

Commercial Township School District
Port Norris Middle School
Social Studies Grade 8

Recommended Pacing Guide

<u>Unit 1 - Colonization through Revolution</u>	45 days
<u>Unit 2 - Forming a New Nation</u>	45 days
<u>Unit 3 - Expansion and Division</u>	45 days
<u>Unit 4 - Civil War and Reconstruction</u>	45 days

Differentiated Instruction Strategies and Accommodations

<p style="text-align: center;"><u>Time/General</u></p> <ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjusted length of assignments ● Timeline with due dates ● Communication system between home and school such as Google Classroom ● Provide lecture notes/outline 	<p style="text-align: center;"><u>Processing</u></p> <ul style="list-style-type: none"> ● Extra response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners
<p style="text-align: center;"><u>Comprehension</u></p> <ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Spell checker ● Audio version of the text
<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study Guides ● Shortened tests ● Read directions aloud
<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
<p><u>Enrichment</u></p>	
<ul style="list-style-type: none"> ● Adaption of material and requirements ● Evaluate vocabulary ● Elevated text complexity ● Additional projects ● Independent student options ● Projects completed individual or with partners ● Self-selection of research 	<ul style="list-style-type: none"> ● Tiered/multi-level activities ● Learning centers ● Individual response board ● Independent book studies ● Open-ended activities ● Community/subject expert mentorships

Unit 1 - Colonization through Revolution

Summary and Rationale

Focus of the unit: Throughout the course students will anchor their thinking around the core question, “Are we the nation we set out to become?” In this unit of study students will consider: 1) what circumstances justify violent revolutions? 2) what makes revolutions successful? and 3) what makes an effective government? Such questions require students to explore the founding of our government and what it promised to its citizens. In this unit student historians will evaluate the grievances enumerated in the Declaration of Independence and determine whether the American Revolution was justified. When studying the American Revolution student historians can evaluate multiple historical and contemporary perspectives on why the colonists really won independence from Great Britain. Students will also compare the government under Great Britain to the Articles of Confederation and to the Constitution to gain an understanding of the importance of democracy, federalism, separation of powers, and the Bill of Rights in creating an effective government.

Connection to Historical thinking skills: This unit will help student historians to develop historical thinking skills by practicing, reviewing and refining the four read like a historian skills: sourcing, close reading, contextualization and corroboration. Learning to Read Like a Historian will help students analyze text and non-print media to judge the people of the past. To do so students will practice describing, selecting and evaluating evidence from diverse sources to draw conclusions.

Students will develop critical analytical skills by evaluating propaganda techniques used by the Patriots i.e. Revere’s depiction of the Boston Massacre. Aside from reading the Declaration of Independence, students will practice close reading for argument and evidence with primary sources from both patriots and loyalist perspectives. Students will also analyze French, British, and American depictions of the American Revolution.

20th century / Modern connection: Rise of American Consumer Culture 1920s-1950s, Social Revolutions of the 1960s, Reagan Revolution, Banking Revolution of the 1980s and the Rise of the IMF (known as a silent Revolution) Computing Revolution-1970s, 1979 Iranian Revolution, 1989 Tiananmen Protests, Egyptian, Tunisian, and the Velvet Revolution (Ukraine 2014), Occupy Wall Street Students can apply the question “When are violent revolutions justified?” and “What makes revolutions successful?” to modern revolutions in Syria and countries around the world. When studying the Constitution and effective democracies students can look at current events related to the United States government.

Recommended Pacing - 45 Days

State Standards

Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.8.A.3.a

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

6.1.8.A.3.b

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

6.1.8.A.3.c

Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.d

Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.f

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

6.1.8.A.3.g

Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.B.3.a

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

6.1.8.B.3.b

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

6.1.8.B.3.c

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

<u>6.1.8.B.3.d</u>	Explain why New Jersey's location played an integral role in the American Revolution.
<u>6.1.8.C.3.a</u>	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
<u>6.1.8.C.3.b</u>	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
<u>6.1.8.D.3.a</u>	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
<u>6.1.8.D.3.b</u>	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
<u>6.1.8.D.3.d</u>	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
<u>6.1.8.D.3.e</u>	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
<u>6.1.8.D.3.f</u>	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
<u>6.1.8.D.3.g</u>	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Instructional Focus

Unit Enduring Understandings

- What we know about the past requires application of reading skills to analyze and evaluate the past. Leadership demands thoughtful/informed action, decision making and a vision for the future. Injustice and imbalances in power foster conditions in which human nature will strive for self-determination and freedom.
- Debate and deliberation defined the founding of our government.
- Compromise and conflict fuel change, yet changing mindsets is a slow process that occurs over generations.

- Democratic governance requires structures and systems that permit the incorporation of a diversity of citizens' interests.

