



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Grade 6 Social Studies/U.S. History							
GRADE BAND		K-4	X	5-6		7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW	
<p>The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.</p> <p>The sixth grade course of study is designed to include a chronological and thematic narrative of United States history, including the fight for independence, the development of the new nation, its expansion across the North American continent, and its division and rebuilding after the Civil War. Students will explore the unrest within the thirteen colonies and examine the events leading up to and including the American Revolution. Specific focus will be given to the creation of the US Constitution, three branches of government, and Bill of Rights. The course will then examine the causes and effects of expansion of the nation through territorial and cultural means. The year ends with an examination of the causes and effects of the Civil War and the role the United States government played in reconstructing America. Throughout the year, students will examine the government's role in the successes and failures of the nation during its early growth and expansion, while at the same time evaluating the cultural and technological evolutions experienced by our nation. During this course of study, students will gain the knowledge and skills needed to evaluate how America's heritage was created by the interactions of various cultural and ethnic groups of people and the environment. Students will be prepared to make informed decisions and be productive citizens in local, national, and global communities.</p>	

Hillsborough Township Public Schools Curriculum Map

Course Title: Grade 6 Social Studies / US History

UNIT OF STUDY	The Movement Towards Independence → Causes of the Revolution/Revolutionary War
PACING	Approximately 45 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none">● How does perspective shape the recording of history?● What causes people to rebel or seek independence?● How do power struggles affect interactions between nations?● What are essential human rights?● How do people react to violations of their human rights?● Why do revolutions start?● What factors influence the outcomes of revolutions?● How does geography play an integral role in war?● How does war impact different groups of people?● Why do empires fall?● How did the decisions made in this time period affect people in society then and life today? Why is this important today?	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none">● Disputes over political authority and economic issues contributed to a movement for independence in the colonies.● The fundamental values and principles of American democracy are expressed in the Declaration of Independence.● A democratic society allows conflicted views to be addressed and acknowledged.● The fundamental principles of the United States Constitution serve as the foundation of the United States government today.● The Constitution establishes a government of limited powers shared among different branches of government.● The constitution of a nation provides organization and structure for its government.● Democratic values and processes allow citizens to have a voice in the government.● Geography, strategy, resources, motivation, and alliances directly influenced the outcome of the American Revolution.● Conflict can lead to change.	
LEARNING TARGETS	
<ul style="list-style-type: none">● Understand the reasons the colonists were willing to go to war with Great Britain for independence.● Determine major events that led to the colonists' victory against the British in the American Revolution.● Recognize the ideals upon which the country was founded.● Discuss colonists' reactions to actions of Great Britain.	
COMMON ASSESSMENTS	

Pre-Assessment(s)	<ul style="list-style-type: none"> ● Baseline written response to synthesize information and write a clear paragraph on a given topic.
Formative	<ul style="list-style-type: none"> ● Short constructed response on the decision to declare independence. ● Short constructed response about the American Revolution. ● Apply background knowledge and use text evidence from primary and secondary sources to create an outcome as directed by the question or task. ● Interpret infographic. ● Interpret written documents ● Alternative Assessment - Bill of Rights/Constitution choice project.
Summative	<ul style="list-style-type: none"> ● Matching, multiple choice, and short answer questions on the events leading to the decision to declare independence. ● Multiple choice and short constructed response questions on the key events, people and influences of the American Revolution. ● Multiple choice and short constructed response questions on the influences to the execution and outcome of the American Revolution.
Benchmark	<ul style="list-style-type: none"> ● Baseline written response to synthesize information and write a clear paragraph on a given topic.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 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.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
- 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

English Language Arts

- 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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

9.4-Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

CAREERS ASSOCIATED WITH THIS UNIT

- Law, political leader, historian, educator

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognizes one's feelings and thoughts

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- *Active Classroom*, <https://www.activeclassroom.com/>.
- Armstrong, Jennifer, and Roger Roth. *The American Story: 100 True Tales from American History*. New York, A.A. Knopf, 2006.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/curricula/american-war-independence>.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/lesson-plans/revolutionary-tea-parties-and-reasons-revolution>.
- “Federal Spending: Where Does the Money Go.” *National Priorities Project*, <https://www.nationalpriorities.org/budget-basics/federal-budget-101/spending/>.
- Hakim, Joy. *A History of US: From Colonies to Country 1735-1791*. Oxford University Press, 2005.
- *Kidizenship: Watch Us Rise*. <https://www.kidizenship.com/>.
- NewseumED, <https://newseumed.org/>.
- “Policy Basics: Where Do Our Federal Tax Dollars Go?” *Center on Budget and Policy Priorities*, <https://www.cbpp.org/research/federal-budget/where-do-our-federal-tax-dollars-go>.
- *PBS Learning Media*. <https://ny.pbslearningmedia.org/>.
- “Rebels: America--the Story of Us.” A & E Networks, 2010.
- Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey-Bass, 2011.
- Sheg.stanford.edu, https://sheg.stanford.edu/search?search_api_fulltext=revolutionary+war&sort_by=search_api_relevance&sort_order=DESC.
- “Teaching Resources for Students and Teachers.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- United Nations. *Universal Declaration of Human Rights*, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
- “Which Country Has the Highest Tax Rate?” *BBC News*, <https://www.bbc.com/news/magazine-26327114>.
- Why Sweden Is Proud To Have the World’s Highest Taxes. *BBC News*, https://www.youtube.com/watch?v=l_YMrHssFXo&ab_channel=BBCReel.
- World and US History for Kids, <https://www.ducksters.com/searchducksters.php?q=american+revolution>; https://www.ducksters.com/history/colonial_america/.

UNIT OF STUDY	New Nation → Articles of Confederation/Convention/Constitution/GW Presidency
PACING	Approximately 39 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How and when does society/government recognize the need for change? ● How is a government useful to its citizens? ● What are the roles and responsibilities of citizens and government in a democratic society? ● How and why are the fundamental freedoms guaranteed by the Constitution important to Americans? ● Why is it important for a government to provide rights to <i>all</i> people? ● Why is it necessary to separate power and include a system of checks and balances in a government that gets its power from the people? ● Why is it important to allow for change in government and society? ● How have political parties affected our nation and how do they continue to do so? ● How did the decisions made in this time period affect people in society then and life today? Why is this important today? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Throughout U.S. history, there has been a consistent debate about the powers of the state government versus the federal government. ● The U.S. was founded on principles of self government and democracy that have been tested and debated over time. ● The ideals of the Constitution did not apply to all Americans at the time of its creation. ● Conflict over the power of states and slavery played a role in the change from the Articles of Confederation to the creation of the Constitution. ● The fundamental rights guaranteed by the U.S. Constitution contributed to the improvement of American Democracy over time. ● Political parties were formed as a result of differing opinions on the creation of the new nation. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the need for compromise and change in an effective government. ● Debate the effectiveness of the Constitution. ● Illustrate the powers of each branch of government and the system of checks and balances in the U.S. Constitution. ● Interpret rights and freedoms that are protected in the Bill of Rights and apply them to society today. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● See-Think-Wonder using art ● Student Questionnaire
Formative	<ul style="list-style-type: none"> ● Spider Web discussions ● Apply background knowledge and use text evidence from primary and secondary sources to create an outcome as directed by the question or task.

	<ul style="list-style-type: none"> Analyze a political cartoon. Interpret infographics. Interpret written documents. Synthesize information to write a clear paragraph on a given topic
Summative	<ul style="list-style-type: none"> Short constructed response using evidence from primary and secondary sources to support a claim.
Benchmark	<ul style="list-style-type: none"> Short constructed response using evidence from primary and secondary sources to support a claim.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 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.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

English Language Arts

- 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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics

- None.

Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian, law, political leader/political campaign, educator
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognizes one's feelings and thoughts
Self-Management
<ul style="list-style-type: none"> • Recognize the skills needed to establish and achieve personal and educational goals

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify who, when, where, or how to seek help for oneself or others when needed

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- *Active Classroom*, <https://www.activeclassroom.com/>.
- Alexander, Kerri Lee. "Elizabeth Freeman." *Women'sHistory.org*, National Women's History Museum, 2019, www.womenshistory.org/education-resources/biographies/elizabeth-freeman. Accessed 22 Aug. 2022.
- Armstrong, Jennifer, and Roger Roth. *The American Story : 100 True Tales from American History*. New York, A.A. Knopf, 2006.
- *Bensguide.gpo.gov*, <https://bensguide.gpo.gov/learning-adventures-4-8>.
- Bower, Bert. *Social Studies Alive!: America's Past*. Teachers' Curriculum Institute, 2016.
- Colonial Williamsburg Foundation. "The Freedom Quest of Oney Judge Act 1." *Vimeo*, 12 Dec. 2019, <https://vimeo.com/379061287>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/curricula/constitutional-convention-1787>.
- Hakim, Joy. *A History of US: From Colonies to Country 1735-1791*. Oxford University Press, 2005.
- *iCivics*, <https://www.icivics.org/>.
- "National Constitution Center." *National Constitution Center – Constitutioncenter.org*, <https://constitutioncenter.org/>.
- *Newsela*, <https://newsela.com/>.
- *PBS Learning Media*. <https://ny.pbslearningmedia.org/>.

- Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey-Bass, 2011.
- Schreck, Heidi, Iveson, Mike, and Rosedely Ciprian. *What the Constitution Means to Me*. Prime Video. 2020.
- Sheg.stanford.edu, https://sheg.stanford.edu/search?search_api_fulltext=US+Constitution&sort_by=search_api_relevance&sort_order=DESC.
- “Teaching Resources for Students and Teachers.” *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- TEDEd, <https://ed.ted.com/>.
- *Uncivil Podcast: The Fugitive*, <https://gimletmedia.com/shows/uncivil/z3hdrm/the-fugitive>.
- United Nations. *Universal Declaration of Human Rights*, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
- *We the People, The Citizen and the Constitution*, Center for Civic Education, 2003.
- World and US History for Kids, https://www.ducksters.com/history/us_constitution.php.

UNIT OF STUDY	Changing Nation → Westward Expansion/Reforms
PACING	Approximately 45 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How and when does a government/society recognize the need for change? ● How did technology innovations change the quality of life for different groups living in America at this time? ● What economic, social, geographical, and political impacts did U.S. expansion have on various groups living in the nation? ● What economic, social, and political impact did reform movements have on various groups living in the nation? ● What were the motives, hardships, and legacies of U.S. expansion? ● How did the decisions made in this time period affect people in society now and in life today? Why is this important today? ● What causes groups of people to migrate? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● U.S. expansion was influenced by geography, economic opportunity, and ideas about citizenship. ● U.S. expansion forever altered the lives of Native Americans. ● Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. ● Prejudice towards individuals, groups, and society had a lasting impact on society and increased the potential for misunderstanding. ● Reform movements and increased voting opportunities of the time sparked long lasting change in the country. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand the impact of policies that removed Native Americans from their land. ● Debate the motives, hardships and legacies of U.S. expansion. ● Analyze the motivation and impact of U.S. expansion from various viewpoints. ● Use primary and secondary sources to understand how various groups in North America changed during the 1800s (i.e., reform movements, immigration, Native American experiences, settlers' experiences, etc.). 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● "Crop it" or "zoom" activity using various visuals from the unit (American progress, etc.).
Formative	<ul style="list-style-type: none"> ● Apply background knowledge and use text evidence from given primary and secondary sources to create an outcome as directed by the question or task. ● Spider web discussions.

	<ul style="list-style-type: none"> ● Sketch notes using readings/videos. ● <i>America: The Story of Us</i> video excerpts and questions. ● <i>American Progress</i> caption assignment. ● Interpret infographics, charts, graphs. ● Interpret written documents (John Burnett letter, Andrew Jackson letter to Seminole, settler diaries, etc.).
Summative	<ul style="list-style-type: none"> ● Louisiana Purchase/Lewis and Clark/American Progress - painting analysis, multiple choice, short answer response, identifying text evidence. ● Native American Removal - chart interpretation, John Burnett and Chief Santana quote analysis. ● Reform Movements - short answer and multiple choice - primary source and quote analysis. ● Taking a Stand self-portrait and poem activity.
Benchmark	<ul style="list-style-type: none"> ● Short constructed response using evidence from primary and secondary sources to support a claim.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

English Language Arts

- 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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

CAREERS ASSOCIATED WITH THIS UNIT

- Researcher, activist, non-profit work, educator, historian

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- This unit features stories of resistance and resilience of various groups of Americans, including enslaved people, indigenous people, immigrants, people with disabilities, and women's rights activists who challenged gender stereotypes (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Inclusive Curriculum Mandate, and Asian-American and Pacific Islander Curriculum Mandate).

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognizes one's feelings and thoughts

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goal

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- Recognize and identify the thoughts, feelings, and perspectives of others
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- Develop, implement, and model effective problem-solving and critical thinking skills

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- Identify who, when, where, or how to seek help for oneself or others when needed

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RESOURCES – [Cited](#) print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- *Active Classroom*, <https://www.activeclassroom.com/>.
- Armstrong, Jennifer, and Roger Roth. *The American Story: 100 True Tales from American History*. New York, A.A. Knopf, 2006.
- *AsianAmerican.edu.org*, <https://asianamericanedu.org/define-american.html>.
- *Brainpop.com*, <https://www.brainpop.com/>.
- Brands, H. W. "Why Have Americans Always Been so Obsessed with the Land?" *HISTORY*, 7 Mar. 2018, www.history.com/news/american-land-frontier?utm_campaign=Echobox&utm_medium=Social&utm_source=Facebook
Accessed 17 Aug. 2022.
- Bower, Bert. *Social Studies Alive!: America's Past*. Teachers' Curriculum Institute, 2016.
- Buck, Elaine, and Beverly Mills. *If These Stones Could Talk : African American Presence in the Hopewell Valley, Surland Mountain, and Surrounding Regions of New Jersey*. Lambertville, NJ, Wild River Books, 2018.
- Chambers, Veronica, et al. *Finish the Fight*. New York, Houghton Mifflin Harcourt, 2020.
- Davis, Hasan, and Alleanna Harris. *The Journey of York: The Unsung Hero of the Lewis and Clark Expedition*. Capstone Editions, a Capstone Imprint, 2019.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- "Division: America--the Story of Us." A & E Networks, 2010.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/lesson-plans/my-other-life>.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/lesson-plans/native-american-cultures-across-us>.
- *Freedomonthemove.org*, [Freedom on the Move](http://freedomonthemove.org).
- Hakim, Joy. *A History of US: Liberty for All?*. New York, Oxford University Press, 2005.
- "Heartland: America--the Story of Us." A & E Networks, 2010.
- *Learning for Justice.org*. <https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories>.
- Levine, Ellen, et al. *Henry's Freedom Box*. Solon, Ohio, Findaway World, LLC, 2019.
- *iCivics*, <https://www.icivics.org/>.
- Morales, Yuyi. *Dreamers*. New York, Neal Porter Books/Holiday House, 2018.
- *Newsela*, <https://newsela.com/>.
- Project Zero's Thinking Routine Toolbox. Harvard University, <http://www.pz.harvard.edu/thinking-routines>.
- *PBS Learning Media*. <https://ny.pbslearningmedia.org/>.
- Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey-Bass, 2011.
- Sanders, Rob, and Steven Salerno. *Pride: The Story of Harvey Milk and the Rainbow Flag*. New York, New York, Random House, 2018.
- *Shed.Stanford.edu*, https://shed.stanford.edu/search?search_api_fulltext=us+expansion&sort_by=search_api_relevance&sort_order=DESC.
- "Teaching Resources for Students and Teachers." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- *TEDEd*, <https://ed.ted.com/>.

- “The Abolitionists | American Experience.” PBS, www.pbs.org/wgbh/americanexperience/films/abolitionists/.
- United Nations. *Universal Declaration of Human Rights*, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
- *We the People, The Citizen and the Constitution*, Center for Civic Education, 2003.
- “Westward: America--the Story of Us.” A & E Networks, 2010.
- World and US History for Kids, <https://www.ducksters.com>.

UNIT OF STUDY	Divided Nation → Regional Differences/Causes of the Civil War/Civil War/Reconstruction
PACING	Approximately 51 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> • What brings a nation to go to war with itself? • How did events throughout the 1800s keep the nation together and pull it apart? • Why did differences in society, geography, politics, and economics drive a rift between the North and South? • How did the decisions made in his time period affect people in society then and life today? Why is this important today? • What factors and events influenced the outcome of the Civil War? • How did the deeply divided nation move forward? How do laws affect the lives of different groups of people? • Why is it important to have a voice in government? • Who decides who gets a voice in the government? • What are the causes and effects of prejudice on individuals, groups, and society? • How does a war lead to advances in technology and industry? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> • Slavery caused the Civil War due to political, economic, and social divisions. • Moral, social, and economic problems can divide a nation and lead to war. • Women, African Americans, and Native Americans played a role in the Civil War. • The Civil War and Reconstruction had a lasting impact on the development of the United States. • Ending slavery did not end the effects of slavery. • The technology and inventions of the time resulted in the first modern war. • The amendments added to the U.S. Constitution during Reconstruction had limited success in securing rights for all Americans. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> • Understand cultural, economic and geographic differences between the North and the South. • Explain lasting impacts (social, economic, geographic, technological, political) of the Civil War in both the North and the South. • Analyze the effectiveness of the 13th, 14th, and 15th Amendments. • Describe contributions and perspectives of various groups before, during and after the war. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> • Compare Two Worlds map analysis, labeling and color coding.
Formative	<ul style="list-style-type: none"> • Regional Differences - primary source photo/image analysis. • <i>America: The Story of Us</i> video excerpts and questions. • Causes of the Civil War EdPuzzle. • Causes of the Civil War poem + captions.

Summative	<ul style="list-style-type: none"> ● Regional Differences - primary source photo/image analysis. ● One pager. ● Reconstruction quiz. ● Road through Reconstruction project.
Benchmark	<ul style="list-style-type: none"> ● Short constructed response using evidence from primary and secondary sources to support a claim.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 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.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
- 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.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

English Language Arts

- 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.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS
Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

9.4-Life Literacies & Key Skills

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

CAREERS ASSOCIATED WITH THIS UNIT

- Education, historian, law

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

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- Bower, Bert. *Social Studies Alive!: America's Past*. Teachers' Curriculum Institute, 2016.
- *Brainpop.com*, <https://www.brainpop.com/>.
- "Civil War: America--the Story of Us." A & E Networks, 2010.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
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- *Facing History.org*, <https://www.facinghistory.org/resource-library?search=reconstruction>.
- *Edsitement.neh.gov*, <https://edsitement.neh.gov/search?keywords=civil+war>
<https://edsitement.neh.gov/student-activities/american-civil-war-eve-war>.
- Gates, Henry Louis. "Robert Smalls, from Escaped Slave to House of Representatives." *PBS*, Public Broadcasting Service, 6 Nov. 2013, www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/which-slave-sailed-himself-to-freedom/.
- Hakim, Joy. *A History of US: A Reconstructing America 1865-1890*. Oxford University Press, 2005.
- Hakim, Joy. *A History of US: War, Terrible War 1855-1861*. Oxford University Press, 2005.
- Meriwether, Louise, and Jonathan Green. *The Freedom Ship of Robert Smalls*. Columbia, South Carolina, The University Of South Carolina Press, 2018.
- *Newsela*, <https://newsela.com/>.
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- Sheinkin, Steve, and Tim Robinson. *Two Miserable Presidents: Everything Your Schoolbooks Didn't Tell You about the Civil War*. Scholastic, 2010.
- *Sheg.stanford.edu*, https://sheg.stanford.edu/search?search_api_fulltext=civil+war&sorts_by=search_api_relevance&sort_order=DESC.
- "Teaching Resources for Students and Teachers." *PBS LearningMedia*, <https://ny.pbslearningmedia.org/>.
- *TEDEd*, <https://ed.ted.com/>.
- "The Abolitionists | American Experience | PBS." *www.pbs.org*, www.pbs.org/wgbh/americanexperience/films/abolitionists/.
- United Nations. *Universal Declaration of Human Rights*, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.
- World and US History for Kids, <https://www.ducksters.com/>.