

# READINGTON PUBLIC SCHOOL DISTRICT

## Eighth Grade Social Studies

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and  
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## I. PURPOSE AND OVERVIEW

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

## II. RATIONALE SOCIAL STUDIES CURRICULUM IN EIGHTH GRADE

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

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

## III. GOALS

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

## IV. ASSESSMENT

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

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

[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 Sept. - Oct. (6 weeks)	<b>Our Colonial Heritage</b> <ul style="list-style-type: none"><li>• American Indian Cultures</li><li>• Colombian Exchange</li><li>• Cultural Appropriation</li><li>• Colonialism</li><li>• Regionalism</li><li>• Slave Trade</li></ul>
Unit 2 Oct. - Dec. (8 weeks)	<b>The American Revolution</b> <ul style="list-style-type: none"><li>• Great Awakening</li><li>• French and Indian War</li><li>• Events Leading to Revolutionary War</li><li>• Propaganda in the Revolutionary War</li></ul>

	<ul style="list-style-type: none"> <li>● Perspective: Patriots v. Loyalists</li> <li>● Declaration of Independence</li> <li>● Major Battles of the Revolutionary War</li> <li>● Treaty of Paris</li> </ul>
<p><b>Unit 3</b> Dec. - Feb. (10 weeks)</p>	<p><b>The Constitution and a New Nation</b></p> <ul style="list-style-type: none"> <li>● Types of Government</li> <li>● Balancing Freedom and Security</li> <li>● Articles of Confederation</li> <li>● Constitutional Convention</li> <li>● The Constitution</li> <li>● Three Branches of Government</li> <li>● Federalism v. Anti-Federalism</li> <li>● Bill of Rights</li> <li>● Landmark Supreme Court Cases</li> <li>● Civil Rights Movement</li> <li>● Early Presidencies</li> </ul>
<p><b>Unit 4</b> Feb. - Apr. (8 Weeks)</p>	<p><b>Expansion and Reform</b></p> <ul style="list-style-type: none"> <li>● Louisiana Purchase</li> <li>● Acquisition of Texas</li> <li>● Mexican-American War</li> <li>● Oregon Territory/Trail</li> <li>● Presidency of Andrew Jackson</li> <li>● Indian Removal Act</li> <li>● Trail of Tears: Genocide</li> <li>● The Amistad</li> </ul>
<p><b>Unit 5</b> Apr. - Jun. (8 Weeks)</p>	<p><b>Civil War and Reconstruction</b></p> <ul style="list-style-type: none"> <li>● Underground Railroad</li> <li>● Fugitive Slave Act</li> <li>● Bleeding Kansas</li> <li>● John Brown</li> <li>● Election of 1860</li> <li>● Fort Sumter</li> <li>● Union v. Confederacy</li> <li>● Emancipation Proclamation</li> <li>● Key Battles of the Civil War</li> <li>● Surrender at Appomattox Courthouse</li> <li>● Key Reconstruction Acts</li> <li>● Sharecropping</li> </ul>

VII. UNITS OF STUDY  
Eighth Grade:

Eighth Grade  
Unit 1  
Our Colonial Heritage  
(6 weeks)

Desired Results

**Goals:**

**NJSLS Content Statements**

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

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

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

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

**NJSLS Social Studies Content Standard Indicators**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **NJSLS English Language Arts Content Companion Standards**

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

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

RH.6-8.6. 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.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

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

### **NJSLS English Language Arts for Speaking and Listening**

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

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

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

#### **Presentation of Knowledge and Ideas**

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

#### **Understandings:**

- Most scientists believe American Indians migrated from Asia via the land bridge during the last ice age.
- American Indians living in different cultural regions developed distinct ways of life.
- The exploration and settlement of the Americas brought many changes to both Europe and the Americas.
- Settlers were motivated by freedom and opportunity, whereas Africans were brought to America to work as slaves.

#### **Essential Questions:**

- What were the various push and pull factors for European colonization?
- How did the first Americans adapt to their environment?
- How did Europeans explore and establish settlements in the Americas?

- The New England, Middle, and Southern Colonies developed their own distinct identities and adaptations to their environments.
- The differences between life in the North and in the South that led to Civil War can be traced to our early colonial beginnings.

- What were similarities and differences among the colonies in North America?
- What was life really like in the colonies?
- What are effective strategies for accessing information and historical evidence, determining their validity, and using them to solve a problem?

***Students will know/learn...***

Key Vocabulary  
 cultural region  
 natural resource  
 Colony  
 Mother country  
 Columbian Exchange  
 cultural appropriation  
 slavery  
 cash crop  
 plantation  
 democratic  
 Mayflower Compact  
 mercantilism  
 triangular trade  
 Quakers  
 Puritans  
 Roanoke  
 Jamestown

How the first Americans adapted to their environment  
 How Europeans established settlements in the Americas  
 Christopher Columbus's legacy and the impact of his explorations

***Students will be able to...***

To analyze the outcomes of the Columbian Exchange.  
 To evaluate the similarities and differences among the colonial regions in North America.  
 Apply strategies for accessing information and historical evidence, assessing validity, and ranking importance.

**Learning Activities**

The First Americans: Digging Up the Past  
 Christopher Columbus: Hero or Villain?  
 History and Author's Perspective  
 Roanoke, the Lost Colony: An Investigation  
 Socratic Seminar #1: Cultural Appropriation  
 Southern Colonial Region: Power and Slavery (Passages)  
 New England Colonial Region: Religion and Sameness (Witch Trials)  
 Middle Colonies: Diversity and Multiculturalism (Cultural Appropriation)  
 A Great Awakening

**Interdisciplinary Connections**

**Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.**  
 Activity: Create student advertisements/propaganda modeled after the Virginia Company advertisements.

**ELA: RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.** Activity: Complete close reading of primary source analysis of Columbus' journal entries. Provide citations as needed when information is shared.

**Science: MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.** Activity: Compare the regional climates of New England, Middle, and Southern colonies.

**21st Century Skills**

**Career Ready Practice: CRP6 Demonstrate creativity and innovation.** Activity: Take on the role of a colonist and write a letter home or pitch a proposal outlining the perspective of Colonial regions.

**Career Awareness, Exploration, and Preparation: 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.** Activity: Take a personality test to understand one's own learning style and goal-setting. Compare the results to the personality traits needed to survive as a colonist.

**Assessment Evidence**

**Formative:**

- Before and after classroom polling about preferred colonial regions
- Think-pair-share regarding the disappearance of the "Lost Colony" at Roanoke
- Exit ticket about Columbus' achievements v. character flaws
- Importance of Perspective, a reflection

**Summative:**

- American Indian quiz
- 13 Colonies Unit Test

**Benchmark:**

- Scored Discussion Rubric: Cultural Appropriation Socratic Seminar

**Alternative:**

- Colonial regions "Shark Tank" sales pitch
- Debates Through History: Are revisionist history movements helpful or harmful for society?

**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:**

[Extracts from the journal of Columbus < Before 1600 < Documents < American History From Revolution To Reconstruction and beyond](#)

Secondary Sources:

[https://www.youtube.com/watch?time\\_continue=14&v=KVlhqKwn36w&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=14&v=KVlhqKwn36w&feature=emb_logo)  
[What Caused the Colonists of Roanoke to Disappear?](#)  
[Debating Cultural Appropriation](#)

Technology:

Google Classroom tools  
Chromebooks  
Smartboard

Assessment Resources:

[Columbus Day Or Indigenous Peoples' Day?](#)  
[Italian Pride On Display As 75th Annual Columbus Day Parade Marches Through Midtown](#)  
[The Revisionist History of Christopher Columbus](#)  
[Trump defends Columbus Day in appearance with Italian president: 'Some people don't like it. I do!'](#)

**Eighth Grade  
Unit 2  
The American Revolution  
(8 weeks)**

**Desired Results**

**Goals:**

**NJSLS Content Statement**

Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

**NJSLS Social Studies Content Standard Indicators**

6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.



6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

### **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.

### **NJSLS English Language Arts for Speaking and Listening**

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

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

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

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

#### **Understandings:**

- American colonists expected to enjoy all of the rights of English citizens, especially having a voice in government.
- Following the French and Indian War, tensions mounted between Britain and her American Colonies.
- By declaring independence, the delegates were committing treason, a crime punishable by death.

#### **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,

- Propaganda played a key role in the patriot movement.
- The effects of the American victory were felt around the globe.

determining their 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 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	
<b>Interdisciplinary Connections</b>	
<p><b>Technology: 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</b> Activity: Complete an interactive mock online review activity of our trip to Philadelphia.</p> <p><b>ELA: NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> 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.</p> <p><b>Visual Art: 2.5.8.R3a 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.</b> Activity: Analyze paintings from the Revolutionary War period for symbolism and perspective.</p>	
<b>21st Century Skills</b>	
<p><b>Career Ready Practice: CRP4 Communicate clearly and effectively and with reason.</b> Activity: Students will effectively propagandize events during the Revolutionary War era.</p> <p><b>Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</b> Activity: Students will collaborate to determine the severity of tension caused by specific events leading to the Revolutionary War. Then they will discuss the skills need to host an effective collaboration.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Power Pyramid: Evaluate power structure Colonial America</li> <li>● Early Years Exit Ticket: Evaluate Navigation Acts and French and Indian War</li> <li>● T-chart: Compare simulation to actual Taxation without Representation</li> <li>● Rising Tensions Meter: Explain and Evaluate Cause and Effect of Events</li> <li>● Editorials: Paired activity on opposing perspectives of events</li> <li>● Primary Source Exit Tickets: Select a passage and explain its significance</li> </ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Correlations: American Revolution and other political revolts</li> </ul>

**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

**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)

## 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 3  
Constitution and New Nation  
(10 weeks)**

**Desired Results**

**Goals:**

**NJSLS Content Statements**

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

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

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

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

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

Demonstrate understanding of democratic values and processes.

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

Challenge unfair viewpoints and behaviors by taking action.

Make informed and reasoned decisions.

Accept decisions that are made for the common good.

**NJSLS Social Studies Content Standard Indicators**

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

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

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

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

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

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

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

6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

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

6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

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

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

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

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

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

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

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

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

### **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.

**NJSLS English Language Arts for Speaking and Listening**

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

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

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

**Presentation of Knowledge and Ideas**

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

**Understandings:**

- 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 Courtcases

The impact made by the fourteenth and fifteenth amendments, including the Civil Rights Movement of the 1950s and 60s

***Students will be able to...***

To identify the articles of the Constitution.

To explain the legislative process.

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

To evaluate the first two political parties in the US.

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

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

To analyze landmark Supreme Court cases.

To apply rights listed in our Constitution to modern issues.

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

To determine the constitutionality of the Louisiana Purchase.

**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	
<b>Interdisciplinary Connections</b>	
<p><b>Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</b> Activity: Collaborate with classmates to revise an effective preamble that addresses the fears of the nation in the latter part of the 18th century, and offer respectful feedback to others in regards to style and content.</p> <p><b>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.</b> 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.</p> <p><b>ELA: NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b> Activity: Students will develop a claim regarding the efficacy or reasonableness of federalism or anti-federalism supported by arguments that are developed through evidence.</p>	
<b>21st Century Skills</b>	
<p><b>Career Ready Practice: CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</b> Activity: Examine the Children’s March as a plausible strategy in achieving civil rights in American South in the 1960s.</p> <p><b>9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</b> Activity: Evaluate the opposing viewpoints of the necessary American worker in the Federalist and Anti-Federalist plans.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Think-Pair-Share: AOC weaknesses</li> <li>● Poll: Which Classmate developed the Best Preamble?</li> <li>● 3-2-1: Who Has the Power?</li> <li>● One Minute Paper: Supreme Court Justice Ruling Reflection</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Quiz: AOC Vocabulary</li> <li>● Quiz: Constitution Vocabulary/Branches of Government</li> <li>● Quiz: Bill of Rights Personal Rankings</li> <li>● Matrix: Supreme Court Cases</li> <li>● Presidential report cards</li> <li>● Constitution Unit Assessment</li> <li>● Social Studies Essay/Mini-Q (developmental rubric): Federalism v. Anti-federalist</li> </ul>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Socratic Seminar mid-year assessment</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Creative Extension Project: Create a Country</li> <li>● Illustration: Guess the Right</li> <li>● Letters to Government Officials</li> <li>● Making Change: From the Declaration of Independence to the Civil Rights Movement</li> <li>● Portfolio: Liberty through the Years</li> </ul>

## 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*

#### 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](https://www.cobw.vic.edu.au/uploaded_files/media/typesofgovernmentreadingandworksheets.pdf)

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

### Desired Results

#### Goals:

##### NJSLS Content Statement

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

##### NJSLS Social Studies Content Standard Indicators

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

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

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

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

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

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

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

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

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

**NJSLS English Language Arts Content Companion Standard Indicators**

RH.6-8.7. 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.

**NJSLS English Language Arts for Speaking and Listening**

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

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

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

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

**Understandings:**

- Jackson’s popularity allowed him to expand the power of the presidency.
- Historians consider the Trail of Tears to be a genocide in the Jacksonian era that set a

**Essential Questions:**

- What did it mean to be an American in the early 1800s?
- How democratic was Andrew Jackson?

precedent for future relations with American Indians.

- The Manifest Destiny justified American expansionism into the west.
- Pioneers took immeasurable risks to move west, shaping the American dream.
- The Industrial Revolution led to greater disparities between the industrial North and agricultural South.
- The Second Great Awakening inspired a spirit of reform that sent ripples of change across America.

- 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 the Manifest Destiny, supported by various pieces of evidence.

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

Learning Activities	
<p>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</p>	
Interdisciplinary Connections	
<p><b>Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</b>  Activity: Create a flyer of Dos and Don'ts of the Oregon Trail.</p> <p><b>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.</b> Activity:  Examine the impacts made by the Industrial Revolution.</p> <p><b>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.</b> Activity:  Interpret the work of John Gast, <i>American Progress</i>, as it personifies the Manifest Destiny.</p>	
21st Century Skills	
<p><b>Career Ready Practice: CRP9 Model integrity, ethical leadership and effective management.</b> Activity:  examine the Indian Removal Act as a catalyst for the Trail of Tears.</p> <p><b>9.2 Career Awareness, Exploration, and Preparation 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</b> Activity: Examine President Trump's Tweets and create President Jackson's Tweets.</p>	
Assessment Evidence	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Paired Lewis and Clark Journal Entries</li> <li>● 3-2-1 Jackson Presidency (The Good, the Bad, and the Ugly)</li> <li>● Twitter Feed: Jackson Presidency (Compare to Trump Tweets)</li> <li>● Entrance Ticket: Expansion Map</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Quiz: American Expeditions Artwork Analysis</li> <li>● Matrix: Great Awakening Reformations</li> <li>● Essay/DBQ (developmental rubric): President Jackson</li> <li>● Scored Discussion: Manifest Destiny</li> </ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● Class debate: Do the ends really justify the means (Manifest Destiny)</li> <li>● Flyer: Oregon Trail Dos and Don'ts</li> </ul>
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 5  
Civil War and Reconstruction  
(8 Weeks)**

**Desired Results**

**Goals:**

**NJSLS Content Statements**

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

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

**NJSLS Social Studies Content Standard Indicators**

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

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

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

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

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

6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

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

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

### **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.

### **NJSLS English Language Arts for Speaking and Listening**

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

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

#### **Presentation of Knowledge and Ideas**

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

#### **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?
<p><b><i>Students will know/learn...</i></b>  Key Vocabulary  Racism  Nat Turner's Rebellion  John Brown's Raid  Compromise of 1850  Uncle Tom's Cabin  Dred Scott decision  Fugitive Slave Act  Kansas-Nebraska Act  Lincoln-Douglas debates  Election of 1860  Union  Confederacy  Civil war  Emancipation Proclamation  Gettysburg Address  Habeas corpus  Appomattox Courthouse  Reconstruction  Civil rights  Black codes  Jim Crow laws</p> <p>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</p> <p><b><i>Students will be able to...</i></b>  To analyze the role played by events leading to secession (i.e., publication of <i>Uncle Tom's Cabin</i>, election of 1860, Fugitive Slave Act, and John Brown's raid).  Evaluate the resources of the North and South at the start of the Civil War.  Analyze Lincoln's famed <i>Emancipation Proclamation</i> and <i>Gettysburg Address</i>.  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.</p>	
<b>Learning Activities</b>	
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	
<b>Interdisciplinary Connections</b>	
<p><b>Technology: 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.</b>  Activity: Use data to calculate our nation's history of sacrifice in battle.</p>	



**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*.

### 21st Century Skills

**Career Ready Practice: CRPII Use technology to enhance productivity.** Activity: Using a digital graphing tool, provide visual display of calculations determined from a data set of the American military fatalities.

**9.2 Career Awareness, Exploration, and Preparation 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.** Activity: Review the Commerce Compromise and relate to the business of slave trade in 1839 (*Amistad*).

### Assessment Evidence

**Formative:**

- One-Minute Papers: Underground Railroad
- 3-2-1 Countdown: North v. South Resources

**Summative:**

- Fill-in: Events Leading to the Civil War
- Matrix: Civil War Battles
- Short Answer: History of Sacrifice
- Civil War Assessment

**Benchmark:**

- Scored Discussion Rubric: *Amistad*

**Alternative:**

- Collaborative Analysis: Lincoln's Speeches (excerpts)
- Visual Representation: I Have a Dream

### 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:

[Voices Remembering Slavery: Freed People Tell Their Stories](#)

[The Incomplete Legacy of Gordon](#)

Secondary Sources:

[Amistad \(Victory Scene\)](#)

['Amistad' omits some truths that must be told](#)

Technology:

Google Classroom tools

Chromebooks

Smartboard

Assessment Sources:

