

Enduring Understandings/Skill Focus	Assessment Plan	
<ul style="list-style-type: none"> • New inventions brought new ways of making basic products. • Differences between the North and South increased with the growth of industry. • The invention of the cotton gin increased the South's dependence on the labor of enslaved people. • As settlements spread westward, debates over slavery increased tensions between North and South • By the mid-1800's, people were seeking reform in many areas of American life, including education. • Abolitionists sought an end to slavery in the United States. • Some reformers sought to win political and economic equality for women. • In the early 1800's, American artists, writers and musicians began to develop a distinct style. • With the addition of new western land, debate over the spread of slavery increased • After all efforts at compromise failed, violent fighting broke out in the Kansas Territory • As tensions increased, a new antislavery political party emerged. • Abraham Lincoln's election led seven southern states to leave the Union. <p>Students will consider the following questions: What forces and events affected national unity and growth?</p> <p>1. What changes occurred in the North during the early 1800's?</p> <ul style="list-style-type: none"> • How did the Industrial Revolution change how goods were produced in the US? • How did the working life of Americans change with the introduction of factories? 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Examinations • Performance Projects • Essays • Collaborative/Group Projects • Portfolio • Presentations • Short Answer Questions • Simulations/Reenactments/Role Play 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Group Discussion • Direct Observations • Oral Questioning
	<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Analyze and interpret primary source documents • Identify geographic features and interpret their significance • Create an argument for opposing viewpoints • Determine the sequence of events and their importance • Distinguish myth vs. reality in historical documents • Critique various sources for historical accuracy • Understand the existence of more than one perspective on any historical event • Identify and evaluate bias in historical documents • Take an active position in historical debate/arguments • Identify and accurately describe complex ethical dilemmas • Recognize and interpret historical dilemmas while making connections with modern day events • Present/demonstrate information in a manner which reveals the understanding of material 	

<ul style="list-style-type: none"> • What new forms of transportation improve business, travel, and communication in the US? • How did new inventions change daily life and work? <p>2. How did slavery and agriculture affect the economy and society of the South?</p> <ul style="list-style-type: none"> • How did the invention of the cotton gin change the Southern economy and increase the need for slave labor? • Why was Southern society centered around agriculture? • How did the slave system in the South produce harsh living conditions and occasional rebellions? <p>3. What goals did American social reformers have during the early 1800s?</p> <ul style="list-style-type: none"> • How did the arrival of millions of immigrants lead to rapid population growth in the United States during the early 1800s? • How did new movements in art and literature influenced many Americans in the early 1800s? • How did the reform movement in the early 1800s affect religion, education, and society? • Why did the debate over slavery increase in the mid-1800s? • How did reformers seek to improve women's rights in American society? <p>4. How did the issue of slavery affect politics in the United States?</p> <ul style="list-style-type: none"> • How did antislavery literature and the annexation of new lands intensify the debate over slavery? • Why did the Kansas-Nebraska Act heighten tensions in the conflict over slavery? 	<ul style="list-style-type: none"> • Use knowledge of concepts, terms, and historical figures to construct a thesis or argument • Distinguish between a primary and a secondary source • Correlate the cause and effect relationship in historical events
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<ul style="list-style-type: none"> • How did political division and judicial decisions lead to the intensification of the split over the issue of slavery? • Why did the United States break apart due to the growing conflict over slavery? • 	
Texts	NJSLS- Social Studies
<p>Holt McDougal United States History, Beginnings to 1877 textbook</p> <p>Sarah G. Bagley, quote from The Belles of New England: The Woman of the Textile Mills and the Families Whose Wealth They Wove, by William Moran, excerpt</p> <p>Alexis de Tocqueville, Democracy in American excerpt</p> <p>Nat Turner’s Rebellion, Richmond Enquirer, The Southampton Slave Revolt of 1831 by Henry I. Tragle, excerpt</p> <p>Nat Turner’s Confessions, excerpts</p> <p>The Republic and the School, Horace Mann excerpt</p> <p>Declaration of Sentiments</p> <p>The Midnight Ride of Paul Revere</p> <p>Jack and Jill</p> <p>What the Fourth of July Means To A Slave, Frederick Douglass</p> <p>The Seventh of March Speech, Daniel Webster, excerpt</p> <p>Southern View of the Compromise of 1850, John C. Calhoun, excerpt</p> <p>Uncle Tom’s Cabin, excerpt</p>	<p>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.</p> <p>6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>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.</p> <p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <ul style="list-style-type: none"> • 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

A House Divided Speech, Abraham Lincoln, excerpt John Brown's Last Speech, excerpt				
SIOP Strategies		Accom/Mod/GT/AT		
<ul style="list-style-type: none"> Word Sort Think-Pair-Share KWL Chart Numbered Head Together Stand and Share 		<p><i>Accommodations/ Modifications:</i></p> <p>Call and Response, Jigsaw, Partner Reading, Oral Presentation, Online Tools, Verbal Prompting, Graphic Organizers, Goal Setting, Guided Peer Discussions, Self-Monitoring, Listening to music, Interactive write, Theatre representations, Present a rap about concepts/themes/chapters, Roleplay, Culturally relevant thematic units, Think-Pair-Share, Thumbs Up, Number Cards. Line-ups, Inside-Outside Circles, Blogging, Anticipatory Guides, Confer, Compare, and Clarify. Alternative assignments, provide examples of correctly completed work, use study partners whenever reading or writing is required, present information in multiple formats, alternate grading system, different test items</p> <p><i>Gifted and Talented/Academically Talented:</i></p> <p>Encourage independent studies or investigation, learning centers, Encourage students to make transformations-use a common task or item in a different way.</p>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: RI.CR.8.1, RI.CI.8.2, RI.CI.8.3, RI.CI.8.4, RI.CI.8.5, RI.CI.8.6, RI.CI.8.7, RI.CI.8.8, RI.CI.8.9, SL.II.8.2, SL.PI.8.4, W.WP.8.4 W.WR.8.5, W.SE.8.6 Science: Technology:	Substitution: Digital versions of materials are available. Augmentation: Students prepare, complete, and submit summative assessments using Schoology. Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input type="checkbox"/> Critical Thinking & Problem Solving	Tier 1	N/A
			Tier 2	<i>Academic Vocabulary</i> words not in general use, not content specific and appear far more in written texts than in speech <i>Examples in this Unit:</i> <ul style="list-style-type: none"> circumstances, incentive

Career Ready Practices: 9.4.8.CT.3, 9.4.8.IML.1, 9.4.8.GCA.1		<i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Information Literacy		Examples for Teaching: <ul style="list-style-type: none"> Introduce words during or after text Student friendly definitions
			Tier 3	Domain-Specific Vocabulary <ul style="list-style-type: none"> words related to a specific content or field of study students are likely to encounter in the future Examples in this Unit <ul style="list-style-type: none"> textiles, interchangeable parts, mass production, Lowell system, telegraph, cotton gin Examples for Teaching: <ul style="list-style-type: none"> Contextualize the words Mental Models

Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
Week 1	Sarah G. Bagley, quote from The Belles of New England: The Woman of the Textile Mills and the Families Whose Wealth They Wove, by William Moran, excerpt Alexis de Tocqueville, Democracy in American excerpt	Weekly Overview: <ul style="list-style-type: none"> Students will be learning: New inventions brought new ways of making basic products. Differences between the North and South increased with the growth of industry. Focusing Question: What changes occurred in the North during the early 1800's? How did the Industrial Revolution change how goods were produced in the US? How did the working life of Americans change with the introduction of factories? What new forms of transportation improve business, travel, and communication in the US?

		<p>How did new inventions change daily life and work?</p> <ul style="list-style-type: none"> • Students will be doing: Early Industry and Inventions Peardeck, Industrial Revolution Vodcast Notes, Mill Times Documentary, Industrial Revolution Quiz, Shark Tank Pitch Assignment,
Week 2		<p>Weekly Overview:</p> <p>Students will be learning: New inventions brought new ways of making basic products. Differences between the North and South increased with the growth of industry.</p> <ul style="list-style-type: none"> • Focusing Question: What changes occurred in the North during the early 1800's? <p>How did the Industrial Revolution change how goods were produced in the US?</p> <p>How did the working life of Americans change with the introduction of factories?</p> <p>What new forms of transportation improve business, travel, and communication in the US?</p> <p>How did new inventions change daily life and work?</p> <p>Students will be doing: Early Industry and Inventions Peardeck, Industrial Revolution Vodcast Notes, Mill Times Documentary, Industrial Revolution Quiz, Shark Tank Pitch Assignment,</p>
Week 3	<p>Nat Turner's Rebellion, Richmond Enquirer, The Southampton Slave Revolt of 1831 by Henry I. Tragle, excerpt</p> <p>Nat Turner's Confessions, excerpts</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: The invention of the cotton gin increased the South's dependence on the labor of enslaved people. <p>Focusing Question: How did slavery and agriculture affect the economy and society of the South?</p> <p>How did the invention of the cotton gin change the Southern economy and increase the need for slave labor?</p> <p>Why was Southern society centered around agriculture?</p> <p>How did the slave system in the South produce harsh living conditions and occasional rebellions?</p> <ul style="list-style-type: none"> • Students will be doing: Cotton and the Growth of Slavery Peardeck, The Southern News,

Week 4		<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: The invention of the cotton gin increased the South's dependence on the labor of enslaved people. • Essential Question: How did slavery and agriculture affect the economy and society of the South? How did the invention of the cotton gin change the Southern economy and increase the need for slave labor? Why was Southern society centered around agriculture? How did the slave system in the South produce harsh living conditions and occasional rebellions? • Students will be doing: Cotton and the Growth of Slavery Peardeck, The Southern News,
Week 5	<p>The Republic and the School, Horace Mann excerpt</p> <p>Declaration of Sentiments</p> <p>The Midnight Ride of Paul Revere</p> <p>Jack and Jill</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: By the mid-1800's, people were seeking reform in many areas of American life, including education. Abolitionists sought an end to slavery in the United States. Some reformers sought to win political and economic equality for women. In the early 1800's, American artists, writers and musicians began to develop a distinct style. As settlements spread westward, debates over slavery increased tensions between North and South. • Essential Question: What goals did American social reformers have during the early 1800s? How did the arrival of millions of immigrants lead to rapid population growth in the United States during the early 1800s? How did new movements in art and literature influenced many Americans in the early 1800s? How did the reform movement in the early 1800s affect religion, education, and society? Why did the debate over slavery increase in the mid-1800s? How did reformers seek to improve women's rights in American society?

		<ul style="list-style-type: none"> • Students will be doing: Abolitionist graphic organizer, Abolitionist Jigsaw, American Arts Reform Hyperdoc, Immigration and Growth of Cities Slides, Immigrant Journal, New Movements in America Vodcast Notes
Week 6		<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: By the mid-1800's, people were seeking reform in many areas of American life, including education. Abolitionists sought an end to slavery in the United States. Some reformers sought to win political and economic equality for women. In the early 1800's, American artists, writers and musicians began to develop a distinct style. As settlements spread westward, debates over slavery increased tensions between North and South. • Essential Question: What goals did American social reformers have during the early 1800s? <p>How did the arrival of millions of immigrants lead to rapid population growth in the United States during the early 1800s?</p> <p>How did new movements in art and literature influenced many Americans in the early 1800s?</p> <p>How did the reform movement in the early 1800s affect religion, education, and society?</p> <p>Why did the debate over slavery increase in the mid-1800s?</p> <p>How did reformers seek to improve women's rights in American society?</p> <ul style="list-style-type: none"> • Students will be doing: Abolitionist graphic organizer, Abolitionist Jigsaw, American Arts Reform Hyperdoc, Immigration and Growth of Cities Slides, Immigrant Journal, New Movements in America Vodcast Notes
Week 7	<p>What the Fourth of July Means To A Slave, Frederick Douglass</p> <p>The Seventh of March Speech, Daniel Webster, excerpt</p> <p>Southern View of the Compromise of 1850, John C. Calhoun, excerpt</p> <p>Uncle Tom's Cabin, excerpt</p>	<p>Weekly Overview:</p> <ul style="list-style-type: none"> • Students will be learning: With the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election led seven southern states to leave the Union. <p>Essential Question: How did the issue of slavery affect politics in the United States?</p> <p>How did antislavery literature and the annexation of new lands intensify the debate over slavery?</p>

	<p>A House Divided Speech, Abraham Lincoln, excerpt</p> <p>John Brown's Last Speech, excerpt</p>	<p>Why did the Kansas-Nebraska Act heighten tensions in the conflict over slavery?</p> <p>How did political division and judicial decisions lead to the intensification of the split over the issue of slavery?</p> <p>Why did the United States break apart due to the growing conflict over slavery?</p> <ul style="list-style-type: none"> • Students will be doing: Compromise Leads to Conflict Slides, Causes of the Civil War Vodcast Notes, Breaking News Project, Essay Question, Frederick Douglass Documentary, Douglass Close Read
Week 8		<p>Weekly Overview:</p> <p>Students will be learning: With the addition of new western land, debate over the spread of slavery increased. After all efforts at compromise failed, violent fighting broke out in the Kansas Territory. As tensions increased, a new antislavery political party emerged. Abraham Lincoln's election led seven southern states to leave the Union.</p> <ul style="list-style-type: none"> • Essential Question: How did the issue of slavery affect politics in the United States? <p>How did antislavery literature and the annexation of new lands intensify the debate over slavery?</p> <p>Why did the Kansas-Nebraska Act heighten tensions in the conflict over slavery?</p> <p>How did political division and judicial decisions lead to the intensification of the split over the issue of slavery?</p> <p>Why did the United States break apart due to the growing conflict over slavery?</p> <ul style="list-style-type: none"> • Students will be doing: Compromise Leads to Conflict Slides, Causes of the Civil War Vodcast Notes, Breaking News Project, Essay Question
Week 9		<p>Weekly Overview: Cumulative review and Test</p> <ul style="list-style-type: none"> • Essential Question: What forces and events affected national unity and growth? • Students will be doing: Industrial Revolution Test, Cotton and the Growth of Slavery Test, Abolitionist Project, Unit 3 Essay, Benchmark 3