Unit Essential Questions

- When is violent revolution justified
- What makes a revolution successful?
- What factors are necessary for an effective democracy to endure?

Guiding Questions and Themes

- Why did the colonists begin to develop and "American" identity?
- What is a revolution?
- What motivated the colonists to break away?
- What basic ideas about government are presented in the Declaration of Independence?
- Was the American Revolution justified?
- Why did the colonists really win the Revolution?
- How does the Declaration of Independence answer the question of "Why we need a new government?"
- Who is included in the phrase "We the people?"
- Why was the Constitution written in the first place?
- What shaped the framer's thinking prior to and during the writing of the Constitution (Locke, Montesquieu, Rousseau, Hobbes)?
- Whose ideas of government were best suited for the new nation?
- Which is more of a threat to liberty: a powerful or weak central government?
- How does the Constitution create a framework for our government to operate effectively?
- What is the logic behind the design of the Constitution?
- Does the Constitution fulfill the ideals behind the American Revolution?
- Did compromise help or hinder the creation of the Constitution?
- Should the Constitution have been ratified?
- How have the Bill of Rights helped to create an effective democracy?
- Why has the Constitution endured?

Objectives

Students will know:

- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- Explain why New Jersey's location played an integral role in the American

Revolution.

- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Students will be able to:

- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Resources/Assessments

Core Text: Discovering Our Past: A History of the United States, Early Years 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course US History videos
- America the Story of US video series
- History's Kids PBS series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations

Unit 2 - Forming a New Nation

Summary and Rationale

Focus/ Summary of this Unit: After the American Revolution the founding generation faced the challenging task of implementing a democratic system of government. Student historians will continue to explore and anchor their thinking around the core question, “Are we the nation we set out to become?” This question requires students to explore not just the the founding of our government, but the decisions early leaders made in politics and economics that continue to define the evolving nation. What did we set out to achieve? How were decisions made? And why were those decisions made at the time? Early administrations were charged with implementing the Constitution, while also keeping the fragile nation safe and secure. This lens provides critical insight to an examination of the time period. This unit focuses on the conflicting ideologies that clashed over the question of the appropriate role of the national government (particularly economic and foreign policy) and the formation of a dominant two party system that shaped the political landscape from the late 18th century to the present. Students will research slavery in the early 19th century and the removal of native peoples to address the anchor question, “Are we the nation we set out to become?’

Connection to Historical Thinking: Historians read, examine and weigh relevant evidence from sources that possess conflicting points of view. Student historians will engage the challenge of drawing conclusions about what is known about the past by identifying, comparing and evaluating differing perspectives of the various debates of the historic period: War of 1812 (Primary Sources-War-Hawks; different perspectives on the causes and outcomes of the war-compare international textbook accounts-i.e Canada, Great Britain, Caribbean nations.), Alexander Hamilton vs. Thomas Jefferson, George Washington’s Farewell Address, the Alien and Sedition Act, Marbury vs. Madison, Gibbons vs. Ogden, Mulloch vs. Maryland and the Bill of Rights. From their conclusions, student historians will craft historical arguments with a claim and supporting analysis of the evidence. This unit, therefore, will assist students to develop important historical thinking skills 1) analysis of historical evidence and 2) crafting and supporting historical arguments.

20th century and Modern Connections: Spanish-American War, WWII’s Brain Trust & Arsenal of Democracy, Role of the Federal Reserve Bank, Cold War-Space/Arms Race, Gulf of Tonkin Resolution 1964, Vietnam War, Iraq, USA Patriot Act; New Deal, Great Society, Silent Spring and the Environmental Revolution, Reaganomics, Democratic Party and Republican (GOP) Party today, and the 1928, 1932, 1968, 2000 elections, 2008 Great Recession, TARP and Obama’s American Reinvestment and Recovery act of 2009.

Recommended Pacing - 45 Days

State Standards

Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<u>6.1.8.A.3.e</u>	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
---------------------------	---

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

<u>6.1.8.A.4.c</u>	Assess the extent to which voting rights were expanded during the Jacksonian period.
---------------------------	--

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

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

<u>6.1.8.D.4.b</u>	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
---------------------------	--

Instructional Focus

Unit Enduring Understandings

- Elected representatives make choices about balancing collective interest with minority interests.
- National stability and individual liberty conflict in the governance of a developing nation.
- Effective governance requires rule of law but yet permits civic debate to occur constructively.
- Democratic governance calls for citizens to participate in civic discourse and take action.

Unit Essential Questions

- How do political parties reflect the beliefs of the people?
- How is a new government successfully implemented?

Guiding Questions

- Whose views were best for the new nation: Hamilton or Jefferson?
- How did political parties emerge in the United States?
- Suggestions of modern connections: Political parties today
- Should the Constitution be “loosely” or “strictly” interpreted?
- Were the founders successful in forging a new country that reflected the ideals of the founding documents?
- When is going to war justified?
- When is the expansion of federal power justified?
- Suggestions of modern connections: Government in action today, how different countries view their history

Objectives

Students will know:

- Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
- Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- Assess the extent to which voting rights were expanded during the Jacksonian period.
- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

Students will be able to:

- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Resources/Assessments

Core Text: Discovering Our Past: A History of the United States, Early Years 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course US History videos
- Crash Course US Government and Politics
- America the Story of US video series
- History’s Kids PBS series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations

Unit 3 - Expansion and Division

Summary and Rationale

Focus of the Unit: As the nation expanded westward and industrialized, early American settlers clashed with other cultures testing the nation's commitment to its foundational constitutional principles. Geographic, economic, and cultural changes excited reform, resistance and conflict over whom is included in the American democracy. This unit will ask student historians to explore the question, "Are we the nation we set out to be?" by focusing in on the "how did we become who we are?" and "who were the We in We the people?" Students will identify, describe and evaluate the events that defined the early development of our democracy. Next, students will consider, "Do reform movement always have a positive impact on society?" These questions will support student historians as they begin to think about what causes change and what conditions allow for continuities to endure over time.

Connection to Historical Thinking: As students study the people of the past, the work of the historian demands avoiding the trappings of 'presentism' and the narrow views of the single story. This unit will help students to further engage in close read, sourcing, contextualization and evaluating historical interpretations through an investigation of multiple viewpoints. Honoring the people of the past requires students to contemplate thoughtfully how people viewed their world that shaped their actions, decisions and the lives of others.

20th Century/ Modern Connections: Haymarket Riots, Jacob Riis and Child Labor, Triangle Shirtwaist Fire, Fair Labor Standards Act, Dyer Anti-Lynching Law (defeat of), New Deal's Indian New Deal, Selma March, Freedom Riders and the Voting Rights Act, American Indian Movement, Great Society's Immigration Reform, Equal Rights Amendment, Nixon's Philadelphia Plan, glass ceiling, Native American Tribe's economic troubles, Women Leaning In, prison reform.

Recommended Pacing - 45 Days

State Standards

Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<u>6.1.8.A.4.a</u>	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
<u>6.1.8.A.4.b</u>	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
<u>6.1.8.A.4.c</u>	Assess the extent to which voting rights were expanded during the Jacksonian period.
<u>6.1.8.B.4.a</u>	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
<u>6.1.8.B.4.b</u>	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
<u>6.1.8.C.4.b</u>	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
<u>6.1.8.C.4.c</u>	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
<u>6.1.8.D.4.a</u>	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
<u>6.1.8.D.4.b</u>	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

Instructional Focus

Unit Enduring Understandings

- Inequality and injustice cause reform movements to organize for greater for human rights.
- Citizens are change agents and foster democratic change.
- Confrontation brings about the opportunity for change, but lasting change is a process that occurs over time.

Unit Essential Questions

- How did the idea of “We the people” evolve over time?
- Do reform movements always have a positive impact on society?

Guiding Questions

- Who is included in this new nation? (Westward expansion, Women’s Rights, Native Americans, Slavery, Immigration)
- How did Americans justify American expansion?
- How did our move affect our relationship among the North/South? Other

countries?

- How does America change (both in terms of geography and identity) resulting from its territorial expansion?
- What's the real story of America's move west? Did it create more opportunity or misfortune?
- Where the Founders successful in forging a new country because of or in spite of the vision of the Declaration of Independence and the Constitution?
- How did enslaved people resist the dehumanizing conditions of slavery?
- How did reform movements and conflict address injustice and help make "we the people" more inclusive?
- Suggestions for modern connections: immigration, Women's Right to Vote/Glass ceiling today, etc.

Objectives

Students will know:

- Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- Assess the extent to which voting rights were expanded during the Jacksonian period.
- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Students will be able to:

- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Resources/Assessments

Core Text: Discovering Our Past: A History of the United States, Early Years 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course US History videos
- America the Story of US video series

Assessments:

- Textbook online formal assessments

- LearnSmart guided assessment tools
- Student created presentations

Unit 4 - Civil War and Reconstruction

Summary and Rationale

Focus of the unit: This unit will focus on the attempts by leaders and ordinary citizens to keep the country intact in the face of stark economic, social and political differences surrounding the issue of slavery. At this point, student logically wonder, How does a nation continue to achieve its goals despite immense challenges? To address this question, student historians will recognize the relationship between compromises and decisions to keep the country unified that led to a full scale Civil War. Despite the challenge of war and postwar reconstruction, this time period presents pivotal moments in time where the power of leadership was tested to expand or continue to exclude liberties and human rights. Examination and analysis of such decisions made about the use of power, and for what purpose that power was used will help students to identify, describe and evaluate the nuanced process of post conflict problem solving that proved to have lasting effects for all Americans regarding the promise of the American Democracy.

