

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL
SOCIAL STUDIES DEPARTMENT**

EIGHTH GRADE SOCIAL STUDIES
#8000

Curriculum Guide

September 2006

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This curriculum may be modified through varying techniques,
Strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/21/06.

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PHILOSOPHY/RATIONALE

Eighth grade social studies is a full year required course taught at the eighth grade level for which the students receive credit upon completion. Eighth grade social studies builds upon the historical themes and skills taught in the K-7 curriculum. The course integrates the study of geography, economics, civics, citizenship, and culture that evolved as our nation grew. The course is broken down into seven units that will chronologically examine American History from the Colonial Period through the Civil War and Reconstruction. Units are devised to meet the requirements of the New Jersey Social Studies Core Curriculum Content Standards, as well as to provide increased knowledge of social studies and opportunities to apply this knowledge to new situations.

The curriculum also addresses the tasks of the Grade Eight Proficiency Assessment and includes many skills suggested by the National Standards. These include reading, study, research, technical, and critical thinking skills that can be developed throughout the eighth grade year. The curriculum also provides opportunity to practice many of the skills contained in the Technological Literacy and Career Education and Consumer, Family, and Life Skills standards. The social studies curriculum provides consistent and enriched teaching and learning of content and skills throughout middle school. The ultimate goal is educating students to become active participants in an American democratic system.

COURSE PROFICIENCIES

COURSE OBJECTIVES

- I. To examine the reasons surrounding the discovery, settlement, and lifestyle of the American colonies. (6.2/8D3, E1,13; 6.4/8A3, B1,2, C1,3,6)
 - A. Investigate the reasons for colonization to occur around the world.
 - B. Give the background causes of colonization in different regions of the Americas.
 - C. Explain the economic concepts of colonial expansion and mercantilism.
 - D. Compare and contrast geographic, economic, social, and cultural characteristics among the different American colonies.
 - E. Discover the historical background of the New Jersey colony.
 - F. Explore the origins and evolution of government in the American colonies.
 - G. Discuss the early contact and interaction between colonists and Native Americans and examine how their cultural differences and customs led to conflict.

- II. To understand the conflict between the American colonists and England and how this conflict led to the formation of a new government. (6.1/8A2,3,4; 6.2/8A2, B2; 6.4/8B3,4, D5, E1,2,3,4,5; 6.5/8A9, B2)
 - A. Examine the type of government and legislation that drove the colonists' desire for freedom.
 - B. Explain the effects of the French and Indian War on the people living in the American colonies.
 - C. Discuss the ways in which the ideas of independence were communicated and disseminated throughout the colonies.
 - D. Describe the leaders of the rebellion and how their goals were achieved.
 - E. Explore the role of both women and African Americans during the Revolutionary War.
 - F. Analyze the Declaration of Independence as a two-part document which states both the ideals and justification for a Revolution.
 - G. Describe the important battles and types of warfare used during the Revolutionary War.
 - H. Explore the role of New Jersey during the American Revolution by studying the people and places involved, as well as key battles.
 - I. List the strengths and weaknesses of the government structure created by the Articles of Confederation.
 - J. Examine how the ability to compromise created our American Constitution and the addition of the Bill of Rights.

- III. To study the role of the Constitution as a living, growing document and the rights and responsibilities of American citizens in our democratic nation. (6.1/8A3,5; 6.2/8A4, B1,2, C1,2,6, D1,5, E3; 6.4/8E5)

COURSE PROFICIENCIES (continued)

- A. Chart the structure of the American republic and explain the functions of each branch of government.
 - B. Discuss the individual rights of American citizens and the ways in which the Constitution protects these rights.
 - C. Explain how the American government can evolve and be amended over time to adapt to new time periods and problems.
 - D. Evaluate the powers of Congress and explain their role in government policy making.
 - E. Evaluate the powers of the President and the everyday role the President plays in our government.
 - F. Apply government policies to current issues and events and predict future changes in government.
 - G. List the rights and responsibilities of American citizens.
 - H. Study the leaders of New Jersey and the issues that are important to our citizens.
- IV. To understand how the early leadership of Presidents and politicians set policy in America with regard to a changing economy, foreign policy, and party politics. (6.1/8A3,8; 6.2/8C3, E1,2; 6.4/8E8, F1,5,7; 6.5/8A5, B3,4)
- A. Study the decisions of President Washington and how he influenced the role of the American President.
 - B. Examine the role of Alexander Hamilton in the creation of the national bank.
 - C. Compare and contrast the foreign policies set forth by early presidents.
 - D. Explain the division of political opinion in America and how it led to the creation of the Federalist and Anti-Federalist political parties.
 - E. Describe Jefferson's vision of the future of American government.
 - F. Explain how America became increasingly involved in world affairs and the expansion of its borders.
 - G. Chart the causes and results of the War of 1812 between the United States and Britain.
 - H. Explore and research the new technologies that led to the Industrial Revolution and their impact on the economy and growth of factory production.
 - I. Analyze the effects of new and improved means of transportation.
 - J. Research the importance of the canals of New Jersey and their effect upon the economy.
 - K. Evaluate the legacy left by President Monroe and the Monroe Doctrine.
- V. To explore the geographic, political, and cultural forces that drove the expansion of the United States of America. (6.2/8D3, E13; 6.4/8F2,3,4,9,10,11)
- A. Explore the factors that drove many Americans to the West.
 - B. Analyze the role of Andrew Jackson as a "self-made man" and President.
 - C. Evaluate the changes in government that took place during the Age of Jackson.

COURSE PROFICIENCIES (continued)

V. (continued)

- D. Examine the evolution of voting rights in New Jersey.
- E. Investigate the cultural conflicts between a growing American nation and the Native Americans.
- F. Explain the rivalry and competition for the Oregon Country.
- G. Discuss the lifestyles of the fur trappers and missionaries that opened the Far West.
- H. Study how and why Texas became an independent nation.
- I. Explain the causes and effects of the Mexican War.
- J. Examine the California Gold Rush and its effect on the original inhabitants of the region.
- K. Discuss the positive and negative effects of America's westward expansion.
- L. Compare and contrast the changes in technology and economies between the North and South prior in the Antebellum Period.
- M. Investigate the goals and methods of reformers in the areas of education, medicine, society, and politics.
- N. Examine the role of New Jersey as part of the Underground Railroad.
- O. Analyze the role of Eli Whitney's cotton gin in the cotton boom and growth of the institution of slavery in the South.

VI. To investigate escalating sectional divisions within the American nation and the resulting war between the states. (6.1/8A2,3; 6.4/8F8, G1)

- A. Explain the growing division among Americans in the early 1800s highlighting the economic issues including slavery.
- B. Explain the fight for political power among free and slave states and the compromises that attempted to maintain the balance.
- C. Chart the formation and beliefs of the Republican Party in the 1850s.
- D. Assess the impact of the election of Abraham Lincoln on southern secession.
- E. Analyze the reasons states joined the Confederacy or remained in the Union.
- F. Chart the strengths and weaknesses of both the Union and Confederacy at the start of the Civil War.
- G. Describe the causes, battles, and consequences of the Civil War.
- H. Evaluate the impact and effectiveness of the Emancipation Proclamation.
- I. Explore the contributions of women and African Americans to the war effort.
- J. Define the strategies employed by both the North and South during the Civil War.
- K. Analyze the Battle of Gettysburg and Gettysburg Address and their impact as the turning point of the war.
- L. Examine the impact of the assassination of President Lincoln.

COURSE PROFICIENCIES (continued)

VII. To analyze the time period of Reconstruction. (6.1/8A1; 6.2/8D3; 6.4/8G3,4)

- A. Discuss the battle for political power between President Johnson and Congress and its impact upon Reconstruction.
- B. Chronicle the political struggle for power following the Civil War and how this battle for power ended Reconstruction.
- C. Evaluate the impact of the Civil War upon the economy of the United States.
- D. Summarize the provisions of the 13th, 14th, and 15th Amendments and the reasons for their implementation.
- E. Examine the struggles of African Americans as newly freed American citizens.
- F. Give a final analysis of the successes and/or failures of Reconstruction.

STUDENT PROFICIENCIES

The students will be able to:

1. Analyze how events are related over time. (6.1/8A1)
2. Detect and chart cause and effect relationships. (6.1/8A2)
3. Read for comprehension and to answer questions. (6.1/8A4)
4. Read to formulate an opinion.
5. Evaluate different sources of information including print, visual, and electronic.
6. Use the OPAC system to locate books. (6.1/8A7; 8.1/8A1)
7. Express absolute and relative location using maps in both the text and atlases. (6.6/8A3)
8. Use the Internet as a resource for research projects. (6.1/8A7; 8.1/8A1,2,3,4, B2,7)
9. Utilize presentation software. (8.1/8A1,3,4,5,8,10)
10. Develop word processing skills. (8.1/8A1,3,10)
11. Categorize information and data.
12. Place data in appropriate charts, graphs, and illustrations. (6.1/8A11)
13. Compare, contrast, and draw inferences from factual material and primary sources. (6.1/8A3,8)
14. Separate information into appropriate categories using specific criteria.
15. Analyze and discuss works of art or illustrations.
16. Extract significant details from supporting details.
17. Combine critical concepts into a conclusion based upon provided information.
18. Test the validity of resources using criteria such as source, objectivity, technical correctness, and currency. (6.1/8A2; 9.2/8A4)
19. Interpret the attitudes of people in a historical time period by reading samples of literature and poetry. (6.1/8A10)
20. Summarize the main ideas related to a historical event.
21. Comprehend and communicate the pros and cons of an issue through debates.
22. Present individual and group reports. (6.1/8A11; 9.2/8C1,2)
23. Divide research tasks efficiently when working in cooperative groups. (9.2/8C6)
24. Make inferences concerning the alternate course of history might have taken had some key event been altered. (6.1/8A9)
25. Examine current issues, events, themes, and relate them to the past. (6.1/8A5)
26. Formulate questions based on content. (6.1/8A6)
27. Work cooperatively with others to complete a task or solve a problem. (9.2/8C1,3,4,5,6)

METHODS OF EVALUATION

1. Teacher observation/questions.
2. Teacher developed tests and quizzes.
3. Publisher developed tests and quizzes.
4. Homework and class work.
5. Group/cooperative participation and activities.
6. Activities and projects.
7. Notebooks and portfolios.
8. Performance assessment.
9. Self-assessment.
10. Peer review.

GUIDELINES FOR TEACHERS

1. All teachers are to write lesson plans that include lesson objectives, activities, form of assessment, and daily assignments.
2. Teachers should provide students with written expectations and grading procedures during the first days of class. A sample follows this page.
3. Documentation for research papers must follow procedures established by the district and school.
4. Grades are to be recorded as percentage or decimal grades. The final grade for a marking period must be recorded as a letter grade.
5. Throughout Grade Eight Social Studies, teachers should focus on civics, economics, geography, and New Jersey history.

WRITTEN EXPECTATIONS FOR STUDENT ACHIEVEMENT

SAMPLE

Each teacher should prepare a Course Procedures and Grade Expectations sheet for the students. This is to be distributed at the beginning of the school year. A sample follows:

Welcome to 8th grade social studies. These guidelines will help you adjust to our classroom procedures. Please read them carefully and retain this paper in your social studies folder.

Supplies

1. Notebook
2. Folder with pockets to be used only for social studies
3. Agenda/homework Pad
4. Textbook
5. Colored pencils for map and graph work

Conduct

1. Please arrive to class on time, take your seat, and prepare to work when the bell rings. If late, please present a pass.
2. Courtesy and respect must be shown to all individuals in the classroom.
3. If you would like a drink of water or need to use the restroom facilities, please ask at the beginning of the class period.

Policies

1. Please read and abide by the Code of Conduct.
2. Work being made up after an absence must be completed in a time period equal to the length of the absence. See me about special circumstances.

Grading

1. Students earn grades based upon their performance on homework, quizzes, tests, projects, presentations, and other special assignments.
2. I am available during OP or after school for student conferences.

Helpful Hints

1. Use your agenda pad each day to help you stay organized and prepared.
2. Keep all homework papers, quizzes, and tests in the classroom folder. They will be helpful for review.
3. If you attend class regularly, pay attention, participate, and review, you will do very well in this class (and all others too).

Please indicate that you and your parents have read this sheet by signing and dating it.

Student Signature

Date

Parent Signature

Date

SCOPE AND SEQUENCE

COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

NJ Core Curriculum Standards/ Grade	Strands & Indicators	Course Outline/Student Objectives
6.1/8 6.2/8 6.4/8 6.5/8 6.6/8	A1,2,3,4,5,11 A1 B2 D3 E1,13 A3 B1,2 C1,2,3,4,5,6,7,8 D1,2,3,4,6 A2 B2 A1,6,8 B2,5 D3,5,7,8 E2,6,7	I. Three Worlds Meet Beginnings To 1763 (6 weeks) A. Describe and Evaluate the Diversity of Early Native American Civilizations B. Explain the Causes and Implications of Columbus’s Voyages of Discovery C. Describe the Competition Between European Nations to Claim Lands in the Americas D. Explain How Mercantilism Fueled the Competition Between European Nations in the Americas E. Trace the Search for a Water Route Through North America to Asia F. Explain the Development of Slavery and Evaluate the Treatment of Slaves in European Colonies in the Americas G. Map and Identify the Middle Passage H. Describe Early English Attempts at Colonization I. Analyze the Economic Motivations Behind the Financing of the Early Colonies J. Summarize How Jamestown was Founded and Grew K. Analyze the Conflicts of the Jamestown Colonists Both with Native Americans and Among the Colonists Themselves L. Compare and Contrast the Origins, Settlement, Economy, and Societies of the New England, Middle, and Southern Colonies M. Describe the Geography of the New Jersey Colony and Evaluate its Impact Over Time on Industry N. Evaluate the Impact of the Growth of New Jersey’s Population and Industry on its Environment O. Analyze Rules of Settlement Such as the Mayflower Compact and Fundamental Orders of Connecticut to Understand How They Provided for Self Government and Laid a Foundation for the Republican Government of the United States

		P. Discuss How the Arrival and Interaction of Europeans Affected Native Americans in North America
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6.1/8 6.2/8 6.4/8 6.5/8 6.6/8	A1,2,3,4,7,11 A2,3 B2 E7 B2,3,4 D5 E1,2,3,4,5 A9 B2 A1	II. American Beginnings: Identity, Revolution, And Republic (6 weeks) A. Explore the Impact of Prosperity, Literacy, and New Movements in Religion and Thought on the Development of Early American Culture B. Evaluate the Importance of the English Political System on the Roots of Representative Government in the Americas C. Explain Why Native Americans Became Involved in the Struggle Between France and England in North America D. Graph the Causes and Effects of the French and Indian War E. Describe the Debate Over Taxes and Troops in the Colonies F. Evaluate the Escalation of Colonial Reaction to British Legislation G. Compare and Contrast the Perception and True Events Surrounding the Boston Massacre H. Chart the Advantages and Disadvantages of the Both the Colonists and British Militaries as They Entered the Revolutionary War I. Summarize the Main Ideas of the Declaration of Independence J. Describe the Major Battles of the American Revolution K. Explain the Role of New Jersey in the American Revolution L. Explain the Terms Set Forth by the Treaty of Paris M. Analyze the Costs of the Revolution and Identify Challenges That the New Nation Faced After the War N. Analyze the Strengths and Weaknesses of the Articles of Confederation O. Analyze and Explain the Major Issues and Compromises of the Constitutional Convention P. Explain the Debate Between Federalists and Anti Federalists and Summarize Efforts to Ratify the Constitution and Allow for a Bill of Rights
6.1/8 6.2/8	A3,5 A4,5 B1,2,3 C1,2,6 D1,2,3,4,5 E3	III. The United States Constitution And Citizenship (5 weeks) A. Identify and Discuss the Seven Principles of the Constitution B. Provide Examples of the Goals of the Constitution as Stated in the Preamble at Work in Everyday Life C. Describe the Functions of the Three Branches of the Federal

6.4/8	E5	<p>Government</p> <p>D. Describe the Process for Amending the Constitution</p> <p>E. Analyze the Purpose and Function of the Bill of Rights in the Constitution</p> <p>III. The United States Constitution And Citizenship (continued)</p> <p>F. Trace the Expansion of Rights for all Citizens as Evidenced in the Constitution</p> <p>G. Define Citizenship and Explain a Citizen’s Rights and Responsibilities</p> <p>H. Analyze the Multiple Points of View in Modern Society to Public Issues Such as Gun Control, Taxes, and Land Use</p> <p>I. Examine the Local Legislative Districts in New Jersey</p>
<p>6.1/8</p> <p>6.2/8</p> <p>6.4/8</p> <p>6.5/8</p> <p>6.6/8</p>	<p>A3,8</p> <p>C3,4</p> <p>D3</p> <p>E1,2,4,11,13</p> <p>E6,7,8,</p> <p>F1,5,7,9</p> <p>A5,6,</p> <p>B3,4</p> <p>A11</p> <p>D5</p>	<p>IV. The Early Republic (5 weeks)</p> <p>A. Explain How Washington’s Presidency Set a Precedent for Future Administrations</p> <p>B. Analyze Hamilton’s Financial Plans for Strengthening the Nation’s Economy</p> <p>C. Examine the Influence of Washington’s Farewell Address on Early American Foreign Policy</p> <p>D. Explain How Political Parties Developed in the United States</p> <p>E. Describe and Evaluate the Reaction to the Alien and Sedition Acts and Compare This with Responses to Similar Modern Legislation</p> <p>F. Analyze Jefferson’s Philosophy of Government as Compared to Previous Administrations</p> <p>G. Examine the Significance of <i>Marbury v. Madison</i></p> <p>H. Evaluate the American Purchase of the Louisiana Territory</p> <p>I. Summarize the Experiences of the Lewis & Clark Expedition</p> <p>J. Examine How Tecumseh and the Prophet United Native Americans</p> <p>K. Evaluate and Diagram the Causes and Effects of the War of 1812</p> <p>L. List Factors That Led to the Beginning of the Industrial Revolution in the United States</p> <p>M. Describe the Role of the Factory System and Interchangeable Parts</p> <p>N. Identify Inventions That Improved Transportation, Communication, and Farm Production and Describe Their Impact and Discus Modern Inventions/Innovations That Similarly Impact Society</p> <p>O. Explain the Importance of the Morris and Delaware and Raritan Canals</p> <p>P. Explain the Relationship Between the Cotton Boom and the Growth of Slavery</p>

		Q. Explore African-American Culture and Family Life Under Slavery
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		<p>IV. The Early Republic (continued)</p> <p>R. Evaluate the Ways in Which Congress Tried to Strengthen the American Economy Including the Use of Tariffs and Improvements to the Nation’s Transportation System</p> <p>S. List the Goals Henry Clay’s American System and Explain Why Sectionalism Prevented its Implementation</p> <p>T. Explain How the United States Acquired Florida</p> <p>U. Identify the Purpose of the Monroe Doctrine and Describe its Impact on American Foreign Policy</p>
<p>6.1/8</p> <p>6.2/8</p> <p>6.4/8</p> <p>6.6/8</p>	<p>A3,7,11</p> <p>C4,5</p> <p>D3</p> <p>E5,8,12,13</p> <p>F2,3,4,6,9,10,11</p> <p>G2</p> <p>A4</p>	<p>V. A Changing Nation (5 weeks)</p> <p>A. Explain the Election of 1824 and its Impact on the Presidency of John Quincy Adams</p> <p>B. Analyze “Jacksonian Democracy” and the Expansion of Voting Rights</p> <p>C. Compare the Voting Qualifications From 1776, 1844, and 1947 in the New Jersey Constitution</p> <p>D. Examine the Causes and Effects of Jackson’s Native American Removal Policy</p> <p>E. Analyze the Issues in the Debate for States’ Rights Stemming from Sectional Differences</p> <p>F. Explain the Role of the National Bank as an Economic Institution and Tool of National Stability</p> <p>G. Discuss the Reasons for President Jackson’s Opposition to the Bank of the United States and How His Actions Led to Economic Depression</p> <p>H. Explain the Role of Mountain Men in the Exploration and Expansion of the West</p> <p>I. Identify Reasons People Went West</p> <p>J. Describe the Opening of the Santa Fe Trail</p> <p>K. Describe the Impact of “Oregon Fever” on Westward Expansion</p> <p>L. Profile the Mormons Westward Journey</p> <p>M. Examine Texas Under Spanish Rule Including the Tensions Between Texans the <i>Tejanos</i></p> <p>N. Summarize the War Between Texas and Mexico</p> <p>O. Explain How and Why Texas Became “The Lone Star Republic”</p> <p>P. Explain the Origins of Manifest Destiny</p> <p>Q. Chart the Causes and Effects of the War with Mexico</p> <p>R. Evaluate the California Gold Rush and its Effects on the People and Economy of California</p>

		<p>S. Identify the Push-Pull Factors of Immigration</p> <p>T. Summarize Reasons for European Immigration and its Effects on American Society and the Economy</p> <p>U. Describe the Experiences of Immigrants in the Mid 1800s</p>
		<p>V. A Changing Nation (continued)</p> <p>V. Describe the Spirit of Reform of the Early and Mid 1800s</p> <p>W. Evaluate the Impact of the Early Labor Movement</p> <p>X. Describe Efforts to Improve Education and to Care for the Needy</p> <p>Y. Describe the Development of the Abolitionist Movement, Including New Jersey's Role in the Movement</p> <p>Z. Explain the Significance of the Underground Railroad and Discuss New Jersey's Role in the Underground Railroad</p> <p>AA. Evaluate the Opportunities Created by the Women's Rights Movement in the Mid 1800s</p>
<p>6.1/8</p> <p>6.2/8</p> <p>6.4/8</p>	<p>A2,3</p> <p>B3</p> <p>C4</p> <p>F8</p> <p>G1</p>	<p>VI. The Civil War (6 weeks)</p> <p>A. Describe the Debate Over Slavery in the Territories and its Impact on the Tensions Between the North and South</p> <p>B. Evaluate the Impact of the Missouri Compromise of 1820 and Compromise of 1850</p> <p>C. Explain How the Fugitive Slave Act and <i>Uncle Tom's Cabin</i> Impacted Attitudes Toward Slavery</p> <p>D. Explain the Formation of the Republican Party</p> <p>E. Summarize the Effects of the <i>Dred Scott Decision</i></p> <p>F. Evaluate the Impact of John Brown's Raid on Harpers Ferry</p> <p>G. List the Factors That Led to Abraham Lincoln's Presidential Victory in 1860</p> <p>H. Chart the Events That Led to the Outbreak of the Civil War</p> <p>I. Analyze the Strengths and Weaknesses of the Union and Confederacy</p> <p>J. Summarize the Strategy of Each Side at the Start of the Civil War</p> <p>K. Chart the Significant Civil War Battles and Their Outcomes</p> <p>L. Describe the Hardships and Challenges Faced by Military Personnel During the Civil War</p> <p>M. Explain the Significance of the Union Victories at Vicksburg and Gettysburg</p> <p>N. Discuss the Motivation, Timing, Significance, and Response to Lincoln's Emancipation Proclamation</p> <p>O. Describe the Contributions of African Americans to the War Effort</p> <p>P. Describe the Varied Contributions of Women to the War Effort</p> <p>Q. Compare and Contrast the Social, Political, and Economic</p>

		<p>Changes Which Occurred in the North and South During the Civil War</p> <p>R. Analyze the New Strategies Utilized by the Union to Defeat the Confederacy</p>
<p>6.1/8</p> <p>6.2/8</p> <p>6.4/8</p>	<p>A1</p> <p>C4,6</p> <p>D3</p> <p>G3,4</p>	<p>VII. The War's End And Reconstruction (3 weeks)</p> <p>A. Analyze the Economic, Physical, and Emotional Costs of the Civil War to All Americans</p> <p>B. Describe the Events Related to the Assassination of President Lincoln</p> <p>C. List Reasons Why Reconstruction Was Necessary</p> <p>D. Discuss the Battle Between President Johnson and Congress Regarding Reconstruction</p> <p>E. Analyze the Problems the United States Faced During Reconstruction and the Actions the Nation Took to Solve Them</p> <p>F. Evaluate Both the Immediate and Future Impact of the Civil War Amendments and Civil Rights Act</p> <p>G. Compare and Contrast the Different Groups That Dominated Southern Politics During Reconstruction</p> <p>H. Examine the Successes and Failures of Reconstruction Policies Such as the Freedman's Bureau and Their Effects on the Economy</p> <p>I. Analyze the Reasons for the End of Reconstruction</p> <p>J. Discuss How African Americans Were Denied Their Rights Through the Use of the Black Codes and Supreme Court Decisions Such as <i>Plessey v. Ferguson</i></p> <p>K. Reach Conclusions About the Changes in our Nation Resulting From the Civil War and Reconstruction</p>

Note: The New Jersey Core Curriculum Content Standards can be accessed at www.state.nj.us.

RESOURCES/ACTIVITIES GUIDE

Suggested Sample Activities

Unit I - Three Worlds Meet Beginnings Through 1763 (6 Weeks)

Text – Creating America Chapter 1 - 1-3
 Chapter 2 - 1-3
 Chapter 3 - 1-3
 Chapter 4 - 1-4

Text Based Activities

1. Create and decode a pictograph p. 46-47.
2. “Petitioning the Government” Interdisciplinary Link: Civics p. 60.
3. Report from the New World p. 74-75.
4. *Mayflower Compact and Fundamental Orders of Connecticut* Interactive Primary Source Activity p. 82-83.
5. “Advertising the Colonies” Interdisciplinary Link: Art & Language Arts p. 86.
6. Geography and History Activity p. 108-109.
7. “American Quilts Activity” Interdisciplinary Link: Art p. 111.

Resource Kit Activities

1. Humanities Transparency #6 “Pilgrims Going to Church.”
2. Economics in History Chapter 2 “Mercantilism and the Colonies.”
3. Why It Matters Now Unit 1 Chapter 1 “Cultural Diversity.”
4. Document Based Questions Part 1.

Other Activities & Projects

1. Create an illustrated timeline of the American Colonial Period using Internet resources.
2. Work in a group to prepare an informative presentation on one of the Colonial Regions.
3. Classroom lessons and archived history of Colonial Williamsburg
<http://www.history.org/history/index.html> .
4. CD-ROM: “Where America Began - Colonial Williamsburg” ©1998. Finley-Holiday Film Corp.
5. “The Eye of the Beholder: Looking at Primary Sources.” ©2001. Colonial Williamsburg Foundation.
6. “Discovering the Past Through Archaeology: A Classroom Simulation.” ©2002. Colonial Williamsburg Foundation.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit II - Identity, Revolution & Republic (6 weeks)

Text – Creating America Chapter 5 - 1-3
 Chapter 6 - 1-4
 Chapter 7 - 1-4
 Chapter 8 - 1-3

Text Based Activities

1. Franklin's Proverbs p. 122.
2. "Protesting the Stamp Act" Interdisciplinary Link: Humanities p. 145.
3. *Declaration of Independence* Interactive Primary Source Activity p. 166-169.
4. History Workshop "Raise the Liberty Pole" p. 172-173.
5. *The Federalist* "Number 51" Interactive Primary Source Activity p. 222-223.

Resource Kit Activities

1. Humanities Transparencies #15 "Washington Presiding at the Convention, #16 "Page 1 of the Constitution", and #17 "Abigail Adams."
2. American History Plays and Readers Theatre Chapter 7 "The Fires at Valley Forge."
3. Document Based Questions Part 2.

Other Activities & Projects

1. "The Declaration of Independence A Living Blueprint for Democracy." ©2002 Scholastic.
2. Classroom reenactment of The Boston Massacre.
3. Independent Research Project: Battles of the American Revolution using print and electronic sources.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit III - The Constitution And Citizenship (5 weeks)

Text – Creating America: The Constitution and Citizenship Handbook

Text Based Activities

1. “Presenting the Principles Visually” Interdisciplinary Link: Art p. 229.
2. *Constitution* Interactive Primary Source Activity p. 232-261.

Resource Kit Activities

1. Citizenship Today Resource Book

Other Activities & Projects

1. Poster: Encourage Citizenship in Your Community.
2. Poster: Illustrate and explain one Amendment and its impact on the lives of Americans.

RESOURCES/ACTIVITIES GUIDE (continued)

Unit VI - The Civil War (6 weeks)

Text - Creating America Chapter 15 - 1-4
 Chapter 16 - 1-3
 Chapter 17 - 1-4

Text Based Activities

1. "O Captain! My Captain!" Interdisciplinary Link: Language Arts p. 506.
2. *The Gettysburg Address* Interactive Primary Sources p. 508.
3. History Workshop "Medal of Honor" p. 512-513.

Resource Kit Activities

1. Humanities Transparency #34 "John Wilkes Booth Poster."
2. Document Based Questions Part 5.

Other Activities & Projects

1. History Alive "The Civil War and Reconstruction US History to 1900."

RESOURCES/ACTIVITIES GUIDE (continued)

Unit VII - Reconstruction (3 weeks)

Text – Creating America Chapter 18 - 1-3

Text Based Activities

1. Debating Activities: Debating Reconstruction p. 513c or Debating Reconstruction p. 520.
2. “Political Cartoons” Interdisciplinary Link: Civics p. 518.
3. Interdisciplinary Challenge “Rebuilding Richmond” p. 522-523.
4. “A Letter about Freedom” Multiple Learning Styles Activity: Intrapersonal p. 525.

Resource Kit Activities

1. Humanities Transparency #35 “Carpetbagger Goes South” and #36 “Poster Celebrating 15th Amendment.”

Other Activities & Projects

1. History Alive “The Civil War and Reconstruction US History to 1900.”
2. Group Challenge Activity: Develop a New Plan for Reconstructing the South that would have been as fair as possible to everyone involved.

SUGGESTED VIDEO VISUAL/COMPUTER AIDS

1. Software provided with Creating America Teacher Resource Kit.
2. McDougall Littell, Creating America web site: <http://classzone.com>
3. New Jersey Historical Commission Resources for Teachers:
http://www.newjerseyhistory.org/materials_rev_t.html
4. Colonial Williamsburg: <http://www.history.org/>
5. Scholastic Teacher: <http://teacher.scholastic.com/index.htm>
6. Perry-Castaneda Library Map Collection/University of Texas:
<http://www.lib.utexas.edu/maps/>
7. The History Net: <http://www.historynet.com/>
8. The Smithsonian Institute: www.smithsonian.org.
9. American Memory: <http://memory.loc.gov>
10. Library of Congress: www.loc.gov
11. National Park Service: www.nps.gov
12. Internet History Sourcebooks Project/historical texts and primary sources:
<http://www.fordham.edu/halsall/>
13. Congress Link: www.congresslink.org
14. The Gilder Lehrman Institute of American History: www.gilderlehrman.org
15. PBS: www.pbs.org/history
16. National Council on Economic Education: www.ncee.net
17. Association for the Preservation of Virginia Antiquities: www.apva.org
18. New Jersey Historic Documents: <http://www.state.nj.us/njfacts/njdoc.htm>
19. Monmouth University New Jersey History Page: <http://zorak.monmouth.edu/~njhist/>
(student resource).
20. New Jersey History Partnership: <http://www.njhistorypartnership.org> especially “Links”
and electronic/print materials also provided to school by the Partnership.
21. From Revolution to Reconstruction Primary Source documents:
<http://odur.let.rug.nl/~usa/D/index.htm>
22. The National Women’s History Museum: <http://www.nmwh.org/>
23. Mount Vernon: <http://www.mountvernon.org/> (check out archaeology activity).
24. Lewis & Clark The Great Journey West:
http://www.educationworld.com/a_lesson/lesson/lesson296.shtml
25. Canal Society of New Jersey: <http://www.canalsocietynj.org/>
26. Constitution of the US, delegates, FAQs: <http://www.archives.gov/national-archives-experience/charters/constitution.html>
27. Constitution: text and details of ratification including amendments never ratified:
<http://www.law.emory.edu/FEDERAL/usconst/amend.html#art-20>
28. Simulated congressional hearing questions including questions on application of rights to
minors: www.civiced.org/level_two.pdf
29. Active **Citizenship** Today - Handbook for **Middle School** Teachers -five modules and
seven **lessons** that meet the recommended **citizenship** training requirements:
<http://search.nationalserviceresources.org/index.php?q=citizenship>
30. CD-ROM: “Where America Began - Colonial Williamsburg” ©1998. Finley-Holiday Film
Corp.

SUGGESTED VIDEO VISUAL/COMPUTER AIDS (continued)

31. "The Declaration of Independence A Living Blueprint for Democracy." ©2002 Scholastic.
32. DVD: "Underground Railroad." ©1998 The History Channel.
33. DVD: "Lewis & Clark Great Journey West." ©2002 National Geographic Video.
34. DVD/PBS Home Video: "Lewis & Clark The Journey of the Corps of Discovery." ©1997.
35. DVD: "For the People." ©2001 Cerebellum Corporation.
36. DVD: "Gettysburg." ©1993 Turner Pictures Inc.
37. DVD: "Gods and Generals." ©2002 Ted Turner Film Properties, LLC.

SUGGESTED MATERIALS

Resources for Students:

Garcia, Jesus, Donna M. Ogle, C. Frederick Risinger, and Joyce Stevos. Celebrating America: A History of the United States. Evanston, IL: McDougall Littell, 2005.

Center for Civic Education. We the People. CA: Center for Civic Education, 2000.

Cunningham, John T. New Jersey: A Mirror on America. Andover, NJ: Afton Publishing Co., 1997.

Resources for Teacher:

Garcia, Jesus, Donna M. Ogle, C. Frederick Risinger, and Joyce Stevos. Celebrating America: A History of the United States. Evanston, IL: McDougall Littell, 2005.
* Including Resource Kit provided with Teachers' edition.

Center for Civic Education. We the People. CA: Center for Civic Education, 2000.

Cohen, Vicki L. and Sue Luckman Jacobs. Global Education Unit: Economics and the Environment. Teaneck, NJ: Farleigh Dickinson University, 2001.

Cunningham, John T. New Jersey: A Mirror on America. Andover, NJ: Afton Publishing Co., 1997.

“Discovering the Past Through Archaeology: A Classroom Simulation.” VA: Colonial Williamsburg Foundation, 2002.

Hunt, Irene. Across Five Aprils. Chicago, IL: Follet Publishing Company, 1964.

Interaction Publishers Inc. Civil War A Simulation of Civilian & Soldier Life. Fort Atkinson, WI: Interaction Publishers Inc., 1993.

Interaction Publishers Inc. Lewis & Clark. Fort Atkinson, WI: Interaction Publishers Inc., 2000.

National Council for Economic Education. The Great Economics Mysteries Book: Grades 4-8. New York, NY: National Council for Economic Education, 2000.

Suiter, Mary C., Joanne Dempsey, Mary Ann B. Pettit, and Mary Lynn Reiser. Focus: Middle School Economics. New York, NY: National Council for Economic Education, 1996.

SUGGESTED MATERIALS (continued)

Resources for Teacher: (continued)

Sullivan, Carol and Jane Smith. Economics and the Free Enterprise System. Circle Pines, MN: American Guidance Service Inc., 1989.

Teacher's Curriculum Institute. History Alive The Civil War and Reconstruction US History to 1900. Palo Alto, CA: Teacher's Curriculum Institute, 1997.

"The Eye of the Beholder: Looking at Primary Sources." VA: Colonial Williamsburg Foundation. 2001.

Whitman, Walt. Leaves of Grass. (compilation of Civil War poetry).