

Englewood on the Palisades Charter School
Eighth Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

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. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum Eighth Grade

Unit	Time
Unit 1: Age of Jackson (1825 - 1845)	26 - 30 Days

Unit 2: Westward Expansion and Conflict (1800 - 1900)	42 - 45 Days
Unit 3: Industry and Agriculture - North vs. South (1785 - 1860)	30 - 35 Days
Unit 4: Slavery, Reform, and the Fight for Freedom (1801 - 1861)	20 - 25 Days
Unit 5: The Fight for the Nation: The Civil War and Its Aftermath (1860 - 1866)	30 - 35 Days
Unit 6: Rebuilding a Nation: The Struggle for Reconstruction (1865 - 1880)	15 - 18 Days
Unit 7: Voices from the Ghettos: The Holocaust Experience	5 - 7 Days

Unit 1: Age of Jackson (1825 - 1845)
Duration: 26 - 30 Days
Unit Overview: In this unit, students will explore the period of American history from 1825 to 1845, a transformative era marked by intense political, social, and economic changes under the presidency of Andrew Jackson. The Jacksonian era, characterized by the expansion of voting rights, political conflict, and territorial growth, lays the groundwork for the development of modern America. Central to the unit will be an examination of Jackson's policies, including his approach to Native American removal, his war with the Bank of the United States, and his role in expanding democracy. Through primary source analysis, debates, and critical discussions, students will engage with key historical events, understanding both the achievements and controversies of this era. By completing this unit, students will gain a comprehensive understanding of the challenges and transformations that shaped the United States during the Jacksonian era, and they will have opportunities to explore key questions about democracy, politics, and American identity.
Enduring Understandings: • Jackson's policies, especially the Indian Removal Act, significantly shaped the lives of Native Americans and the expansion of the United States. • The election of Andrew Jackson marked the growing influence of the American electorate, particularly the "common man." • Jackson's presidency was a time of intense political conflict, particularly around issues such as states' rights, the National Bank, and the expansion of democratic rights.
Essential Questions: • Was the Jacksonian period ultimately positive or negative for equality in America? • Should states have the right to ignore national laws, such as those governing the National Bank? • How do federal and state policies, like the National Bank, influence national debt and inflation? • What impact did Jackson's presidency have on Native Americans and their culture? • How did Jackson's presidency help shape modern American political practices?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand the causes and consequences of the Indian Removal Act and the forced relocation of Native Americans.
- Analyze the political changes under Andrew Jackson's presidency, including the expansion of voting rights and the rise of nominating conventions.
- Evaluate the political and economic implications of Jackson's war with the Bank of the United States and the resulting Panic of 1837.
- Discuss the impact of Jackson's policies on both the nation's expansion and its citizens.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **6.1.8.EconET.3.a** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
- **6.1.8.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.CivicsDP.4.a** Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- **6.1.8.GeoSV.4.a** Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans

Interdisciplinary Standards**English Language Arts:**

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

9.1 Financial Literacy

- **9.1.8.CR.3** Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- **9.1.8.EG.1** Explain how taxes affect disposable income and the difference between net and gross income.
- **9.1.8.EG.7** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- **9.1.8.FI.4** Analyze the interest rates and fees associated with financial products.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- **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.IML.1** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- **9.4.8.TL.3** Select appropriate tools to organize and present information digitally.
- **9.4.8.TL.5** Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Targets	Focus Lessons	Resources
Understand the causes and consequences of the Indian Removal Act.	- Analyze primary sources (e.g., Jackson's speeches, Cherokee petitions). - Map the Trail of Tears. - Small group discussion: Was Indian removal justified?	- Primary Source Documents (Jackson's Address to Congress, Cherokee Memorials) - Interactive U.S. Map - DBQ Project: "Indian Removal" packet
Analyze political changes during Jackson's presidency.	- Create a timeline of voting rights expansion.	- Voting Rights Timeline Handout - Excerpts from Alexis de Tocqueville's <i>Democracy in America</i>

	- Socratic seminar: The “Common Man” and Jacksonian Democracy.	
Evaluate Jackson’s war with the Bank of the United States and the Panic of 1837.	- Political cartoon analysis. - Debate: Was Jackson a champion of the people or an abuser of power?	- Political cartoons from the era - Excerpts from Jackson’s Bank Veto Message
Map territorial expansion and settlement related to Native American resettlement.	- Mapping Activity: Territorial Expansion and Native American Displacement. - Gallery Walk: Visuals and primary documents about resettlement.	- Blank U.S. maps (1825-1845) - Treaty documents - Images of Native American resettlement
Discuss the impact of Jackson’s policies on American society.	- Create a cause-and-effect graphic organizer. - Write a newspaper editorial from a Jackson supporter or opponent.	- Newspaper templates - Articles about Jackson’s legacy
Determine the economic impact of policies like the National Bank on inflation and debt.	- Economic simulation: Role-play as citizens affected by inflation during the Panic of 1837. - Chart economic changes during Jackson’s presidency.	- Simulated Bank Crisis Activity Kit - Infographics and charts on 1830s economy
Compare differing perspectives on Jacksonian Democracy.	- Two-text analysis: Compare pro-Jackson and anti-Jackson writings. - Write an argumentative essay: Was the Jacksonian period a step forward for American equality?	- Paired readings with conflicting views - Essay planning graphic organizers

Assessments

Formative Assessment

- **Exit Slips:** Quick, written responses summarizing key concepts.
- **Quizzes/Kahoot:** Short quizzes to test understanding of Jackson's policies.
- **Teacher Observations:** Ongoing evaluation of student participation in discussions and activities.

Summative Assessment

- **Unit Test:** A final exam assessing student understanding of the entire unit, including key concepts like the Indian Removal Act, Jackson's presidency, and the economic effects of his policies.
- **Project & Presentation:** Students will create a project on a topic from the Jacksonian period, such as Jackson's fight with the National Bank or the Trail of Tears or The Impact of Jacksonian Policies on Native Americans, and present their findings to the class.

- DBQ Essay on Indian Removal or Jacksonian Democracy

Alternate Assessment

- **Written Responses:** Analytical essays on the Jacksonian period and its impact on modern America.
- **Research Project:** Students will choose a specific event or policy from the era and conduct further research, presenting their findings in a digital format.
- **HMH US History DBQs:** Document-based questions (DBQs) where students analyze primary sources and respond to guiding questions.
- **Google Forms/Surveys:** Surveys to gather student feedback on key ideas and concepts learned during the unit.
- Student-created podcasts discussing a Jacksonian Era controversy
- Digital timeline of key events (Padlet, Canva, or Google Sites)
- **Dramatic monologue:** Write and perform as a historical figure (e.g., Andrew Jackson, a Cherokee leader, a U.S. Senator)
- Infographic explaining the effects of the Bank War

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 2: Unit Overview: Westward Expansion and Conflict (1800 - 1900)

Duration:

42 - 45 Days

Unit Overview:

In this unit, students will explore the motivations behind America's westward expansion during the 19th century. They will investigate the journeys of explorers such as Lewis and Clark, the conflicts over land between Native Americans and American settlers, and the impact of the Louisiana Purchase, the Transcontinental Railroad, and the California Gold Rush on the nation's growth. The unit will also examine the challenges faced by Native American groups and how their cultures were impacted by the U.S. government and settlers moving westward. By the end of the unit, students will have a deep understanding of the forces driving expansion and the consequences that came with the nation's westward push.

Enduring Understandings:

- The United States expanded westward through exploration, settlement, and war, increasing its territory and economic prospects.
- The arrival of American settlers radically transformed the western frontier, creating new towns, economies, and industries.
- Conflict arose as Native Americans sought to protect their land, cultures, and ways of life, leading to tensions with the U.S. government and settlers.

Essential Questions:

- Was the United States truly destined to expand west in the 1800s?
What were the gains and losses of expanding into the Southwest?
- How did the lives of Native Americans change as a result of westward expansion?
- What role did the U.S. government play in promoting westward expansion?
- How did the development of transportation, such as the Transcontinental Railroad, shape American growth?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify the geographical and economic factors that led to the westward expansion of the United States.
- Examine the role of explorers like Lewis and Clark and their contributions to the U.S. understanding of the western territories.

- Understand how the U.S. government promoted westward settlement through policies like the Homestead Act and the construction of the Transcontinental Railroad.
- Analyze the conflicts between settlers, Native American groups, and the U.S. government, especially regarding land ownership and sovereignty.
- Discuss the impacts of westward expansion on Native American tribes, including forced relocation and the erosion of their way of life.
- Explore the economic opportunities of westward expansion, including mining, agriculture, and the building of railroads.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.HistoryCC.3.c** – Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
- **6.1.8.GeoSV.4.a** – Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- **6.1.8.EconET.4.a** – Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- **6.1.8.HistoryCC.4.c** – Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Interdisciplinary Standards

English Language Arts:

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

9.1 Financial Literacy

- **9.1.8.EG.6** Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- **9.1.8.PB.5** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.2 Career Readiness

- **9.2.8.CAP.15** Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
- **9.2.8.CAP.20** Identify the items to consider when estimating the cost of funding a business.

9.4 Life Literacies and Key Skills

- **9.4.8.CT.3** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Targets	Focus Lessons	Resources
Identify geographical and economic factors that led to westward expansion.	Analyze maps of U.S. expansion; Create cause-and-effect graphic organizers.	Historical U.S. maps, Interactive digital maps, Primary source documents
Examine the role of Lewis and Clark and other explorers.	Read journal excerpts; Create diary entries from the explorers' perspective.	Excerpts from Lewis and Clark's journals, PBS "Lewis & Clark" documentary clips
Understand government policies promoting settlement (e.g., Homestead Act, Transcontinental Railroad).	Role-play as settlers or government agents; Debate the pros and cons of settlement policies.	Homestead Act text excerpts, Railroad construction images, National Archives documents
Analyze conflicts between settlers, Native Americans, and the U.S. government.	Group research projects on different Native American tribes' experiences; Create conflict timelines.	Native American testimonies, "Bury My Heart at Wounded Knee" excerpts, primary treaties
Discuss the impacts of westward expansion on Native American cultures.	Conduct a Socratic Seminar based on first-hand accounts and oral histories.	Oral histories, Smithsonian Native American resources

Explore the economic opportunities and consequences of expansion.	Create posters or digital ads "promoting" mining towns or farming on the Great Plains.	Gold Rush images, Mining town advertisements, Primary newspaper articles from the 1800s
Analyze how Manifest Destiny influenced territorial acquisitions.	Analyze political cartoons about Manifest Destiny; Write a persuasive speech supporting/opposing it.	19th-century political cartoons, Texts on Manifest Destiny, Interactive student debate guide
Evaluate the development of transportation and its impact on growth.	Create a cause-and-effect chart on transportation advancements; Short research project on railroad towns.	Transcontinental Railroad construction photos, Railroad town maps, Ken Burns "The West" documentary

Assessments

Formative Assessment

- **Quizzes & Exit Slips:** Short quizzes at the end of lessons and exit slips for checking understanding.
- **Discussions:** Ongoing formative assessment through group and class discussions to gauge understanding of essential questions.
- **Collaborative Activities:** Observations of group work and individual participation in simulations, skits, and research projects.
- **Exit Tickets** summarizing daily learning (e.g., "One impact of westward expansion was...")
- **Graphic Organizers** showing causes and effects of expansion.
- **Quick Writes:** journal entries responding to prompts like "What motivated settlers to move west?"
- **KWL Charts** updated throughout lessons (What I Know, What I Want to Know, What I Learned).
- **Peer Reviews** of diary entries, posters, or political cartoon analyses.