Connection to Historical thinking skills: Students will read and analyze multiple interpretations regarding the causes of the civil war. The unit will assist student historians to develop important historical thinking skills: 1) analysis of historical evidence and 2) crafting and supporting historical arguments. In addition to Reading Like a Historian skills, this unit will assist students to develop a more sophisticated understanding of chronological reasoning skills (i.e. continuity and change over time, historical causation, and periodization) by comparing multiple periods in American History-Antebellum, Reconstruction Era, Civil Rights movement, and modern civil rights movements.

Modern connection: Race Riots of 1967 (be sure to consider local history- Patterson, Trenton, Camden), Civil Rights Act of 1964, Voting Rights Act of 1965, IDEA, Affirmative Action, Jesse Jackson's Rainbow Coalition, Clinton's 1994 Crime Bill, Instances of Police Brutality, Rodney King to Michael Brown, 1996 DOMA Law, Recent Supreme Court decisions on Affirmative Action, Repeal of DOMA, School to Prison Pipeline

Recommended Pacing - 45 Days

State Standards

Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of

people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

<u>6.1.8.A.5.a</u>	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
<u>6.1.8.B.5.a</u>	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
<u>6.1.8.C.5.a</u>	Assess the human and material costs of the Civil War in the North and South.
<u>6.1.8.C.5.b</u>	Analyze the economic impact of Reconstruction on the South from different perspectives.
<u>6.1.8.D.5.a</u>	Prioritize the causes and events that led to the Civil War from different perspectives.
<u>6.1.8.D.5.b</u>	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
<u>6.1.8.D.5.c</u>	Examine the roles of women, African Americans, and Native Americans in the Civil War.
<u>6.1.8.D.5.d</u>	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
<u>6.1.12.A.4.a</u>	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War
<u>6.1.12.A.4.b</u>	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
<u>6.1.12.A.4.c</u>	Evaluate how political and military leadership affected the outcome of the Civil War.
<u>6.1.12.A.4.d</u>	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
<u>6.1.12.C.4.a</u>	Assess the role that economics played in enabling the North and South to wage war.

<u>6.1.12.C.4.c</u>	Explain why the Civil War was more costly to America than previous conflicts were.
<u>6.1.12.D.4.c</u>	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
<u>6.1.12.D.4.d</u>	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
<u>6.1.12.D.4.e</u>	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
<u>6.1.12.A.13.</u> <u>b</u>	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title IX, Affirmative Action, Brown v. Board of Education) in promoting civil liberties and equal opportunities.
<u>6.1.12.C.13.</u> <u>a</u>	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
<u>6.1.12.D.13.</u> <u>a</u>	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
<u>6.1.4.A.10</u>	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
<u>6.1.12.D.13.</u> <u>b</u>	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

Instructional Focus

Unit Enduring Understandings

- National unity or belonging is strengthened when a diversity citizens voices are incorporated into civic life.
- Maintaining a balance of power is a challenging given regional and social diversity.
- Conflict presents opportunity for dramatic change.
- Change isn't a mandate, but a shared vision and responsibility.
- Leadership wields decisional power that can have far reaching effects over time.

Unit Essential Questions

- How does a democratic nation remain unified with stark differences?
- How do democracies create a more inclusive society?

Guiding Questions

- How did geography cause different economies and societies to develop?
- Why did the compromises fail in preventing a Civil War?
- What was the cause of secession and the Civil War?
- How did the Civil War change America?
- Why wasn't Reconstruction a long term success in creating a more inclusive society?
- How was Reconstruction a "civil war" between Congress and the President?
- How successful was the Civil Rights movement in providing equal rights for African Americans?

Objectives

Students will know:

- Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
- Assess the human and material costs of the Civil War in the North and South.
- Examine the roles of women, African Americans, and Native Americans in the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Explain why the Civil War was more costly to America than previous conflicts were.

Students will be able to:

- Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- Analyze the economic impact of Reconstruction on the South from different perspectives.
- Prioritize the causes and events that led to the Civil War from different perspectives.
- Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

- Evaluate how political and military leadership affected the outcome of the Civil War.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Resources/Assessments

Core Text: Discovering Our Past: A History of the United States, Early Years 2018, McGraw Hill

Suggested Resources:

- Digging for the Truth videos
- Crash Course US History videos
- America the Story of US video series

Assessments:

- Textbook online formal assessments
- LearnSmart guided assessment tools
- Student created presentations

