Moonachie School District

Social Studies Curriculum:

Middle School - US History

New Jersey Student Learning Standards for Social Studies

Born On: August 23, 2022

Re-Adopted: January 31, 2023

| **SOCIAL STUDIES** |
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| **6.1 U.S. History: America in the World** |
| **Disciplinary Concept: Era 3. Revolution and the New Nation (1754–1820s)****Amistad****LGBTQ & Persons with Disabilities****Diversity, Equity & Inclusion** |
| Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.  |
| **Core Ideas** | **Performance Expectation Standards** |
| Political and civil institutions impact all aspects of people’s lives. | 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.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. |
| Governments have different structures which impact development (expansion) and civic participation. | 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. |
| Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. | 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. |
| The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. | 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. |
| Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | 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). |
| Social and political systems have protected and denied human rights (to varying degrees) throughout time. | 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.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. |
| Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | 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. |
| Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. | 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. |
| Chronological sequencing helps us understand the interrelationship of historical events. | 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.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | 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. |
| Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time. | 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. |
| Historical contexts and events shaped and continue to shape people’s perspectives. | 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. |
| Examining historical sources may answer questions but may also lead to more questions. | 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. |
| Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. | 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. |
| **Time Allocated** | **20 Weeks** |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
| --- | --- | --- | --- | --- |
| French and Indian WarGeorge WashingtonmercantilismmilitiaOhio River ValleyProclamation Act of 1763Treaty of Paris (1763) | Students will analyze the causes of the French and Indian War and determine how the war changed the lives of colonists. | Students will evaluate the ineffectiveness of the American militia through simulated activities and understand why the war was fought through map analysis. | Simulation of the Battle of the Monongahela where students take on the role of British soldiers, American militia, French soldiers, and Native American soldiersAnalyzing Youtube videos about George Washington in the French and Indian WarColor-by-territory map activity | George Washington Battle of the Monongahela videoWord web-causes and effects of the war |
| boycottCommittees of CorrespondenceprotestStamp ActStamp Act CongressTownshend Acts | Students will analyze the causes of the Revolution by looking at Parliament’s ridonkulous taxes on the colonies. | Students will take on an interactive role as colonists and determine the validity of taxation without representation. | **Projec**t: gravestones of various actsAnalyzing Youtube videos about the taxesSimulations where students assume the roles of tax collectors and colonists | TeachertubePrimary sources of tarring and feathering |
| Boston MassacreJohn AdamsPaul RevereSamuel AdamsTrial by jury | Students will judge the culpability of the soldiers and mob involved in the Boston Massacre. | Students will analyze primary sources of the Massacre for bias. | Essay on true culpability of the soldiersExit ticket | Boston Massacre etching by Paul RevereJohn Adams mini-seriesPrimary sources of Boston Massacre accounts |
| Boston Tea PartyBritish East India CompanyCoercive (Intolerable) ActsquarteringTea Act | Students will analyze the actions and ramifications of the Boston Tea Party. | Students will evaluate the legality of the Boston Tea Party protest and the legality of the Parliamentary response in the controversial Coercive (Intolerable) Acts. | Simulation where students take on the roles of Sons of Liberty, regular colonists, ship owners, and the royal governorAnalyzing videos + primary sourcesExit ticket | Liberty kidsDaily bell ringersPrimary sources |
| *Common Sense*Declaration of IndependenceFirst Continental CongressThomas JeffersonThomas Paine | Students will analyze the Declaration of Independence in terms of scope, meaning, implication, impact, and the struggle for its ratification. | Students will analyze the Declaration of Independence by putting it into modern, relatable words for the youth of today. | Declaration of Independence “break up letter”Rewriting/matching the Declaration of Independence original version with modern day language | Teachertube Declaration of Independence videoDeclaration of Independence primary source |
| Battle of Bunker HillBattle of ConcordBattle of LexingtonContinental ArmyMinutemenRedcoatsThomas GageSecond Continental Congress | Students will evaluate successes and failures for Americans in early battles of the Revolution: Lexington, Concord, Bunker Hill. | Students will analyze multimedia representations regarding these noteworthy engagements to analyze key elements regarding advantages, decisive decisions, outcomes and impact. | Edpuzzles on videos for the battlesCollaboratively analyzing *The Battle of Bunker Hill* by Howard PyleAnalyzing interactive battle maps for how the battles progressed | Battlefields.org interactive battle mapsAmerican Heroes Channel “Battle of Lexington” VideoShot Heard Round the World by the immortal SchoolHouse Rock*The Battle of Bunker Hill* by Howard Pyle |