Summative Assessment

- **Project Presentations:** Students will present their Westward Expansion newspaper or museum exhibit, evaluated based on a rubric.
- **Unit Test:** A cumulative test covering key concepts, including the causes of westward expansion, important figures, and the impact on Native American groups.
- **Document-Based Question (DBQ):** Students will write an essay analyzing the consequences of westward expansion on different groups in American society, supported by primary sources. Include multiple-choice, short answer, and document-based questions (DBQs).
- **Research Project** on a Native American tribe's experience during westward expansion.
- **Persuasive Essay:** Should the U.S. have pursued Manifest Destiny?
- **Group Presentation** on the economic impact of westward expansion, using maps and visuals.
- **Document Analysis Portfolio:** Students analyze a collection of primary sources and explain their historical significance.

Alternate Assessment

- **Creative Writing Assignment:** Write a story from the point of view of a Native American child during relocation.
- **Multimedia Presentation:** Create a digital timeline or short video documentary on westward expansion.
- **Art Project:** Create a historically accurate political cartoon addressing U.S. expansion policies.
- **Simulation or Role-Play:** Students reenact a negotiation between settlers, Native Americans, and government agents.
- **Podcast Episode:** Students script and record a podcast discussing the causes and effects of westward expansion.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 3: Industry and Agriculture - North vs. South (1785 - 1860)

Duration:

30 - 35 Days

Unit Overview:

This unit explores the profound transformations that took place in the early 1800s as America became a land of industrial innovation and agricultural dependence. Students will investigate how the Industrial Revolution reshaped the economy, society, and daily life in the North, while the South remained centered around agriculture, particularly the cotton industry, driven by slavery. Students will examine the development of new technologies, the rapid growth of industries in the North, and the social and economic structures that relied on cotton and slave labor in the South. By the end of this unit, students will understand the contrasting economies and cultures that developed in these two regions, shaping the nation's path toward the Civil War.

Enduring Understandings:

- The Industrial Revolution transformed the way goods were produced and impacted working life in the North.
- Technological innovations, such as steamboats, the telegraph, and the cotton gin, revolutionized transportation, communication, and agriculture.
- The economy of the South relied heavily on agriculture, especially cotton, and the institution of slavery.
- The technological revolution in the North contrasted sharply with the reliance on slavery in the South, contributing to regional tensions.

Essential Questions:

- How did the Industrial Revolution shape life in the North?
- How did the South's economy and society remain deeply dependent on slavery?
- How did technological advances in the North and the agricultural boom in the South shape the national economy?
- In what ways did the Industrial Revolution and the expansion of agriculture create both opportunity and division in the United States?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Explain how new machines and processes, such as the steam engine and cotton gin, played key roles in the First Industrial Revolution.
- Describe the economic and social transformations in the North with the rise of factories, mills, and mechanized agriculture.
- Understand how innovations such as the steamboat and the telegraph improved efficiency and connected different parts of the country.
- Analyze how the cotton gin revitalized the Southern economy and entrenched the system of slavery.

- Discuss the challenges and conditions faced by enslaved people in the South.
- Investigate the lives of free African Americans and the limitations they faced in the South.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.CivicsHR.3.b:** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- **6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy.
- **6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people.
- **6.1.8.CivicsHR.3.b:** Evaluate the impact of slavery on political and economic expansion.

Interdisciplinary Standards

English Language Arts:

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

9.1 Financial Literacy

- **9.1.8.CR.1** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- **9.1.8.CP.1** Compare prices for the same goods or services.
- **9.1.8.EG.7** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.4** Explore the role of creativity and innovation in career pathways and industries.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **8.2.8.ITH.2** Compare how technologies have influenced society over time.
- **8.2.8.ITH.3** Evaluate the impact of sustainability on the development of a designed product or system.
- **8.2.8.ITH.4** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- **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.

Targets	Focus Lessons	Resources
Explain how inventions like the steam engine and cotton gin transformed the U.S. economy.	- Create an invention timeline poster - Analyze primary source documents related to new technologies.	- Primary source sets (Library of Congress) - Invention videos (History Channel) - Textbook excerpts
Describe economic and social changes in the North due to industrialization.	- Factory simulation (role-playing working conditions) - Jigsaw reading groups exploring different industries.	- Factory system articles - Interactive industrial revolution simulations
Analyze the impact of the steamboat and telegraph on transportation and communication.	- Map activity: tracing transportation/communication routes pre- and post-innovation. - Create mock news reports from the 1800s.	- Interactive maps - Excerpts from "The Industrial Revolution in America"

Explain how the cotton gin entrenched slavery in the South.	- Source analysis: Eli Whitney's patent and economic impact. - Debate: Did technology help or harm society?	- Eli Whitney documents - Debate prep materials
Discuss the experiences of enslaved people and free African Americans in the South.	- Read and analyze slave narratives. - Create diary entries from the perspectives of enslaved or free individuals.	- Slave narratives (PBS, National Archives) - Historical fiction short stories
Compare and contrast the economies and cultures of the North and South.	- Venn diagram comparison - Group presentation on "A Day in the Life" in North vs. South.	- North vs. South economy charts - Cultural artifact images
Understand how regional differences contributed to national tensions leading to the Civil War.	- Cause-and-effect flow chart activity - Class discussion: Predicting future conflicts	- Primary and secondary sources on pre-Civil War tensions
Conduct research using multiple sources to explain an aspect of industry or agriculture.	- Mini-research project (e.g., Cotton Kingdom, Lowell Mill Girls, Erie Canal) - Create and present a digital or paper report.	- Research databases (Gale, Britannica School) - Citation guides
Evaluate how technology changed social class and status.	- Socratic seminar: "Winners and Losers of Industrialization" - Analyze political cartoons from the era.	- 19th-century political cartoons - Seminar discussion protocols

Assessments

Formative Assessment

- Google Forms/Surveys and Quizzes (using tools like Kahoot)
- Written and digital responses to lessons
- Exit tickets after daily lessons (short responses to essential questions)
- Quick quizzes on key vocabulary and concepts
- Timeline checkpoints (adding inventions and key events)
- Discussion participation rubrics (for jigsaw, debates, and seminars)
- Venn diagram graphic organizers completed in groups

Summative Assessment

- **Unit Test:** Mix of multiple-choice, short answer, and document-based questions (DBQ-style)
- **Research Project:** Presentation and short report on a technological or agricultural development

- **Comparative Essay:** "How did the economies and cultures of the North and South differ before the Civil War?"
- **Debate/Argumentative Writing:** "Was the Industrial Revolution more beneficial or harmful to American society?"
- Document-Based Questions (DBQs) with scoring rubrics
- Final project presentations (e.g., invention "Shark Tank" pitch, RAFT writing assignment)

Alternate Assessment

- Create a mock newspaper from the 1830s, including articles, advertisements, and opinion pieces
- Write and perform a historical skit or first-person monologue (e.g., factory worker, enslaved person, inventor)
- Infographic or storyboard project explaining the changes brought by one major invention
- Podcast episode or video blog narrating the contrasts between North and South economies and cultures
- Final presentations using project rubrics
- Essential Question writing activity based on unit content

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 4: Slavery, Reform, and the Fight for Freedom (1801 - 1861)

Duration:

20 - 25 Days

Unit Overview:

This unit will delve into the complex history of slavery in the United States, focusing on the lived experiences of enslaved people and the growing resistance to this dehumanizing institution. Students will explore abolitionist movements, including their strategies and successes, as well as the profound impact of reform movements, such as women's rights, education, and religious movements, on American society. Key events such as the Compromise of 1850, the Fugitive Slave Act, and the rise of immigration will also be examined to understand how these developments influenced the nation's political and social landscape in the early 1800s.

Enduring Understandings:

- Slavery was a deeply entrenched institution in the U.S. that significantly shaped its economy, culture, and politics.
- The abolitionist movement, led by figures such as Frederick Douglass and Harriet Tubman, fought for the freedom of enslaved people.
- Reform movements in the early 1800s sought to address issues such as women's rights, education, temperance, and prison reform.
- Immigration, particularly from Germany and Ireland, contributed to demographic changes and social tensions in the U.S.

Essential Questions:

- How did slavery shape life in the United States, particularly in the South?
- Were the reform movements of the 1800s successful in improving living conditions for Americans?
- How did abolitionists influence the fight to end slavery in the United States?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Students will explain the social and economic role of slavery in the U.S., including the experiences of enslaved individuals and resistance movements.
- Students will analyze the growth of abolitionism and its strategies to end slavery.
- Students will understand the impact of social reform movements such as women's rights, religious revivals, and education reform.

- Students will investigate the influence of immigration in the U.S. and its impact on American society in the 1800s.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.CivicsHR.3.b** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- **6.1.8.CivicsHR.3.c** Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- **6.1.8.CivicsHR.4.a** Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- **6.1.8.HistoryCC.4.b** Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- **6.1.8.HistoryCC.4.d** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Interdisciplinary Standards

English Language Arts:

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation

- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expressions.

21st Century Themes and Skills

9.1 Financial Literacy

- **9.1.8.EG.5** Interpret how changing economic and societal needs influence employment trends and future education.
- **9.1.8.FP.7** Identify the techniques and effects of deceptive advertising.

9.2 Career Readiness

- **9.2.8.CAP.13** Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
- **9.2.8.CAP.14** Evaluate sources of income and alternative resources to accurately compare employment options.

9.4 Life Literacies and Key Skills

- **9.4.8.CI.3** Examine challenges that may exist in the adoption of new ideas
- **9.4.8.IML.2** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Targets	Focus Lessons	Resources
Explain the social and economic role of slavery in the U.S. and describe resistance movements.	- Analyze primary sources (slave narratives, plantation records) - Group discussion on daily life of enslaved people - Timeline of resistance acts	- <i>Narrative of the Life of Frederick Douglass</i> - Library of Congress slave narratives - Timeline templates
Analyze the growth of abolitionism and evaluate abolitionist strategies and successes.	- Create abolitionist newspaper front pages - Debate: Effectiveness of abolitionist tactics	- Excerpts from <i>The Liberator</i> and <i>North Star</i> - Virtual museum exhibits (e.g., Smithsonian National Museum of African American History)
Understand the impact of reform movements (women's rights, education, religion, temperance).	- WebQuest on key reformers (e.g., Elizabeth Cady Stanton, Horace Mann) - Group presentations on different reform movements	- Seneca Falls Convention Declaration of Sentiments - Education reform primary source documents
Investigate the effects of immigration and demographic changes on U.S. society in the 1800s.	- Immigration simulation roleplay - Map and graph activities tracking immigration patterns	- Ellis Island immigration data - "Push/Pull Factors" graphic organizers

Evaluate how slavery violated American ideals and rights.	- Argumentative essay: "How did slavery contradict American values?"	- U.S. Constitution excerpts - Historical speeches (e.g., Frederick Douglass's Fourth of July speech)
Examine New Jersey's role in the Underground Railroad and growing resistance to slavery.	- Research project on NJ figures and safe houses in the Underground Railroad	- New Jersey Historical Society archives - Harriet Tubman Museum resources
Analyze multiple perspectives on reform movements using a variety of primary and secondary sources.	- Jigsaw readings (students teach each other different perspectives) - Annotated primary source analysis	- Collections from <i>Teaching Tolerance</i> - Facing History and Ourselves curriculum materials
Compare and contrast immigration experiences and analyze cultural conflicts.	- Create an immigrant diary (fictional or based on real immigrant experiences) - Class discussion on nativism and anti-immigrant sentiments	- <i>How the Other Half Lives</i> by Jacob Riis (excerpts) - PBS "Destination America" resources

Assessments

Formative Assessment

- Daily written responses to readings and class discussions
- Online quizzes (Kahoot or Google Forms) on key concepts
- Exit tickets summarizing daily learning
- Quick writes or reflections after readings
- Think-pair-share discussions
- Primary source annotation check-ins
- Concept maps on slavery, reform, and immigration topics
- Peer feedback on group presentations
- Kahoot quizzes or online polls

Summative Assessment

- **DBQ Essay:** "The Compromise of 1850 and Its Impact on Slavery"
- **Final Project:** PSA, poster, or presentation on a reform movement
- Argumentative essay on slavery and American ideals
- Research project on a reformer or movement
- Oral presentation on an immigration group's experience
- Abolitionist newspaper creation project
- End-of-unit test with document-based questions (DBQs)

Alternate Assessment

- **Virtual Collage:** Students will create a digital collage of artistic representations from the 1800s related to slavery, reform, and immigration.

- Group debates on the impact of the Fugitive Slave Act or the abolitionist movement.
- Multimedia project (video, podcast) on reform movements
- **Visual storytelling:** create political cartoons addressing slavery or reform
- Museum exhibit project (virtual or in-class) on the Underground Railroad
- Creative writing: fictional journal entries from the perspective of an enslaved person, abolitionist, or immigrant

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

Unit 5: The Fight for the Nation: The Civil War and Its Aftermath (1860 - 1866)

Duration:

30 - 35 Days

Unit Overview:

In this unit, students will dive into the pivotal conflict that shaped the United States—The Civil War. Students will explore the causes, key events, figures, and battles that defined the war, alongside its effects on American society. The unit will also focus on the transformation of the nation through the war and the early stages of Reconstruction. Through multiple perspectives, students will analyze how the division between the North and South grew, how battles were fought and won, and how key events like the Emancipation Proclamation and the Gettysburg Address reshaped America forever.

Enduring Understandings:

- The Civil War was a transformative and tragic chapter in American history, impacting all aspects of life.
- Slavery was a central issue, but the war also involved complex political, social, and economic causes.
- The Civil War resulted in massive loss, but it also led to significant social and political changes, including the abolition of slavery and the beginning of Reconstruction.

Essential Questions:

- Could the Civil War have been avoided?
- How did the Civil War transform the nation, and what were its lasting effects on American society?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Analyze the causes and effects of the Civil War from multiple perspectives.
- Examine the impact of key battles and leaders during the war.
- Understand the significance of key documents like the Emancipation Proclamation and the Gettysburg Address.
- Explore the transformation of the United States after the Civil War through the lens of Reconstruction.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.8.HistoryCC.5.a** Prioritize the causes and events that led to the Civil War from different perspectives.
- **6.1.8.HistoryCC5.b** Analyze critical events and battles of the Civil War from different perspectives.
- **6.1.8.HistoryCC.5.c** Assess the human and material costs of the Civil War in the North and South.
- **6.1.8.HistoryUP.5.b** Examine the roles of women, African Americans, and Native Americans in the Civil War.
- **6.1.8.HistpryUP.5.c** Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- **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.g** Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Interdisciplinary Standards

English Language Arts Standards

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on **matters of fact or interpretation.**
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and **evaluate the motives (e.g., social, commercial, political) behind its presentation**
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling **when writing.**
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

8.1 Educational Technology

- **8.1.8.DA.1** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- **8.1.8.AP.9** Document programs in order to make them easier to follow, test, and debug

8.2 Technology Education, Engineering, Design and Computational Thinking-Programming

- **8.2.8.ITH.1** Explain how the development and use of technology influences economic, political, social, and cultural issues.

9.1 Financial Literacy

- **9.1.8.CP.5** Compare the financial products and services available to borrowers relative to their credit worthiness.
- **9.1.8.EG.8** Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

9.2 Career Readiness

- **9.2.8.CAP.18** Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.4 Life Literacies and Key Skills

- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **9.4.8.IML.6** Identify subtle and overt messages based on the method of communication
- **9.4.8.IML.7** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Targets	Focus Lessons	Resources
Analyze the causes and effects of the Civil War from multiple perspectives.	- Create a "Causes of the Civil War" graphic organizer. - Jigsaw activity analyzing different perspectives (North, South, abolitionists, enslaved people).	- Primary source excerpts (e.g., speeches, letters) - History textbooks - Library of Congress digital collections
Examine the impact of key battles and leaders during the war.	- Interactive battle maps and battle summary stations. - Leader "Trading Cards" project with bios and contributions.	- Civil War battle maps - Biographies of Civil War leaders (Lincoln, Lee, Grant, Davis)
Understand the significance of the Emancipation Proclamation and Gettysburg Address.	- Textual analysis and annotation of both documents. - Socratic seminar to discuss impacts on American society.	- Copies of the Emancipation Proclamation and Gettysburg Address - Annotated guiding questions
Explore the transformation of the U.S. after the Civil War through Reconstruction.	- Timeline project: Civil War to Reconstruction. - Simulation: "Rebuilding the Nation" role-play on Reconstruction policies.	- Reconstruction articles - Primary source materials (Freedmen's Bureau reports, 13th, 14th, 15th Amendments)
Assess the human and material costs of the Civil War.	- Gallery Walk: Images and artifacts of war costs. - Create an infographic showing the war's toll.	- Photographs from the Civil War - Economic and demographic data from 1860s America
Examine the roles of women, African Americans, and Native Americans in the war.	- Research project: "Voices of the War" (focus on underrepresented groups). - Presentation or poster sharing findings.	- Scholarly articles and historical profiles - PBS Civil War series resources
Evaluate the influence of geography, leadership, and technology on the outcome of the war.	- Group research on geography, leadership, and technology. - Debate: Which factor most influenced the war's outcome?	- Interactive Civil War maps - Articles about Civil War technology (e.g., ironclads, railroads)

Construct arguments using evidence from multiple sources.	- Write an argumentative essay answering: "Could the Civil War have been avoided?" - Peer review sessions to refine arguments.	- Structured essay outline templates - Rubrics for argumentative writing - Diverse primary and secondary sources
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Assessments

Formative Assessment

- Exit Slips, Google Forms/Surveys
- Class Discussions and Debates
- Quizzes on Key Battles and Figures
- Group Projects and Presentations
- Checkpoints during research projects (notes, outlines, drafts).
- Group discussions and participation in Socratic seminars.
- Quickwrites summarizing key events or ideas.
- Peer review of essays or projects.
- Annotated primary source documents.

Summative Assessment

- Unit Test on the Causes, Major Battles, and Effects of the Civil War
- DBQ (Document-Based Question) Essay
- Reconstruction Poster Presentation
- Final argumentative essay: "Could the Civil War have been avoided?"
- Group presentation on the roles of women, African Americans, and Native Americans.
- Timeline project from Civil War to Reconstruction.
- Infographic on human/material costs of the war.
- Battle leader "Trading Cards" complete with citations and reflections.

Alternate Assessment

- Podcast episode or vlog discussing a Civil War topic.
- Museum exhibit creation (physical or digital) on a Civil War theme.
- Artistic representations (e.g., murals, digital art) showing major events or figures.
- Dramatic reenactment/skit about a key event (e.g., Gettysburg Address reading).
- Interactive online portfolio (e.g., using Google Sites) collecting all unit projects and reflections.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

● Allow answers to be given orally or dictated ● Use multi-sensory teaching approaches ● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Leveled texts according to ability ● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 6: Rebuilding a Nation: The Struggle for Reconstruction (1865 - 1880)
Duration: 15 - 18 Days
Unit Overview: The period following the American Civil War, known as Reconstruction, was a time of rebuilding, reform, and national healing. This unit delves into the complexities of post-war America as it tried to recover from the devastation of the Civil War. Students will explore the political, social, and economic changes that occurred during this period, focusing on the challenges of reintegrating the southern states, the transformation of American citizenship through constitutional amendments, and the resistance that emerged to African American rights. Students will also examine the differences

between Presidential and Congressional approaches to Reconstruction, the impact of the Ku Klux Klan, and the ultimate end of Reconstruction in 1877.

Enduring Understandings:

- The nation faced significant challenges in rebuilding after the Civil War.
- The return of pre-war Southern leadership led to shifts in power, with Radical Republicans taking charge of Reconstruction efforts.
- Reconstruction resulted in important constitutional amendments (13th, 14th, and 15th) but also faced violent resistance and social setbacks, particularly for African Americans.
- Despite efforts to rebuild, the nation struggled to achieve lasting solutions for racial equality in the South.

Essential Questions:

- To what extent did Reconstruction achieve its goals of healing and rebuilding the nation.
- How did the policies of President Lincoln and President Johnson differ from those of the Radical Republicans?
- What role did the 13th, 14th, and 15th Amendments play in shaping the post-war United States?
- How did the rise of groups like the Ku Klux Klan challenge the progress of Reconstruction?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Analyze the political and social challenges faced during Reconstruction.
- Understand the significance and impact of the 13th, 14th, and 15th Amendments.
- Differentiate between the policies of Presidents Lincoln, Johnson, and the Radical Republicans.
- Evaluate the impact of the Ku Klux Klan and the rise of segregation laws on the progress of Reconstruction.

New Jersey Student Learning Standards (NJSLs)

Social Studies

- **6.1.8.HistoryCC.3.b** Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
- **6.1.8.HistoryUP.5.a** Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- **6.1.8.HistoryCC.5.d** Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- **6.1.8.HistoryCC.5.e** Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 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.

Interdisciplinary Standards

English Language Arts:

- **RL.8.1.** Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **RL.8.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.7.** Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- **SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.8.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Themes and Skills

Career Readiness:

Educational Technology

- **8.1.8.DA.1** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- **8.1.8.AP.9** Document programs in order to make them easier to follow, test, and debug

8.2 Technology Education, Engineering, Design and Computational Thinking-Programming

- **8.2.8.ED.5** Explain the need for optimization in a design process.

- **8.2.8.ITH.1** Explain how the development and use of technology influences economic, political, social, and cultural issues.

9.1 Financial Literacy

- **9.1.8.CR.2** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- **9.1.8.FP.1** Describe the impact of personal values on various financial scenarios.
- **9.1.8.FP.4** Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.2 Career Readiness

- **9.2.8.CAP.8** Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.4 Life Literacies and Key Skills

- **9.4.8.CT.2** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
- **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.

Targets	Focus Lessons	Resources
Analyze political and social challenges during Reconstruction.	- Class discussion: Post-war challenges brain map - Analyze primary sources (e.g., Freedmen's Bureau posters)	- Primary source documents - Civil War/Reconstruction maps
Understand the significance of the 13th, 14th, and 15th Amendments.	- Stations activity: Analyze each amendment's language and impact - Small group debates on effectiveness	- U.S. Constitution excerpts - Guided notes handout
Differentiate between Lincoln's, Johnson's, and Radical Republicans' Reconstruction policies.	- Chart comparing policies - Role-play debate: "Which Plan Was Best?"	- Biographies of Lincoln, Johnson, and Radical leaders
Evaluate the impact of the Ku Klux Klan and segregation laws on Reconstruction progress.	- Document analysis: KKK acts, Black Codes - Create a cause/effect graphic organizer	- "The Rise and Fall of Jim Crow" video clips - Primary sources from KKK hearings
Examine the economic impacts of Reconstruction on different social groups.	- Group project: Economic Impact "Newspaper" (report from the perspective of freedmen, southern landowners, or northern industrialists)	- Articles on Reconstruction economies - Reconstruction political cartoons
Assess Reconstruction's success in achieving its goals.	- Socratic seminar: "Was Reconstruction a Success or Failure?"	- Opinion editorials on Reconstruction - Reconstruction infographics

Analyze how cultural resistance (e.g., the KKK) challenged Reconstruction progress.	- Timeline of major events and resistance efforts - Political cartoon analysis	- Political cartoons from Reconstruction era - Timeline templates
Conduct research on Reconstruction-related topics using multiple sources.	- Research project: Pick a Reconstruction topic to explore and present findings	- Library databases - Online museum archives (e.g., National Museum of African American History and Culture)

Assessments

Formative Assessment

- Daily discussions, exit slips, and quizzes.
- Group project work and individual assignments (e.g., political cartoon creation, roleplay).
- Exit tickets (e.g., "One challenge Reconstruction faced was...")
- Graphic organizers (comparison charts, cause/effect charts)
- Socratic seminar preparation notes
- Journal reflections: reactions to primary sources
- Think-pair-share on the 13th, 14th, and 15th Amendments
- Short quizzes on vocabulary and key events

Summative Assessment

- Written reflections and evaluations of the effectiveness of Reconstruction policies.
- Unit test (multiple choice, short answer, and essay questions)
- DBQ (Document-Based Question) analyzing effectiveness of Reconstruction
- Research paper/project presentation (e.g., on a Reconstruction leader, law, or event)
- Persuasive essay: "Was Reconstruction a success or failure?"

Alternate Assessment

- Create a multimedia presentation (e.g., video, podcast) about Reconstruction
- Artistic project: Political cartoon or propaganda poster from Reconstruction
- Role-play or simulation (e.g., Congressional debate on Reconstruction plans)
- Design a museum exhibit showcasing key events and figures of Reconstruction
- Interactive timeline creation using digital tools (e.g., Canva, Sutori)

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability

● Utilize assistive technology and materials ● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Fine motor skill stations embedded in rotation as needed ● Modified or constrained spelling word lists ● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts

Unit 7: Voices from the Ghettos: The Holocaust Experience

Duration:

5 - 7 Days

Unit Overview:

This unit will explore the devastating impact of the Holocaust on its victims and the methods by which they resisted oppression. Students will examine the evolution of Nazi policies, the dehumanization of Jewish people and other victim groups, and the resilience of individuals and communities under horrific conditions. Through primary and secondary sources, students will learn about life in the ghettos and concentration camps, focusing on human dignity, resistance, and creative expression during times of unimaginable suffering.

By studying the stories of individuals who lived through the Holocaust, students will gain a deeper understanding of the personal experiences behind the mass atrocity, recognizing the importance of remembering these histories to prevent future genocides.

Enduring Understandings:

- The Holocaust was a genocide that targeted not only individuals but entire communities and cultures, systematically erasing lives and cultures from existence.
- The Holocaust unfolded in stages, from discrimination and isolation to systematic extermination.
- Multiple groups, particularly Jews, were targeted for Nazi oppression, facing unimaginable violence and dehumanization.
- Nazi policies towards Jews evolved throughout the Holocaust, from pressure to leave their homes to forced isolation in ghettos and finally to extermination in concentration camps.
- Despite the horrific conditions, many victims of the Holocaust found ways to maintain their dignity and humanity.
- Creative expression and spiritual resistance played critical roles in preserving the human spirit amidst the darkness.
- Studying individual stories within the mass atrocity is vital to understanding the human impact of genocide.

Essential Questions:

- How does the dehumanization of a group of people occur within a society?
- What are the differences between responsibility and complicity in the context of the Holocaust?
- How did different victim groups experience persecution during the Holocaust, and how did various motivations impact their outcomes?
- How did the Nazis systematically isolate, oppress, and dehumanize people in the ghettos and camps?
- Why did Jews become the primary targets of Nazi ghettoization policies, and what does this reveal about Nazi ideology?
- In what ways did individuals and groups resist the Holocaust, and how did they maintain their humanity under extreme duress?
- Why is it important to study individual stories within the context of mass atrocity?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Analyze the stages of the Holocaust and how Nazi policies dehumanized various victim groups, with a focus on Jewish persecution.
- Explore how individuals and communities within ghettos and camps resisted oppression, both spiritually and physically.
- Understand the impact of creative expression (art, music, writing) in preserving the humanity of those enduring oppression.
- Examine the differences in response to persecution from perpetrators, bystanders, and rescuers.
- Discuss the importance of preserving the memory of individual stories within the context of large-scale atrocities.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.HistoryUP.6:** Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- **6.1.5.HistoryUP.7:** Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.12.HistoryUP.11.b*:** Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- **6.2.12.CivicsPI.4.b*:** Assess government responses to incidents of ethnic cleansing and genocide.
- **6.2.12.CivicsHR.4.a*:** Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
- **6.2.12.HistoryCC.4.g*:** Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war.”
- **6.2.12.HistoryUP.4.c*:** Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved..

Interdisciplinary Standards

English Language Arts:

- **RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6-8.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.5.** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.
- **RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

21st Century Themes and Skills

Comprehensive Health & Physical Education Standards:

- **2.1.5.SSH.3:** Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- **2.1.5.SSH.7:** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **2.3.5.PS.5:** Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.

- **2.3.5.PS.6:** Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- **2.1.8.EH.1:** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- **2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- **2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships
- **2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.
- **2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- **2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Career Readiness, Life Literacies and Key Skills

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.

Targets	Focus Lessons	Resources
Analyze the stages of the Holocaust and the dehumanization process.	Timeline creation of Nazi policies and events leading up to the Holocaust.	Primary/secondary source documents; Timeline templates; "United States Holocaust Memorial Museum" (USHMM) website.
Explore how individuals and communities resisted oppression in ghettos and camps.	Group research project: Case studies of spiritual, cultural, and physical resistance.	Survivor testimonies (e.g., Fortunoff Archive, USC Shoah Foundation); Ghettos and resistance articles.
Understand the importance of creative expression in maintaining humanity.	Analyze poetry, artwork, and music created in ghettos and camps; Create original responses (poem, song, or art piece).	"I Never Saw Another Butterfly" (children's art from Terezin Ghetto); Holocaust music collections; Digital art tools.
Examine varying responses to persecution (perpetrators, bystanders, rescuers, victims).	Socratic seminar: Discuss responsibility vs. complicity.	Excerpts from <i>Night</i> by Elie Wiesel; Excerpts from <i>Salvaged Pages: Young Writers' Diaries of the Holocaust</i> ; Socratic seminar guidelines.
Discuss the importance of preserving individual stories within large-scale atrocities.	Create an interactive digital timeline or memory wall honoring individual stories.	Survivor video clips; Canva or Google Slides; USHMM oral history archives.
Compare the experiences of different victim groups targeted by the Nazis.	Jigsaw group activity: Each group studies a different victim group and presents findings.	Handouts on victim groups (Jews, Romani, disabled individuals, LGBTQ+, etc.); "Facing History and Ourselves" resources.

Recognize and analyze propaganda and its role in promoting dehumanization.	Propaganda poster analysis activity and creation of anti-propaganda posters.	Nazi propaganda posters (USHMM collection); Art supplies or digital poster tools (e.g., Canva).
Reflect on the human impact of genocide and the importance of remembrance.	Final reflective writing: "Why We Remember" essay or creative piece.	Sample essays; Reflective writing rubrics; Access to writing tools (Google Docs, journals).

Assessments

Formative Assessment

- Class discussions based on readings and visual media
- Written reflections and exit slips
- Google Forms/Surveys for student feedback and comprehension
- Group activities to explore key concepts such as resistance, dehumanization, and the role of creative expression
- Peer feedback during presentations and group work

Summative Assessment

- Holocaust activity project and presentation with scoring rubric (students will present their findings on a specific aspect of Holocaust history, such as a victim group, an individual story, or the role of resistance).
- End-of-Unit Essay: Reflecting on essential questions (e.g., "How does dehumanization occur within a society?")
- Vocabulary and concept quizzes (terms like "ghettoization," "resistance," "dehumanization," "bystander," "upstander," etc.)
- Short answer or multiple-choice quizzes based on key facts and major events

Alternative Assessment

- Visual project (art piece, storyboard, or infographic about an individual story)
- Create a podcast episode or video diary imagining the perspective of someone living through the ghetto experience
- Creative writing piece (poem, letter, or diary entry based on research)
- Participate in a live or virtual Holocaust remembrance event and write a reflection

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

● Use large print books, Braille, or books on CD (digital text) ● Guided notes and/or scaffold outline for written assignments ● Introduce key vocabulary before lesson ● Work in a small group ● Lesson taught again using a differentiated approach ● Allow answers to be given orally or dictated ● Use visuals / Anchor Charts ● Leveled texts according to ability	● Provide anchor charts with high frequency words and phonemic patterns ● Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners ● Work toward longer passages as skills in English increase ● Use visuals ● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students ● Provide options, alternatives and choices to differentiate and broaden the curriculum ● Organize and offer flexible small group learning activities ● Provide whole group enrichment explorations ● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts