to the Constitution Analysis

- Constitution Scavenger Hunt
- Balance of Power game
- Hamilton vs. Jefferson Quote Analysis
- Presidential Profiles
- Presidential Report Card Evaluations
- Argumentative Essay/Mini-Q Mini-lessons
- Bill of Rights Placard Pass
- Landmark Supreme Court Cases
- Socratic Seminar: #3: Qualities of Good Leadership

Interdisciplinary Connections

Math: 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

Activity: Students will evaluate early presidential administrations using the preamble of the Constitution as their rubric. After determining presidential GPAs (refer to rational numbers here), they will graph their data and compare their graphs to presidential approval ratings through history.

ELA: NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Activity: Students will develop a claim regarding the efficacy or reasonableness of federalism or anti-federalism supported by arguments that are developed through evidence.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Demonstrate creativity and innovation. Activity: Examine the Children’s March as a plausible strategy for achieving civil rights in the American South in the 1960s.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process. Activity: Students will compose sample cover letters and resumes for an early presidential candidate, indicating their qualifications and ultimate vision for the new nation.

9.4 Life Literacies and Key Skills: 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). Activity: Students will evaluate different influential ideals and practices when adopting the Constitution.

Computer Science and Design Thinking

Core Idea: Individuals collect, use, and display data about individuals and the world around them.

Activity: Collect and analyze contemporary data and stories about effective forms of government throughout history.

Assessment Evidence

Formative:

- Think-Pair-Share: AOC weaknesses

Benchmark:

- Socratic Seminar mid-year assessment

- Poll: Which Classmate developed the Best Preamble?
- 3-2-1: Who Has the Power?
- One Minute Paper: Supreme Court Justice Ruling Reflection

Summative:

- Quiz: AOC Vocabulary
- Quiz: Constitution Vocabulary/Branches of Government
- Quiz: Bill of Rights Personal Rankings
- Matrix: Supreme Court Cases
- Presidential report cards
- Constitution Unit Assessment
- Social Studies Essay/Mini-Q (developmental rubric): Federalism v. Anti-federalist

Alternative:

- Creative Extension Project: Create a Country
- Illustration: Guess the Right
- Letters to Government Officials
- Making Change: From the Declaration of Independence to the Civil Rights Movement
- Portfolio: Liberty through the Years

Resources

Core Materials:

History Alive: The United States Through Industrialism

Supplemental Materials:

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Primary Sources:

[The Original, Forgotten Preamble to the Constitution](#)

Articles of Confederation (selected excerpts)

US Constitution

Bill of Rights

Secondary Sources:

[Resources for learning about the three branches of government](#)

[Schoolhouse Rock- How a Bill Becomes a Law](#)

[Oyez.org](#)

<https://www.youtube.com/watch?v=5x6aydl453A&list=PLn-VdljUZ7KLdutLzEMpp5SitRXKzTnR0>

Teaching Tolerance: *The Children's March*

Never Caught, The Story of Ona Judge by Erica Armstrong Dunbar

Technology:

Google Classroom tools

Chromebooks

Smartboard

Assessment:

We the Kids, David Catrow

[14 Powerful Leadership Traits That All Great Leaders Have](#)

https://www.cobw.vic.edu.au/uploaded_files/media/typesofgovernmentreadingandworksheets.pdf

**Eighth Grade
Unit 3
Expansion and Reform
(10 Weeks)**

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

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

6.1.8.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.

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.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.

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.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

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.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

NJSLS English Language Arts Content Companion Standard Indicators

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

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.6-8.8. 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.6-8.10. 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.

Understandings:

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

Essential Questions:

- What did it mean to be an American in the early 1800s?
- How democratic was Andrew Jackson?
- How justifiable was expansionism of the early nineteenth century?
- Why did the pioneers risk so much to move west?
- To what extent did the reform movements of the mid-1800s improve life for Americans?
- What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Students will know/learn...

- Key Vocabulary
 - Jacksonian Democracy
 - Secede
 - Spoils system
 - Manifest Destiny
 - Mexican-American War
 - Territory
 - Texas War for Independence
 - Forty-niners
 - Lewis and Clark expedition
 - Donner Party
 - Mormons
 - Oregon Trail
 - Immigrant
 - Reform
 - Suffrage
 - Abolitionist
 - Seneca Falls Convention
 - Industrial Revolution
 - Cotton gin
 - National Road
 - Second Great Awakening
 - Underground Railroad
- Importance of our relationship with Mexico during the 1800s

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

Students will be able to...

- Locate the Oregon Trail on a map and analyze the dangers throughout the six-month long journey based on the changing geography.
- Demonstrate understanding of the Texas annexation.
- Demonstrate knowledge of the Reformations (i.e., prison, education, slavery, women’s rights) that occurred during the Second Great Awakening.
- Analyze the importance of the Underground Railroad, including the means by which its secrecy was protected and the key figures involved.
- Evaluate the presidency of Andrew Jackson through examination of the various facets of his presidency (the election of 1828, his “Kitchen Cabinet”, suffrage, Nullification Crisis, Destruction of the Second National Bank, Indian Removal Act, and Trail of Tears) and his character.
- Take a position on the ramifications of Manifest Destiny, supported by various pieces of evidence (AAPI)
- Assess the role of the Industrial Revolution and its inventions (i.e., the cotton gin and steamboat) played in the rising tensions between North and South.

Learning Activities

- Exploring Lewis and Clark: Placard Pass
- Expeditions that Shaped the American Dream: Small Group Presentations
- Oregon Trail Placard Pass
- Jackson’s Presidency: The Good, the Bad, and the Ugly
- Holocaust/Genocide Lesson: Trail of Tears: A Study in Genocide
- DBQ: the Basics
- Manifest Destiny and a Growing Nation
- Brought to you by the Industrial Revolution
- Underground RR Webquest
- Socratic Seminar #4: Manifest Destiny

Interdisciplinary Connections

Science: MS ESS 3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Activity: Examine the impacts made by the Industrial Revolution.

Art: 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. Activity: Interpret the work of John Gast, *American Progress*, as it personifies Manifest Destiny.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Consider the environmental, social and economic impacts of decisions. Activity: Examine the Indian Removal Act as a catalyst for the Trail of Tears and compare current census data to maps of American Indian tribes through history.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Students will compare occupations of immigrants during westward expansion to determine how geographic location dictated the types of available professions.

9.4 Life Literacies and Key Skills: 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). Activity: Students will utilize a variety of sources in completing a DBQ essay on Andrew Jackson’s presidency.

Computer Science and Design Thinking

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. Activity: Students will compare technological innovations of the time like the railroad, cotton gin, telegraph, and Morse code and determine who had access to these innovations.

Assessment Evidence

Formative:

- Paired Lewis and Clark Journal Entries
- 3-2-1 Jackson Presidency (The Good, the Bad, and the Ugly)
- Twitter Feed: Jackson Presidency (Compare to Trump Tweets)
- Entrance Ticket: Expansion Map

Summative:

- Quiz: American Expeditions Artwork Analysis
- Matrix: Great Awakening Reformations
- Essay/DBQ (developmental rubric): President Jackson
- Scored Discussion: Manifest Destiny

Alternative:

- Class debate: Do the ends really justify the means (Manifest Destiny)
- Flyer: Oregon Trail Dos and Don’ts

Resources

Core Materials:

History Alive: The United States Through Industrialism

Supplemental Materials:

Subject-specific leveled texts are available in school bookrooms and classroom libraries

Primary Sources:

[Journals of the Lewis & Clark Expedition](#)
[Force Bill of 1833](#)

Secondary Sources:

[The Oregon Trail](#)

[How the Trail of Tears Affected the Culture and Government of the United States · Effects of the Indian Removal Act of 1830 · Young American Republic](#)
[The ten stages of genocide](#)
[Manifest Destiny - Definition, Facts & Significance - HISTORY](#)
[Readers React: Trump's right — Andrew Jackson belongs on our \\$20 bill](#)

Technology:
 Google Classroom tools
 Chromebooks
 Smartboard

Assessment Sources
[The Diseases of The Oregon Trail](#)
[What is Manifest Destiny? The controversial history of Westward Expansion](#)

**Eighth Grade
 Unit 4
 Civil War and Reconstruction
 (10 Weeks)**

Desired Results

Goals:

NJSLS Social Studies Content Standard Indicators

- 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.

NJSLS English Language Arts Content Companion Standard Indicators

- 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.6-8.10. 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.6-8.3 Incorporate narrative accounts into analyses of individuals or events of historical importance.

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

WHST.6-8.8. 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. .

Understandings:

Students will understand that...

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

Essential Questions:

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

Students will know/learn...

- Key Vocabulary
 - Racism
 - Nat Turner's Rebellion
 - John Brown's Raid
 - Compromise of 1850
 - Uncle Tom's Cabin
 - Dred Scott decision
 - Fugitive Slave Act
 - Kansas-Nebraska Act
 - Lincoln-Douglas debates
 - Election of 1860
 - Union
 - Confederacy
 - Civil war
 - Emancipation Proclamation
 - Juneteenth
 - Gettysburg Address
 - Habeas corpus
 - Appomattox Courthouse
 - Reconstruction
 - Civil rights
 - Black codes
 - Jim Crow laws
- Key battles of the Civil War (i.e., Bull Run, Antietam, Gettysburg, Vicksburg, Fort Wagner, and Appomattox) as well as key leadership and outcomes
- The events surrounding the impeachment of Andrew Johnson
- How and why Reconstruction ended, using supporting evidence, such as election of Hayes into office, Plessy vs. Ferguson, and Jim Crow laws

Students will be able to...

- To analyze the role played by events leading to secession (i.e., publication of *Uncle Tom's Cabin*, election of 1860, Fugitive Slave Act, and John Brown's raid).
- Evaluate the resources of the North and South at the start of the Civil War.
- Analyze Lincoln's famed *Emancipation Proclamation* and *Gettysburg Address*.
- Evaluate Lincoln's legacy, with an emphasis on the thirteenth amendment.
- Evaluate and use analysis of primary and secondary sources to support arguments.
- Identify vestiges of slavery that can be found today.

Learning Activities

- A Nation Divided
- Heading to War: Who Should Have Won?
- Lincoln the Orator
- Key Battles of the Civil War: Stations/Small Group Presentations
- Our History of Sacrifice
- Reconstruction, a Long Road
- I Have a Dream
- Culminating Research Project (student-centered)
- Socratic Seminar #5: Amistad

Interdisciplinary Connections

ELA: RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Activity: Determine the meaning of the Emancipation Proclamation, including but not limited to slavery in the border states.

Art: 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. Activity: Analyze the Court Ruling scene in the film *Amistad*.

Career Readiness, Life Literacies, and Key Skills

Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will evaluate the resources and leadership of the North and South heading toward the Civil War.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Students will assemble a Union or Confederate team based on the resumes and qualifications of various politicians, generals, and citizens.

9.4 Life Literacies and Key Skills 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. Activity: Review the Commerce Compromise and relate it to the business of the slave trade in 1839 (*Amistad*).

Computer Science and Design Thinking	
Core Idea: Data can be used to make predictions about the world. Activity: Analyze data (i.e., demographics and resources) of the Union and Confederacy in order to predict the outcome of the Civil War.	
Assessment Evidence	
<p>Formative:</p> <ul style="list-style-type: none"> • One-Minute Papers: Underground Railroad • 3-2-1 Countdown: North v. South Resources <p>Summative:</p> <ul style="list-style-type: none"> • Fill-in: Events Leading to the Civil War • Matrix: Civil War Battles • Short Answer: History of Sacrifice • Civil War Assessment 	<p>Benchmark:</p> <ul style="list-style-type: none"> • Scored Discussion Rubric: Amistad <p>Alternative:</p> <ul style="list-style-type: none"> • Collaborative Analysis: Lincoln's Speeches (excerpts) • Visual Representation: I Have a Dream
Resources	
<p>Core Materials: <i>History Alive: The United States Through Industrialism</i></p> <p>Supplemental Materials: Subject-specific leveled texts are available in school bookrooms and classroom libraries</p> <p>Primary Sources: Voices Remembering Slavery: Freed People Tell Their Stories The Incomplete Legacy of Gordon</p> <p>Secondary Sources: Amistad (Victory Scene) 'Amistad' omits some truths that must be told</p> <p>Technology: Google Classroom tools Chromebooks Smartboard</p> <p>Assessment Sources: A Framework for Teaching American Slavery Amistad System™</p>	