| ambushBattle of TrentonHessiansMercenaries | Students will evaluate the key role New Jersey played in the Revolution. | Students will analyze the importance Trenton had on the war and the reasons behind the success of the immense gamble. | Analyzing clips of *The Crossing* | *George Washington’s Socks* by Elvira Woodruff*The Crossing* clip |
| fencesitterLoyalistPatriotspy | Students will analyze the internal domestic struggles of colonists and the deep divisions and stresses the Revolution caused. | Students will evaluate the motivations behind those colonists who chose to remain loyal to the king, those who chose to fight bravely for the patriot side, and those who chose to stay neutral during the entirety. | Character analysis of theoretical colonistsAnalysis of prominent families torn apart by the war (Benjamin and William Franklin) | *My Brother Sam Is Dead* by Christopher and James Lincoln CollierRecruit a spy activityMr. Betts Videos |
| Betsy RossDeborah SampsonMolly PitcherPhillis Wheatley | Students will evaluate the contributions of noteworthy women during the Revolution. | Students will analyze the roles women played during the Revolution, why they were limited, and how they impacted the war. | Betsy Ross webquestAnalyzing writings by Phillis Wheatley | *The Secret Soldier* by Ann McGovern |
| Battle of YorktownBaron Von SteubenCharles CornwallisMarquis de Lafayette | Students will analyze the impact of foreign aid on the patriot cause during the Revolution. | Students will analyze direct impacts of foreign assistance through direct, major examples: Yorktown, Baron Von Steuben, Lafayette | Reflection on the warEssay: What if we did not win the warDBQExit ticket | Liberty Kids episodeClips from *Turn* featuring Yorktown |
| Articles of Confederationbicameraldelegaterepublic unicameral | Students will analyze the inherent weaknesses in the well-meaning but poorly executed Articles of Confederation. | Students will summarize the Articles in modern day language.Students will participate in a simulation where the flaws of the Articles are present for all to see and despair. | Articles of Confederation breakdown anticipatory setSimulationExit ticket | Primary sources of the ArticlesArticles of Confederation breakdown list1790 US census |
| compromiseConnecticut (Great) CompromiseConstitutional ConventionJames MadisonNew Jersey PlanRoger ShermanWilliam PatersonVirginia Plan | Students will analyze the appeals of the NJ and VA plan to the various states in the Constitutional Convention. | Students will assume the role of one of the 13 states, determine whether they are large or small, and which of the plans would give them the most power. | Participation in the simulationExit ticket | 1790 censusicivics |
| Northwest OrdinanceShays’ Rebellionratificationtariffs | Students will evaluate the cavalcade of catastrophes colliding casually with our country. | Students will take on the role of citizens in our young, delicate, perilous nation and react to the problems facing us from international and domestic woes. | Creating a colonial newspaper/headline on the worst calamitiesSimulation in which some students take on the role of British soldiers and/or Shays’ rebels | Primary sourcesHistory.com- Shays RebellionYouTube video: Shays Rebellion NBC News htatch?v=ZtBh8LMrDY4tps://www.youtube.com/w |
| AmendmentChecks and balancesExecutive branchExpressed powersImplied powersJudicial branchLegislative branch | Students will analyze the different workings of the three branches of government and their checks and balances. | Students will internalize and depict the powers and checks and balances of the three branches in their own creative ways. | Creating a pictorial representation of the checks and balancesParticipating in a simulation where students take the role of one of the branches of government and decides to impose their check on the other branches | icivics - Branches of powerSchool House Rock- 3 Ring Government |
| Whiskey RebellionXYZ AffairFederalist PartyAlien and sedition ActsTreaty of GreenvilleBank of the United StatesNeutrality Proclamation | Students will analyze and evaluate the distinguishing and impactful differences betwixt the Federalists and Democratic-Republicans. | Students will analyze the policy and personality differences that accompany Jefferson’s Democratic-Republicans and Hamilton’s Federalists through creating a political cartoon. | Exit ticketSimulations where students take the role of differing political parties | IcivicsJohn Adams mini-series*Hamilton* Musical song lyrics |
| **Interdisciplinary Connections** | **English Language Arts*** RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the
* text; provide an objective summary of the text.
* RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence
* individuals or events, or how individuals influence ideas or events).
* RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
* RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
* W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
* W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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| **Career Readiness, Life Literacies and Key Skills** | **Life Literacies and Key Skills*** 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
* 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
* 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
* 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
* 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
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| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.  |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aideGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

| **SOCIAL STUDIES** |
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| **6.1 U.S. History: America in the World** |
| **Disciplinary Concept: Era 4. Expansion and Reform (1801–1861)****Amistad****Diversity, Equity & Inclusion****AAIP**  |
| Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles ofthe United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increasedimmigration, the expansion of slavery, and the development of transportation systems increased regional tensions. |
| **Core Ideas** | **Performance Expectation Standards** |
| Core Idea: The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. | 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. |
| Core Idea: Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. | 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. |
| Core Idea: Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface. | 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. |
| Core Idea: Economic decision making involves setting goals and identifying the resources available to achieve those goals. | 6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. |
| Core Idea: A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. | 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. |
| Core Idea: Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations byanalyzing policies, treaties, tariffs, and agreements.6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. |
| **Time Allocated** | **6 Weeks** |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
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| blockadeImpressmentEmbargoBattle of TippecanoeBattle of New OrleansViolations of Neutrality  | Students will analyze the keystone events, conflicts, and personalities associated with the second American war with Great Britain (War of 1812). | Students will analyze the *Star Spangled Banner* for historical, poetic, and societal impact.Students will create a petition listing their grievance with the Embargo Act. | Exit ticketSimulations in which students assume the roles of British and American forces during various battles | *Star Spangled Banner* by Francis Scott KeyFort McHenry virtual tour: <https://fort-mchenry-virtual.com/index.html><https://www.nps.gov/jela> Interactive Star Spangled Banner flag from the Smithsonian <https://amhistory.si.edu/starspangledbanner/interactive-flag-html5/>  |
| Manifest DestinyMonroe DoctrinePioneersEra of Good FeelingForeign PolicyNationalism | Students will analyze and evaluate the driving forces of, implications for, and costs of Manifest Destiny. | Students will analyze a political cartoon regarding the Monroe Doctrine.Students will analyze the trials and tribulations of the poor souls traveling the Oregon Trail through an interactive activity in which students will assume the roles of pioneers and have to survive the journey.  | Project: create a children’s book of a trip along the Oregon TrailExit ticketSimulationPlaying the classic computer game Oregon Trail | Interactive Oregon Trail Map<http://www.historyglobe.com/ot/otmap1.htm>Oregon Trail Game <https://www.visitoregon.com/the-oregon-trail-game-online/>Political cartoons about the Monroe Doctrine |
| ExpeditionLouisiana PurchaseMeriwether LewisSacagaweaWilliam Clark | Students will analyze the reasons behind and long lasting impact of the Louisiana Purchase. | Students will act as quartermaster of the Lewis and Clark Expedition, selecting the necessary gear and supplies whilst staying within a budget and the constraints of carrying capacity. | SimulationExit ticket | Lewis and Clark journal primary sources <http://lewisandclarktrail.com/diary.htm> |
| Spoils SystemNullification CrisisNominating conventionTariff of AbominationTrail of TearsIndian Removal Act | Students will evaluate the position of Jackson’s Democratic party and its impact on the nation. | Students will create a campaign video for the election of 1828 for either Jackson or Adams, highlighting the alleged horrors of the opposing party.Students will analyze Jackson’s annual message to Congress regarding the Indian Removal Act focusing on the language and rhetoric employed by the president | Dreamcatcher activity representing the tribes of the Trail of Tears | Jackson’s “On Indian Removal” Speech<https://www.learningforjustice.org/classroom-resources/texts/andrew-jackson-indian-removal-message>  |
| Antonio López de Santa AnnaBattle of the AlamoBear Flag RevoltempresariosGadsden PurchaseNationalismSam HoustonSectionalismStephen AustinBattle of San JacintoTreaty of Guadalupe Hidalgo | Students will evaluate the justification of the Mexican-American War, and analyze the challenges that arose from the new lands America gained as a result. | Students will judge the interpretations and biases of textbook depiction of the Mexican-American War in American and Mexican textbooks. | Mexican War DBQExit ticketStudents assuming the personas of citizens of the time and writing an article for or against going to war with Mexico | Polk’s Message for War<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Lesson%201%20Polk%20Message%20abridged_0.pdf> Congressman Giddings Against War<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Lesson%202%20Giddings%20Speech%20abridged.pdf> “On the Duty of Civil Disobedience” by Henry David Thoreau |
| *Gibbons v. Ogden*Lowell systemRhode Island systemTransportation RevolutionWater frameFree Enterprise | Students will analyze the rise of emerging industrialization in the clearly superior Northern states. | Students will analyze images of inventions from early 19th century industrialization and will have to hypothesize as to the invention’s purpose.Students will evaluate the differences between of the Lowell and Rhode Island Systems and determine which they feel to be superior.Students will develop their own type of invention, either creating one that would fit in the early Industrial Revolution or one for the future of the 21st century. | Webquest on inventions of the eraProject: make your own inventionExit ticket | Paterson Great Falls National Parknps.gov/grfaLowell National Historic Park- <https://www.nps.gov/lowe>  |
| Slave spiritualsCotton ginCotton BoomSlave codesNat Turner | Students will analyze how the future of the Antebellum South was linked inescapably with slavery. | Students will analyze the different depictions of Antebellum Southern life as shown in *Gone With the Wind* and compare it to photographs of slave housesStudents will analyze different slave spiritual songs as to their purposes: uplifting, work motivation, or codes for escape. | Project: create your own spiritual songExit ticketWebquest - Antebellum South | *Gone With the Wind*Ann Kembell’s diary[William Still](https://bento.cdn.pbs.org/hostedbento-prod/filer_public/Underground%20Railroad%20William%20Still/Classroom/Travel_UR/Underground%20Railroad%20Worksheet.pd) |
| Horace MannDorthea DixPush-pull factorImmigrationSuffrage Temperance SpiritualismCommon school | Students will analyze the major efforts going on in the reform movement during the first half of the 19th century. | Students will analyze the push-pull factors of immigration.Students will create a propaganda poster encouraging involvement in one of the tenets of reform: temperance, women’s rights, spiritualism, education, mental health | Project: propaganda posterExit ticketSimulation in which students take on the role of immigrants and border patrol | History Channel- Seneca Falls Convention <https://www.history.com/topics/womens-rights/seneca-falls-convention#:~:text=The%20Seneca%20Falls%20Convention%20was,women%20the%20right%20to%20vote>.  |
| Underground RailroadAbolitionistHarriet TubmanFrederick DouglassWilliam Lloyd GarrisonFreedomSlave Codes | Students will analyze the causes and methods employed by abolition groups during the 1800s. | Students will create an Underground Railroad map using Google Earth and a map of North America. | Project- create your own quilt squares for the Underground Railroad | Horrible Histories- Harriet Tubman <https://www.youtube.com/watch?v=mDdb0q3QsYk>  |
| **Interdisciplinary Connections** | **English Language Arts*** RI.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.
* 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.
* RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events
* (e.g., through comparisons, analogies, or categories)
* RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is
* sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
* W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
* W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 |
| **Career Readiness, Life Literacies and Key Skills** | **Life Literacies and Key Skills*** 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
* 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
* 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
* 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
* 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
 |
| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.  |

| **Modifications** |
| --- |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aideGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

| **SOCIAL STUDIES** |
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| **6.1 U.S. History: America in the World** |
| **Disciplinary Concept: Era 5. Civil War and Reconstruction (1850–1877)****Amistad****LGBTQ & Persons with Disabilities****Diversity, Equity & Inclusion** |
| 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.  |
| **Core Ideas** | **Performance Expectation Standards** |
| Historical events may have single, multiple, direct and indirect causes and effects. | 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. |
| Historical contexts and events shaped and continue to shape people’s perspectives. | 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.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. |
| Historical events and developments are shaped by social, political, cultural, technological, and economic factors. | 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. |
| **Time Allocated** | **6 Weeks** |

| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)**  | **Resources/Materials** |
| --- | --- | --- | --- | --- |
| Wilmot ProvisoPopular SovereigntyDred ScottFugitive Slave ActJohn BrownBleeding Kansas | Students will analyze the role of slavery in dividing the nation and the failure of the pathetic attempts to solve these issues. | Students will create flyers for the Wilmot Proviso or Popular Sovereignty.Students will analyze the Dred Scott Case, writing their own opinion of the justice’s verdict.Students will depict the main messages of the Republican and Democratic parties as encompassed in the Lincoln-Douglas Debates by displaying it visually. | Projects- Wilmot Proviso vs Popular SovereigntyJohn Brown Trial: is he a hero or a villain?Exit ticket | Battlefield.org Lincoln-Douglas Debates<https://www.nps.gov/liho/learn/historyculture/debates.htm> |
| emancipationEmancipation ProclamationServitude13th Amendment | Students will compare and contrast the Emancipation Proclamation and 13th Amendment in terms of effectiveness in ending slavery in America. | Students will create a song about the Emancipation Proclamation highlighting the importance of the document.Students will judge the legality of General Butler’s Fort Monroe declaration of capture slaves as ‘contraband of war.’ | Essay- What impact did the Emancipation Proclamation have on the war | Emancipation Proclamation primary source<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html> |
| UnionConfederatesironcladsBattles of AntietamBattle of GettysburgBattle of ShilohFirst and Second Battle of Bull Run/ManassasBattle of Fort SumterBattle of FredericksburgSiege of VicksburgSiege of New OrleansBattle of Appomattox Court HouseClara BartonSarah EdmondsJennie Hodgers | Students will analyze the course of the war by focusing on the outcome of major battles and their impact to the overall war effort. | Students will analyze the course of the war by creating a timeline/map of major battles of the war, complete with the years they took place and the victor of each.Students will play/create an open ended adventure game (“Dungeons and Dragons”) for the Civil War which will require them to successfully defeat the rebels while holding the army together and maintaining popular support at home. | Jigsaw Activity of how the Civil War affected people on the homefrontPrimary sources comparing the lives of soldiers from letters written home (Confederate Soldiers, Union Soldiers, African American soldiers) | *Andersonville* film*Glory**Gettysburg*[nps.gov/gett](http://nps.gov/gett)Gettysburg cyclorama: <https://www.youtube.com/watch?v=oM1q-Y9p2-c&ab_channel=AmericanBattlefieldTrust> Battlefields.org*With Every Drop of Blood* by  |
| ReconstructionWade-Davis BillBlack Codes/Jim Crow lawsThaddeus StevensRadical RepublicansAndrew JohnsonCarpetbaggersscalawags | Students will analyze the moderate successes and spectacular failures associated with Reconstruction in the South in the post-war era. | Students will debate the benefits and drawbacks of the three plans facing the South during Reconstruction: Lincoln’s, Johnson’s, and the Radical Republicans’ | Essay- What if Abraham Lincoln wasn’t assassinated? How would America be a different country?Exit ticket | Battlefields.orgPrimary political cartoonsAndrew Johnson National Historic Site: https://www.nps.gov/anjo/index.htm |
| **Interdisciplinary Connections** | **English Language Arts*** RI.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.
* 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.
* RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events
* (e.g., through comparisons, analogies, or categories)
* RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is
* sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
* W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
* W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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| **Career Readiness, Life Literacies and Key Skills** | **Life Literacies and Key Skills*** 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
* 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
* 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
* 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
* 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
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| **Computer Science and Design Thinking** | 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.  |

| **Modifications** |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aideGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |