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TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 8 SS - US History

Adopted: April 24, 2024

ERA 3: Revolution and The New Nation

Unit Title: US History - Era 3: Revolution and the New Nation (1754–1820s)

Grade level: 8th Grade **Timeframe:** Approx. 2-3 Months

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
 - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
 - Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
 - Historical contexts and events shaped and continue to shape people's perspectives.
 - Examining historical sources may answer questions but may also lead to more questions.
 - Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments
- This unit is based on NJDOE SS Standard: 6.1 U.S. History: America in the World by the End of Grade 8

Guiding Questions

1. What were the main causes of the American Revolution, and how did events like the Stamp Act and the Boston Tea Party contribute to the colonists' desire for independence?
2. How did the ideas of Enlightenment thinkers such as John Locke and Montesquieu influence the founding fathers in drafting documents like the Declaration of Independence and the Constitution?
3. Describe the major battles and turning points of the American Revolution, including the significance of battles like Lexington and Concord.
4. How did the Treaty of Paris in 1783 mark the end of the American Revolution, and what were the terms of the treaty?
5. Explore the challenges faced by the Continental Army during the winter at Valley Forge and the role of figures like George Washington.
6. Discuss the weaknesses and debates of the Articles of Confederation and how they led to the creation of the U.S. Constitution.
7. Explain the importance of the Bill of Rights in safeguarding individual freedoms and rights.
8. Analyze the impact of westward expansion on Native American communities and the challenges faced by pioneers as they settled in new territories.
9. Explore the origins and consequences of the War of 1812, including the issues of impressment and trade restrictions.
10. Investigate the impact of the Haitian Revolution on the United States and its relationship with other nations. How did the successful slave rebellion in Haiti influence American attitudes toward slavery and international diplomacy during this period?
11. Analyze the reasons behind the passage of the Alien and Sedition Acts during John Adams' presidency.

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Performance Expectations

Standards (Taught and Assessed)

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|-----------------------|------------------------------------|
| 6.1.12.CivicsPI.1.a - | Civic Political Institutions |
| 6.1.12.CivicsPD.1.a - | Civic Participation & Deliberation |
| 6.1.12.GeoGl.1.a - | Global Interconnections |
| 6.1.12.EconGE.1.a - | Global Economy |
| 6.1.8.CivicsDP.3.a - | Democratic Principles |
| 6.1.8.GeoSV.3.a - | Spatial Views of the World |
| 6.1.8.HistoryCC.3.a - | Continuity and Change |

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others.
- Teach active listening skills and respectful communication.
 - N.J.S.A. 18A:35-28, **Holocaust/Genocide** Education
- The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.
- Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)
- Diversity, Equity & Inclusion Mandate - N.J.S.C.18A:35-4.36a
- Laura Wooten Law: N.J.S.A. 18A:35-41

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Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment

<p>1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>2. Map Analysis: Provide a map of the world in the 15th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.</p> <p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p> <p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to colonization, such as the impact on Native American populations or the motivations of European explorers. This will evaluate their ability to engage in informed discussion.</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <p>1. KWL Chart:</p> <ul style="list-style-type: none"> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." <p>2. Map Analysis:</p> <ul style="list-style-type: none"> Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. <p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.
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SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Distinguish the Powers and responsibilities of citizens in governmental and nongovernmental contexts</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions. a. EduProtocols/Cyber Sandwich</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. Primary and Secondary Source Analysis Strategies</p> <p>3. Online Textbook - Peer Edited by College</p>	<p>ELL (English Language Learners): Modification: Provide translated materials and instructions in the students' native language. Pair ELL students with English-speaking peers for collaborative</p>

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<p>WALT Distinguish the Powers and responsibilities of political parties in governmental and nongovernmental contexts</p> <p>WALT Distinguish the Powers and responsibilities of the media in governmental and nongovernmental contexts</p> <p>WALT Evaluate the effectiveness of the Fundamental Principles of the Constitution</p> <p>WALT Evaluate the extent to which decisions of early administrations met goals in the Constitution</p> <p>WALT determine the extent of the influence of demographics on representation in Congress (NJ and VA Plans)</p> <p>WALT Determine the Role of Compromise in the creation of the Constitution and Bill of Rights</p> <p>WALT Assess the extent of the Ideals of the Declaration of Independence and the application to women</p>	<p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <ol style="list-style-type: none"> <u>Historical Thinking skills</u> <u>SOAPPS</u> Document Analysis 	<p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p><u>Professors</u></p> <p>4. <u>ReadWorks</u></p> <p>5. <u>ActivelyLearn</u></p> <p>6. <u>NewsELA</u></p> <p>7. <u>Digital Museums</u></p> <p>8. <u>Digital History Database</u></p> <p>9. <u>Africans in America</u></p> <p>10. <u>U.S. History Lessons Stanford History Education Group</u></p> <p>Unit Specific</p> <p>1. Interactive Timeline Creation: Have students create an interactive timeline using tools like Tiki-Toki or Timeline JS, highlighting key events from the American Revolution and the New Nation period. Encourage them to include visuals and brief descriptions for each event.</p>	<p>activities to promote language development. Reflection: Reflect on the effectiveness of language support strategies, considering whether students were able to grasp the content and actively participate in the activities.</p> <p>Special Education: Modification: Offer alternative formats for assessments, such as allowing students to create a visual project instead of a written one. Provide additional time or scaffolding for students who may need it. Reflection: Evaluate how well the modifications supported the participation and understanding of students with special education needs, considering individualized learning styles.</p>
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<p>WALT Assess the extent of the Ideals of the Declaration of Independence and the application to African Americans</p> <p>WALT Assess the extent of the Ideals of the Declaration of Independence and the application to Native Americans</p> <p>WALT Explain the Impact of acts of government during the early Republic on Constitutional Civil Liberties</p> <p>WALT Evaluate the institution of slavery on the political and economic expansion of the U.S.</p> <p>WALT Evaluate the institution of slavery on the economic expansion of the U.S.</p> <p>WALT Explain the expansion of slavery and the violation of human rights that contradicted American ideals</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p> <p>a. Hexagonal Thinking Template</p> <p>b. Save the Last Word For Me</p> <p>c. Active Reading/Annotations</p>	<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>2. Virtual Museum Exhibit: Ask students to curate a virtual museum exhibit using platforms like Google Slides or Padlet, showcasing artifacts, documents, and images related to the causes and consequences of the American Revolution. This can include primary source documents and images.</p> <p>3. Online Debate on Constitution Debates: Organize a virtual debate using platforms like Zoom or Google Meet where students take on roles of historical figures involved in the Constitutional Convention. Assign roles such as James Madison, Alexander Hamilton, and others. Have students debate the key issues and compromises that shaped the Constitution.</p> <p>4. Digital Storytelling: Use tools like Storybird or Adobe Spark to have students create digital stories depicting the experiences of individuals during the American Revolution. This can include soldiers at Valley Forge, members of the</p>	<p>Gifted: Modification: Encourage gifted students to explore additional primary sources, go beyond the basic requirements, or take on leadership roles in group activities. Allow for more advanced analysis in their presentations.</p> <p>Reflection: Reflect on whether the modifications challenged and engaged the gifted students, fostering their intellectual curiosity and providing opportunities for deeper exploration.</p> <p>At-risk of Failure: Modification: Break down complex tasks into smaller, more manageable steps. Provide additional guidance and support, possibly through one-on-one check-ins or peer tutoring.</p> <p>Reflection: Evaluate whether the modifications helped at-risk students build confidence, stay motivated, and</p>
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<p>WALT Explain the expansion of slavery and the contradictions to American ideals</p> <p>WALT Use maps to construct arguments on the impact of geography on the development of the American Revolution in NJ</p> <p>WALT Use maps to construct arguments on the impact of geography on the outcomes of the American Revolution in NJ</p> <p>WALT Identify the effects of inflation and debt on the American people;</p> <p>WALT Identify the effects of policies of state/national governments during the Revolutionary/New Nation period</p> <p>WALT Explain the Consequences of the Seven Years War</p> <p>WALT Explain the Changes in British Policies towards American colonies;</p>	<p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>	<p>Constitutional Convention, or pioneers settling in new territories.</p> <p>5. Simulation of Treaty Negotiation: Engage students in a treaty negotiation simulation using an online platform like TreatyEd Simulation. Assign students roles representing different nations and have them negotiate terms similar to the Treaty of Paris to end the American Revolution.</p> <p>6. Historical Role Play via Flipgrid: Encourage students to create historical role-play videos using Flipgrid, where they take on the personas of significant figures such as George Washington, Thomas Jefferson, or Abigail Adams. They can address key events and express their perspectives on issues like independence and the Constitution.</p> <p>7. Digital Poster Project on Bill of Rights: Have students create digital posters using tools like Canva or Piktochart, highlighting each amendment of the Bill of Rights. Include explanations</p>	<p>successfully complete the activities.</p> <p>504 Plan: Modification: Implement accommodations outlined in the student's 504 plan, such as extended time for assignments or flexible deadlines. Ensure that technology tools and resources needed are accessible. Reflection: Consider the impact of the modifications on the student's ability to participate fully, ensuring that the 504 accommodations effectively addressed their specific needs. <u>See additional modifications here.</u></p>
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<p>WALT Explain the Responses of groups and individuals leading to the American Revolution</p> <p>WALT Explain the formation of political parties;</p> <p>WALT Explain the different perspectives regarding the role and power of the federal government</p> <p>WALT Investigate the Impact of European conflicts and alliances on American expansion</p> <p>WALT Investigate the Impact of Native American groups of American expansion</p> <p>WALT Compare and contrast the Articles of Confederation with the U.S. Constitution in terms of decision-making power.</p> <p>WALT Explain the key principles of the Declaration of Independence</p> <p>WALT Explain the unifying ideas of American democracy in the Declaration of</p>			<p>and real-life examples of how these rights have been applied in history.</p> <p>8. Online Mapping Activity: Utilize interactive map tools like Google My Maps or ArcGIS to have students trace the major battles of the American Revolution, the westward expansion, and significant locations related to the New Nation period. This activity helps reinforce geographical knowledge.</p> <p>9. Podcast on War of 1812: Assign students the task of creating a podcast episode using platforms like Anchor or Audacity, focusing on the causes, events, and consequences of the War of 1812. This can include interviews, sound effects, and analysis of primary sources.</p> <p>10. Research Project on Haitian Revolution: Direct students to conduct a research project using online resources and databases. Ask them to create a presentation or video summarizing the causes and impact of the</p>	
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<p>Independence</p> <p>WALT Examine the Roles and perspectives of various socioeconomic groups in the American Revolution</p> <p>WALT Examine the Roles and perspectives of African Americans in the American Revolution</p> <p>WALT Examine the Roles and perspectives of Native Americans in the American Revolution</p> <p>WALT Examine the Roles and perspectives of women in the American Revolution</p> <p>WALT Analyze the Treaty of Paris and the effects on U.S. relations with Native Americans</p> <p>WALT Analyze the Treaty of Paris and the effects on U.S. relations with European Powers in North American territories</p> <p>WALT Analyze the Leadership of George Washington during the American Revolution and as President</p>			<p>Haitian Revolution, drawing connections to the American Revolution and its influence on global perspectives on slavery.</p>
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<p>WALT Analyze the Leadership of George Washington as President of the U.S.</p> <p>WALT Analyze the Contributions of prominent individuals in the causes of the American Revolution;</p> <p>WALT Analyze the Contributions of prominent individuals in the execution of the American Revolution;</p> <p>WALT Analyze the Contributions of prominent individuals in the outcomes of the American Revolution</p>			
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Benchmark Assessment 1

<p>Benchmark Assessment</p>	<p>504) and Reflections</p> <p>DBQOnline (with scaffolding options)</p> <p>Modifications for Differentiated Instruction:</p> <ol style="list-style-type: none"> 1. ELL (English Language Learners): <ul style="list-style-type: none"> o Modification: Provide translated versions of the primary sources and additional scaffolded support in understanding and interpreting the documents. Allow students to discuss their analysis in small groups before writing. 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p>Document-Based Question (DBQ) Essay: "Causes and Effects of the American Revolution"</p> <p>Prompt: Analyze the causes and effects of the American Revolution (1754-1783), considering the political, economic, and social factors that contributed to the colonists' quest for independence. Use a minimum of five primary sources to support your analysis.</p> <p>Documents:</p> <ol style="list-style-type: none"> 1. Excerpt from the Declaration of Independence (1776) 2. Political cartoon depicting the Stamp Act (1765) 		

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<ol style="list-style-type: none"> 3. Correspondence between John Adams and Abigail Adams discussing revolutionary sentiments (1774) 4. Map illustrating major battles of the American Revolution 5. Excerpts from Thomas Paine's "Common Sense" (1776) <p>Assessment Criteria:</p> <ul style="list-style-type: none"> ● Clarity and strength of thesis statement ● Effective use of provided documents to support analysis ● Inclusion of outside evidence to enhance the argument ● Coherent organization and development of ideas ● Critical analysis of causes and effects, considering multiple perspectives ● Adherence to proper essay structure, grammar, and citation conventions 	<ol style="list-style-type: none"> 2. Special Education: <ul style="list-style-type: none"> ○ Modification: Offer simplified versions of the primary sources or provide audio versions to accommodate different learning styles. Consider adjusting the length of the essay or providing additional time for completion. 3. Gifted: <ul style="list-style-type: none"> ○ Modification: Explore additional primary sources beyond the provided documents. Allow for more in-depth analysis and require a more extensive examination of the counterargument. <p style="text-align: center;"><u>See additional modifications here.</u></p>
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Summative Assessments (add rows as needed)

<p>Summative Assessment</p> <ol style="list-style-type: none"> 1. Summative Assessment: "Foundations of the United States: From Revolution to Constitution" 2. Task: Create a timeline that explores the historical developments from the American Revolution to the creation of the U.S. Constitution, analyzing the causes, events, and consequences that shaped the foundation of the United States. Your timeline should integrate knowledge from primary sources, class discussions, and research conducted during the unit. 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> ○ Hard copies of timeline ○ Word bank containing different ideas to incorporate into timeline ○ Extra time ○ Hard copies of primary and secondary sources ○ Links to previous assignments for students' easy access <p style="text-align: center;"><u>See additional modifications here.</u></p>
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Interdisciplinary Connections	
Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 13. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis: <ul style="list-style-type: none"> o Modification: Provide sentence stems or prompts to guide students in citing textual evidence. Allow collaborative activities where students can discuss and share evidence before writing. 2. RI.6-8.2: Determine central ideas of a source; provide an accurate summary: <ul style="list-style-type: none"> o Modification: Break down the summarization process into steps. Offer graphic organizers or templates to help students structure their summaries. Allow for verbal summaries or multimedia presentations as alternatives. 3. RI.6-8.3: Analyze interactions between individuals, events, and ideas: <ul style="list-style-type: none"> o Modification: Use visual aids, such as concept maps or timelines, to help students visually organize and analyze the interactions presented in the text. Provide additional time for small group discussions to facilitate comprehension. 4. RI.6-8.4: Determine meaning of words and phrases: <ul style="list-style-type: none"> o Modification: Offer a list of vocabulary words before reading and discuss their meanings as a class. Encourage the use of context clues and provide simplified definitions. Use multimedia resources for visual learners. <p>Modifications for Writing Standards (W):</p> <ol style="list-style-type: none"> 5. W.6-8.1: Write arguments with clear reasons and relevant evidence: <ul style="list-style-type: none"> o Modification: Allow students to express arguments through multimedia presentations or oral debates. Provide sentence starters or outlines to scaffold the

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writing process. Encourage collaboration for peer review.

6. **W.6-8.2: Write informative/explanatory texts:**
 - Modification: Allow for alternative formats such as infographics, posters, or multimedia presentations. Provide templates or graphic organizers to guide students in organizing their ideas. Offer sentence starters for each section.
7. **W.6-8.3: Write narratives with effective technique:**
 - Modification: Allow for choice in narrative formats (e.g., written, digital storytelling, comic strips). Provide prompts or story starters to help students who may struggle with initiating the writing process. Encourage peer collaboration for brainstorming.
8. **W.6-8.4: Produce clear and coherent writing:**
 - Modification: Break down the writing process into manageable steps, providing checklists for organization and style. Allow for peer editing and revision stages. Offer sentence starters for introductory and concluding paragraphs.

See additional modifications [here](#).

ERA 4: Expansion and Reform

Unit Title: US History - Era 4: Expansion and Reform (1801-1861)

Grade level: 8th Grade **Timeframe:** Approx. 2-3 Months

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1 U.S. History: America in the World by the End of Grade 8

Guiding Questions

1. What were the major economic and political issues that contributed to the movement for independence in the colonies during the Era of Expansion and Reform
2. How did the fundamental principles of the United States Constitution shape the government during this period, and how do they continue to influence the United States government today.
3. Analyze the impact of westward movement during this era, including its effects on Native American communities and the challenges faced by pioneers.
4. What were the key factors that contributed to industrial growth during the Era of Expansion and Reform, and how did this growth impact society and the economy
5. Explore the reasons behind increased immigration during this period. How did immigrants contribute to the growth and development of the United States?
6. Investigate the expansion of slavery during this era. What were the economic and social factors that led to the expansion of slavery in certain regions?
7. Analyze the development of transportation systems, such as canals and railroads, and their impact on the movement of goods and people during this era.
8. How did regional tensions escalate as a result of westward expansion, economic differences, and slavery?
9. Examine the role of reform movements during this era, including the women's suffrage movement, abolitionism, and educational reform. How did these movements seek to address social issues and inequalities?
10. Reflect on the interconnectedness of the various factors (westward movement, industrial growth, immigration, expansion of slavery) and discuss how they collectively shaped the social, economic, and political landscape of the United States during the Era of Expansion and Reform.

ERA 4: Expansion and Reform

Performance Expectations

Standards (Taught and Assessed)

6.1.12.CivicsPI.1.a -	Civic Political Institutions
6.1.12.CivicsPD.1.a -	Civic Participation & Deliberation
6.1.12.GeogI.1.a -	Global Interconnections
6.1.12.EconGE.1.a -	Global Economy
6.1.8.CivicsDP.3.a -	Democratic Principles
6.1.8.GeosV.3.a -	Spatial Views of the World
6.1.8.HistoryCC.3.a -	Continuity and Change

Social-Emotional Learning Competencies

1. Classroom Discussions:
 - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others.
 - Teach active listening skills and respectful communication.
 - N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**
 - The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.
 - Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)
 - Diversity, Equity & Inclusion Mandate - N.J.S.C.18A:35-4.36a
 - Laura Wooten Law: N.J.S.A. 18A:35-41

ERA 4: Expansion and Reform

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>2. Map Analysis: Provide a map of the world in the 15th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.</p> <p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p> <p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to colonization, such as the impact on Native American populations or the motivations of European explorers. This will evaluate their ability to engage in informed discussion.</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." <p>2. Map Analysis:</p> <ul style="list-style-type: none"> Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. <p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT research the events that led to voting rights expansion during the Jacksonian period</p> <p>WALT Examine a variety of perspectives regarding Education reform during the Antebellum era.</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions. a. EduProtocols/Cyber Sandwich</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. Primary and Secondary Source Analysis Strategies</p> <p>3. Online Textbook - Peer Edited by College</p>	<p>1. Researching Voting Rights Expansion:</p> <ul style="list-style-type: none"> Provide simplified reading materials or alternative formats for students with reading difficulties.

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<p>WALT Examine a variety of perspectives regarding Women's rights reform during the Antebellum era.</p> <p>WALT Examine a variety of perspectives regarding slavery reform during the Antebellum era.</p>	<p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p> <p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p style="margin-left: 20px;">a. <u>Historical Thinking skills</u></p> <p style="margin-left: 20px;">b. <u>SOAPPS</u></p> <p style="margin-left: 20px;">Document Analysis</p>	<p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p> <p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p><u>Professors</u></p> <p>4. <u>ReadWorks</u></p> <p>5. <u>ActivelyLearn</u></p> <p>6. <u>NewsELA</u></p> <p>7. <u>Digital Museums</u></p> <p>8. <u>Digital History Database</u></p> <p>9. <u>Africans in America</u></p> <p>10. <u>U.S. History Lessons Stanford History Education Group</u></p> <p style="text-align: center;">Unit Specific</p> <p>Researching Voting Rights Expansion:</p> <p>Activity: Have students conduct research on the events that led to voting rights expansion during the Jacksonian period. Organize a class debate where students present their findings, taking on different perspectives that existed during that era.</p>	<ul style="list-style-type: none"> ○ Offer additional visual aids, such as infographics or videos. ○ Allow students to express their findings through visual presentations or verbally instead of a written debate. <p>2. Examining Perspectives on Education Reform:</p> <ul style="list-style-type: none"> ○ Create smaller groups to reduce complexity and allow for more personalized interactions. ○ Provide templates or guided outlines for students to structure their presentations. ○ Offer alternative means of expression, such as creating posters or collages instead of skits.
<p>WALT Analyze the debates around National Banks facing the new nation;</p> <p>WALT Analyze the debates around uniform currency and tariffs facing the new nation</p>	<p>4. WALT Assess the impact of the Louisiana Purchase;</p> <p>WALT Assess the impact of western expansion;</p> <p>WALT Assess the impact of economic development in the United States</p>	<p>4. WALT Assess the impact of the Louisiana Purchase;</p> <p>WALT Assess the impact of western expansion;</p> <p>WALT Assess the impact of economic development in the United States</p>	<p>4. WALT Assess the impact of the Louisiana Purchase;</p> <p>WALT Assess the impact of western expansion;</p> <p>WALT Assess the impact of economic development in the United States</p>	<p>4. WALT Assess the impact of the Louisiana Purchase;</p> <p>WALT Assess the impact of western expansion;</p> <p>WALT Assess the impact of economic development in the United States</p>
<p>WALT Explain the technological developments in land and water transportation;</p>	<p>WALT Explain the technological developments in the NJ economy</p>	<p>WALT Explain the technological developments in the NJ economy</p>	<p>WALT Explain the technological developments in the NJ economy</p>	<p>WALT Explain the technological developments in the NJ economy</p>

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<p>WALT Explain the technological developments in the National economy</p> <p>WALT Analyze the effects of technological innovations on social classes of different groups</p> <p>WALT Map the conflicts with Native Americans during territorial expansion and settlement</p> <p>WALT Explain the changes in America's relationships with other nations</p> <p>WALT Analyze the policies between America and other nations</p> <p>WALT Analyze the treaties between America and other nations</p> <p>WALT Analyze the trade between America and other nations</p> <p>WALT Explain the resistance to slavery in NJ;</p> <p>WALT Explain the role of the Underground Railroad in NJ</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p> <ol style="list-style-type: none"> Hexagonal Thinking Template Save the Last Word For Me Active Reading/Annotations 	<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>Examining Perspectives on Education Reform: Activity: Assign different groups of students specific perspectives on education reform during the Antebellum era. Each group creates a presentation or skit representing their assigned perspective, and the class discusses the various viewpoints.</p> <p>Examining Perspectives on Women's Rights Reform: Activity: Similar to the education reform activity, have students explore various perspectives on women's rights reform during the Antebellum era. Create a panel discussion where students present and defend their perspectives.</p> <p>Examining Perspectives on Slavery Reform: Activity: Assign students different roles representing various perspectives on slavery reform during the Antebellum era. Organize a structured debate where students articulate and defend their positions.</p>	<p>3. Examining Perspectives on Women's Rights Reform:</p> <ul style="list-style-type: none"> Use visual aids, simplified texts, or multimedia resources to support understanding. Allow for small group discussions with guided questions to facilitate comprehension. Consider alternative modes of presentation, such as a structured interview format rather than a panel discussion. <p>4. Examining Perspectives on Slavery Reform:</p> <ul style="list-style-type: none"> Provide simplified readings or audio versions of materials. Break down the debate into smaller, manageable sections with focused discussions. Offer visual cues or graphic organizers to help students articulate and defend their positions.
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<p>WALT Analyze the concept of Manifest Destiny;</p> <p>WALT Analyze the Acquisition of land through annexation and war</p> <p>WALT Analyze the Acquisition of land through diplomacy</p> <p>WALT Analyze the Push factors that led to increased immigration</p> <p>WALT Analyze the Pull factors that led to increased immigration;</p> <p>WALT Analyze the ethnic and cultural conflicts during immigration to the U.S.</p>	
	<p><i>10.</i> Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>
<p>Analyzing National Banks Debates:</p> <p>Activity: Conduct a classroom simulation where students role-play different figures involved in the debates around national banks during the new nation. After the simulation, students reflect on the economic and political implications.</p> <p>Analyzing Uniform Currency and Tariffs Debates:</p> <p>Activity: Divide students into groups, each representing a different economic interest during the new nation. Have each group analyze the debates around uniform currency and tariffs, presenting their findings to the class.</p> <p>Assessing the Impact of the Louisiana Purchase:</p> <p>Activity: Create a multimedia project where students assess the impact of the Louisiana Purchase. They can use maps, timelines, and written reflections to illustrate the consequences of this historical event.</p>	<p>See additional modifications here.</p>

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Assessing the Impact of Western Expansion:

Activity: Organize a gallery walk where students create visual displays highlighting the impact of western expansion. Each student or group focuses on a different aspect, such as economic development, social changes, or conflicts with Native Americans.

Assessing the Impact of Economic Development:

Activity: Conduct a role-playing activity where students take on different roles in the economic development of the United States. Each role represents a specific economic class, and students discuss the impact of economic growth on their respective groups.

Explaining Technological Developments in Transportation:

Activity: Create a timeline or infographic illustrating the technological developments in land and water transportation during the specified periods. Students can present their visual aids to the class, explaining the significance of each innovation.

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			<p>Explaining Technological Developments in the NJ Economy: Activity: Have students research technological developments in the New Jersey economy. They can create presentations or reports, emphasizing the role of technology in shaping the state's economic landscape.</p> <p>Mapping Conflicts with Native Americans: Activity: Provide maps depicting territorial expansion and settlement. Ask students to map out and explain the conflicts with Native Americans during this expansion. Students can present their maps to the class.</p> <p>Explaining the Role of the Underground Railroad in NJ: Activity: Explore the role of the Underground Railroad in New Jersey through research and presentations. Students can map out the routes, discuss key figures, and analyze the impact of the Underground Railroad on the state.</p> <p>Analyzing the Concept of Manifest Destiny:</p>	
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		<p>Activity: Conduct a class discussion on the concept of Manifest Destiny. Assign different readings or primary sources to students, and facilitate a Socratic seminar to analyze and discuss the various perspectives on Manifest Destiny.</p>
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Benchmark Assessment 1

Benchmark Assessment

DBQ Assessment: Examining Perspectives on Slavery Reform

1. Document 1: Excerpt from an Abolitionist Pamphlet (1830)
2. Document 2: Excerpt from a Southern Plantation Owner's Diary (1835)
3. Document 3: Newspaper Advertisement for a Slave Auction (1840)
4. Document 4: Letter from a Former Slave (1852)
5. Document 5: Excerpt from a Congressional Speech (1857)

Assessment Criteria:

- Clarity and strength of thesis statement
- Effective use of provided documents to support analysis
- Inclusion of outside evidence to enhance the argument
- Coherent organization and development of ideas
- Critical analysis of causes and effects, considering multiple perspectives
- Adherence to proper essay structure, grammar, and citation conventions

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

[DBQOnline](#) (with scaffolding options)

Modifications for Differentiated Instruction:

1. **ELL (English Language Learners):**
 - Modification: Provide translated versions of the primary sources and additional scaffolded support in understanding and interpreting the documents. Allow students to discuss their analysis in small groups before writing.
2. **Special Education:**
 - Modification: Offer simplified versions of the primary sources or provide audio versions to accommodate different learning styles. Consider adjusting the length of the essay or providing additional time for completion.
3. **Gifted:**
 - Modification: Encourage gifted students to explore additional primary sources beyond the provided documents. Allow for more in-depth analysis and require a more extensive examination of the counterargument.

[See additional modifications here.](#)

ERA 4: Expansion and Reform

Summative Assessments

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Timeline Summative Assessment: "Expansion and Reform (1801–1861)"</p> <p>Introduction: For this summative assessment, you will create a comprehensive timeline that highlights key events, developments, and movements during the period of Expansion and Reform (1801–1861) in the United States. The timeline should reflect your understanding of the political, economic, social, and cultural changes that occurred during this transformative era.</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <ul style="list-style-type: none"> ○ Hard copies of timeline ○ Word bank containing different ideas to incorporate into timeline ○ Extra time ○ Hard copies of primary and secondary sources ○ Links to previous assignments for students' easy access <p><u>See additional modifications here.</u></p>

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Interdisciplinary Connections Interdisciplinary Connections

Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

Reading Standards for Informational Text (RI):

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
4. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

Writing Standards (W):

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. **RI.6-8.1: Cite textual evidence to support analysis:**

- o Modification: Provide sentence stems or prompts to guide students in citing textual evidence. Allow collaborative activities where students can discuss and share evidence before writing.

2. **RI.6-8.2: Determine central ideas of a source; provide an accurate summary:**

- o Modification: Break down the summarization process into steps. Offer graphic organizers or templates to help students structure their summaries. Allow for verbal summaries or multimedia presentations as alternatives.

3. **RI.6-8.3: Analyze interactions between individuals, events, and ideas:**

- o Modification: Use visual aids, such as concept maps or timelines, to help students visually organize and analyze the interactions presented in the text. Provide additional time for small group discussions to facilitate comprehension.

4. **RI.6-8.4: Determine meaning of words and phrases:**

- o Modification: Offer a list of vocabulary words before reading and discuss their meanings as a class. Encourage the use of context clues and provide simplified definitions. Use multimedia resources for visual learners.

Modifications for Writing Standards (W):

5. **W.6-8.1: Write arguments with clear reasons and relevant evidence:**

- o Modification: Allow students to express arguments through multimedia presentations or oral debates. Provide sentence starters or outlines to scaffold the writing process. Encourage collaboration for peer review.

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	<p>6. W.6-8.2: Write informative/explanatory texts:</p> <ul style="list-style-type: none">○ Modification: Allow for alternative formats such as infographics, posters, or multimedia presentations. Provide templates or graphic organizers to guide students in organizing their ideas. Offer sentence starters for each section. <p>7. W.6-8.3: Write narratives with effective technique:</p> <ul style="list-style-type: none">○ Modification: Allow for choice in narrative formats (e.g., written, digital storytelling, comic strips). Provide prompts or story starters to help students who may struggle with initiating the writing process. Encourage peer collaboration for brainstorming. <p>8. W.6-8.4: Produce clear and coherent writing:</p> <ul style="list-style-type: none">○ Modification: Break down the writing process into manageable steps, providing checklists for organization and style. Allow for peer editing and revision stages. Offer sentence starters for introductory and concluding paragraphs. <p>See additional modifications here.</p>
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ERA 5: Civil War and Reconstruction

Unit Title: US History - Era 5: Civil War and Reconstruction

Grade level: 8th Grade **Timeframe:** Approx. 2-3 Months

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on NJDOE SS Standard: 6.1 U.S. History: America in the World by the End of Grade 8

Guiding Questions

1. What were the main political, economic, and social factors that contributed to the outbreak of the Civil War in the United States?
2. How did the issue of slavery intensify sectional tensions between the Northern and Southern states leading up to the Civil War?
3. What were the key events and battles during the Civil War, and how did they shape the course of the conflict?
4. In what ways did Abraham Lincoln's leadership impact the Union's war effort and the eventual outcome of the Civil War?
5. How did the Emancipation Proclamation and the issuance of the 13th Amendment influence the goals and outcomes of the Civil War?
6. What were the challenges and opportunities faced by African Americans during and immediately after the Civil War, and how did their lives change during the Reconstruction era?
7. What were the goals of Reconstruction, and how successful was the period in achieving social and political equality for African Americans?
8. What were the main components of the Reconstruction amendments (13th, 14th, and 15th), and how did they impact the rights of African Americans?
9. How did the Southern states respond to Reconstruction policies, and what were the consequences of their resistance?
10. In what ways did the end of Reconstruction mark the beginning of a new era in American history, particularly regarding race relations and political power in the South?

ERA 5: Civil War and Reconstruction

Performance Expectations

Standards (Taught and Assessed)

6.1.12.CivicsPI.1.a -	Civic Political Institutions
6.1.12.CivicsPD.1.a -	Civic Participation & Deliberation
6.1.12.GeogI.1.a -	Global Interconnections
6.1.12.EconGE.1.a -	Global Economy
6.1.8.CivicsDP.3.a -	Democratic Principles
6.1.8.GeosV.3.a -	Spatial Views of the World
6.1.8.HistoryCC.3.a -	Continuity and Change

Social-Emotional Learning Competencies

1. Classroom Discussions:
 - Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others.
 - Teach active listening skills and respectful communication.
 - N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**
 - The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.
 - Individuals with Disabilities and LGBT statute (N.J.S.A. 18A:35-4.35-6)
 - Diversity, Equity & Inclusion Mandate - N.J.S.C.18A:35-4.36a
 - Laura Wooten Law: N.J.S.A. 18A:35-41

ERA 5: Civil War and Reconstruction

Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>2. Map Analysis: Provide a map of the world in the 15th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.</p> <p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p> <p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to colonization, such as the impact on Native American populations or the motivations of European explorers. This will evaluate their ability to engage in informed discussion.</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." <p>2. Map Analysis:</p> <ul style="list-style-type: none"> Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. <p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Prioritize the Causes of the Civil War from different perspective</p> <p>WALT Analyze the Critical events of the Civil War from different perspectives</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>a. EduProtocols/Cyber Sandwich</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. Primary and Secondary Source Analysis Strategies</p> <p>3. Online Textbook - Peer Edited by College</p>	<p>Samples of Modifications:</p>

ERA 5: Civil War and Reconstruction

<p>WALT Analyze the battles of the Civil War</p> <p>WALT Assess the Human costs of the Civil War;</p> <p>WALT Assess the Material costs of the Civil War</p>	<p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p><u>Professors</u></p> <p>4. <u>ReadWorks</u></p> <p>5. <u>ActivelyLearn</u></p> <p>6. <u>NewsELA</u></p> <p>7. <u>Digital Museums</u></p> <p>8. <u>Digital History Database</u></p> <p>9. <u>Africans in America</u></p> <p>10. <u>U.S. History Lessons Stanford History Education Group</u></p>	<p>Activity: "Citizenship Rights Timeline"</p> <ol style="list-style-type: none"> Graphic Timelines: <ul style="list-style-type: none"> Use graphic timelines or visual aids to represent key events for students who benefit from visual representations. Interactive Technology: <ul style="list-style-type: none"> Integrate interactive technology (e.g., digital timelines) for students who engage better with digital resources. Peer Support: <ul style="list-style-type: none"> Encourage collaboration and peer support, allowing students to work together to create the timeline. <p>Activity: "African Americans in the Civil War Timeline"</p> <ol style="list-style-type: none"> Graphic Organizers: <ul style="list-style-type: none"> Provide graphic organizers or templates to help students organize information for their timelines.
<p>WALT Assess the Role of geography in the course and outcome of the Civil War;</p> <p>WALT Assess the Role of the course and outcome of the course and outcome of the Civil War;</p>	<p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>		
<p>WALT Assess the Role of technology in the course and outcome of the Civil War</p> <p>WALT Compare and Contrast the Approaches of congress during Reconstruction</p>	<p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <ol style="list-style-type: none"> <u>Historical Thinking skills</u> <u>SOAPPS Document Analysis</u> 	<p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>		
<p>WALT Compare and Contrast the Approaches of Abraham Lincoln during Reconstruction</p> <p>WALT Compare and Contrast the Approaches of Andrew Johnson during Reconstruction</p>		<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>		

ERA 5: Civil War and Reconstruction

<p>WALT Analyze the Economic impact of Reconstruction on the South</p> <p>WALT Analyze the Effectiveness of the 13th Amendment</p> <p>WALT Analyze the Effectiveness of the 14th Amendment</p> <p>WALT Analyze the Effectiveness of the 15th Amendment</p> <p>WALT Analyze the Roles of Women in the Civil War</p> <p>WALT Analyze the Roles of African Americans in the Civil War;</p> <p>WALT Analyze the Roles of Native Americans in the Civil War;</p> <p>WALT Explain the Impact of the Emancipation Proclamation in American life;</p> <p>WALT Explain the impact of the Gettysburg Address in American life</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p> <ol style="list-style-type: none"> Hexagonal Thinking Template Save the Last Word For Me Active Reading/Annotations 	<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>Unit Specific Activity: "Causes of the Civil War Debate"</p> <ul style="list-style-type: none"> Divide students into groups, assigning each group a specific perspective (e.g., Southern plantation owner, Northern industrialist, abolitionist). Have each group create a list prioritizing the causes of the Civil War based on their assigned perspective. Conduct a class debate where each group presents their prioritized list and defends their perspective. <p>Activity: "Costs of War Infographic"</p> <ul style="list-style-type: none"> Students create infographics illustrating the material costs of the Civil War, including economic impacts, destruction, and resource depletion. Presentations and discussions allow students to assess the long-term 	<p>2. Multimodal Representation:</p> <ul style="list-style-type: none"> Allow for multimodal representation, enabling students to include images, short descriptions, or symbols on their timelines. <p>3. Research Assistance:</p> <ul style="list-style-type: none"> Offer additional research assistance or resources for students who may need support in gathering information. <p>See additional modifications here.</p>
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ERA 5: Civil War and Reconstruction

		<p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>	<p>consequences of these material costs.</p> <p>Activity: "Technological Innovations Presentation"</p> <ul style="list-style-type: none"> • Assign students different technological innovations of the Civil War era (e.g., rifled muskets, ironclads). • Students research and present how these technologies influenced military strategies and outcomes. <p>Activity: "Lincoln's Reconstruction Plan Analysis"</p> <ul style="list-style-type: none"> • Students analyze primary source documents, including Lincoln's speeches and letters outlining his Reconstruction plan. • Compare and contrast Lincoln's approach with other proposed plans, considering its impact on reunification. 	
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ERA 5: Civil War and Reconstruction

Activity: "13th Amendment Impact Poster"

- Students create posters illustrating the impact of the 13th Amendment on ending slavery.
- Include visual representations and written explanations of how the amendment changed the lives of African Americans.

Activity: "Citizenship Rights Timeline"

- Students create a timeline highlighting key events related to the 14th Amendment and its impact on citizenship rights.
- Discuss how the amendment addressed issues of equal protection and citizenship.

ERA 5: Civil War and Reconstruction

			<p>Activity: "African Americans in the Civil War Timeline"</p> <ul style="list-style-type: none"> Students create timelines outlining the roles of African Americans in the Civil War. Highlight the contributions of soldiers, leaders, and civilians in both the Union and Confederate contexts. 	
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Benchmark Assessment 1

Benchmark Assessment

<p>Document-Based Question (DBQ) Assessment: "Civil War and Reconstruction"</p> <p>Introduction: In this Document-Based Question (DBQ) assessment, you will analyze a series of primary source documents to investigate key aspects of the Civil War and Reconstruction era (1850–1877) in the United States. The primary focus is on understanding the causes of the Civil War, its impact on various groups, and the challenges and outcomes of the Reconstruction era.</p> <p>Document 1: Excerpt from the Missouri Compromise (1820)</p> <p>Document 2: Emancipation Proclamation (1863)</p> <p>Document 3: Excerpt from the Black Codes (1865)</p> <p>Document 4: 14th Amendment to the United States Constitution (1868)</p> <p>Document 5: Ku Klux Klan Act (1871)</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> Clarity and strength of thesis statement Effective use of provided documents to support analysis Inclusion of outside evidence to enhance the argument Coherent organization and development of ideas Critical analysis of causes and effects, considering multiple perspectives 	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p> <p><u>DBQOnline</u> (with scaffolding options)</p> <p>Modifications for Differentiated Instruction:</p> <ol style="list-style-type: none"> ELL (English Language Learners): <ul style="list-style-type: none"> Modification: Provide translated versions of the primary sources and additional scaffolded support in understanding and interpreting the documents. Allow students to discuss their analysis in small groups before writing. Special Education: <ul style="list-style-type: none"> Modification: Offer simplified versions of the primary sources or provide audio versions to accommodate different learning styles. Consider adjusting the length of the essay or providing additional time for completion. Gifted: <ul style="list-style-type: none"> Modification: Encourage gifted students to explore additional primary sources beyond the provided documents. Allow for more in-depth analysis and require a more extensive examination of the counterargument.
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- Adherence to proper essay structure, grammar, and citation conventions

See additional modifications [here](#).

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Timeline Summative Assessment: "Civil War and Reconstruction" Introduction: For this summative assessment, you will create a comprehensive timeline that highlights key events, developments, and movements during the period of the Civil War and Reconstruction in the United States. The timeline should reflect your understanding of the political, economic, social, and cultural changes that occurred during this transformative era.</p>	<ul style="list-style-type: none"> ○ Hard copies of timeline ○ Word bank containing different ideas to incorporate into timeline ○ Extra time ○ Hard copies of primary and secondary sources ○ Links to previous assignments for students' easy access <p><u>See additional modifications here.</u></p>

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Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ol style="list-style-type: none"> RI.6-8.1: Cite textual evidence to support analysis: <ul style="list-style-type: none"> Modification: Provide sentence stems or prompts to guide students in citing textual evidence. Allow collaborative activities where students can discuss and share evidence before writing. RI.6-8.2: Determine central ideas of a source; provide an accurate summary: <ul style="list-style-type: none"> Modification: Break down the summarization process into steps. Offer graphic organizers or templates to help students structure their summaries. Allow for verbal summaries or multimedia presentations as alternatives. RI.6-8.3: Analyze interactions between individuals, events, and ideas: <ul style="list-style-type: none"> Modification: Use visual aids, such as concept maps or timelines, to help students visually organize and analyze the interactions presented in the text. Provide additional time for small group discussions to facilitate comprehension. RI.6-8.4: Determine meaning of words and phrases: <ul style="list-style-type: none"> Modification: Offer a list of vocabulary words before reading and discuss their meanings as a class. Encourage the use of context clues and provide simplified definitions. Use multimedia resources for visual learners. <p>Modifications for Writing Standards (W):</p> <ol style="list-style-type: none"> W.6-8.1: Write arguments with clear reasons and relevant evidence: <ul style="list-style-type: none"> Modification: Allow students to express arguments through multimedia presentations or oral debates. Provide sentence starters or outlines to scaffold the writing process. Encourage collaboration for peer review.

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6. **W.6-8.2: Write informative/explanatory texts:**
 - Modification: Allow for alternative formats such as infographics, posters, or multimedia presentations. Provide templates or graphic organizers to guide students in organizing their ideas. Offer sentence starters for each section.
7. **W.6-8.3: Write narratives with effective technique:**
 - Modification: Allow for choice in narrative formats (e.g., written, digital storytelling, comic strips). Provide prompts or story starters to help students who may struggle with initiating the writing process. Encourage peer collaboration for brainstorming.
8. **W.6-8.4: Produce clear and coherent writing:**
 - Modification: Break down the writing process into manageable steps, providing checklists for organization and style. Allow for peer editing and revision stages. Offer sentence starters for introductory and concluding paragraphs.

See additional modifications [here](#).

