

# Middle School U.S. History Curriculum Framework

## Course Overview:

*The following curriculum framework covers the United States History Standards from eras 3 through 5 (1754-1877) by the End of Grade 8. Eras 1 and 2 (1600-1754) are taught by the end of Grade 5. The colors represent the themes integrated throughout the course and Performance Expectations.*

## Thematic Overview:

Theme	History, Culture and Religion	Foundations of Governance	Geography	Economics and Trade	Human Rights
<b>Compelling Questions</b>	How does history, culture and religion influence how people live?	How do the principles and practices of governance establish our democratic values?	How has geography influenced historical events?	How have inventions, free enterprise, and trade shaped American history?	How has the Declaration of Independence and our constitution influenced human rights in our history?
<b>Era 3 (1754-1820)</b>	6.1.8.HistoryCC.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.c 6.1.8.HistorySE.3.a 6.1.8.HistorySE.3.b	6.1.8CivicsPI.3.a 6.1.8CivicsPI.3.b 6.1.8CivicsPI.3.c 6.1.8CivicsPI.3.d 6.1.8CivicsPD.3.a 6.1.8CivicsDP.3.a	6.1.8.GeoSV.3.a	6.1.8.EconET.3.a	6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c
<b>Era 4 (1801-1861)</b>	6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d	6.1.8CivicsDP.4.a	6.1.8.GeoSV.4.a	6.1.8.EconET.4.a 6.1.8.EconET.4.b 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b	6.1.8.CivicsHR.4.a
<b>Era 5 (1850-1877)</b>	6.1.8.HistoryCC.5.a 6.1.8.HistoryCC.5.b 6.1.8.HistoryCC.5.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryCC.5.e 6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b 6.1.8.HistoryUP.5.c				

### **Era 3. Revolution and the New Nation (1754-1820s)**

#### **Unit Description: (10-12 weeks)**

The study of the American Revolution is one of the most important units for middle school students. It is the story of America's independence, it articulated a vision for equality for all people with guaranteed human rights, and it set the foundations for our government as a democracy and republic. Students need to think about the perspectives of African Americans, Native Americans, women, children, farmers, merchants, Loyalists and Patriots regarding the causes, issues that separated them, and issues that untied them. Following their understanding of the American Revolution, students need to critically analyze the strengths and weaknesses of the Articles of Confederation and the compromises that led to the ratification of our Constitution. Through research, debate, and presentation students will understand and analyze how and why Americans became divided on issues relating to slavery, federalism, alliances with Britain and France, and the importance of religion and the rule of law in our judicial branch of government.

#### **Thematic Compelling & Supporting Era Questions:**

- ❖ **How does history, culture, and religion influence how people live?**
  - *How significant were religious influences in the development of our government?*
  - *To what extent did Americans separate their culture from Britain after the French and Indian War?*
  
- ❖ **How has geography influenced historical events?**
  - *How did geography influence the outcome of the French and Indian and Revolutionary Wars?*
  - *How did geography impact the economic development of New Jersey and the other colonies?*
  - *How did the colonists overcome geographic barriers in developing transportation routes?*
  - *How did geography support and hinder agriculture and farming during this era?*
  - *How does the long coastline along the Atlantic Ocean and Gulf of Mexico influence the development of America?*
  
- ❖ **How have inventions, free enterprise, and trade shaped American history?**
  - *Why did Paterson, Newark, Perth Amboy, and Trenton become important cities in the 19<sup>th</sup> century?*
  - *How does the U.S. Constitution support economic growth?*
  - *How do inventions and government policies shape economic growth in this era?*

#### **Unit Disciplinary Concepts & Core Ideas\*:**

- Political and Civil Institutions:
  - The role of government to protect the ideals of liberty, democracy, equality, justice, opportunity, and property.
- Continuity and Change:
  - Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Human and Civil Rights:
  - Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Understanding Perspectives:
  - An individual's perspective is impacted by one's background and experiences.
  - Perspectives change over time.
  - Historical contexts and events shaped and continue to shape people's perspectives.
- Global Economy:
  - The production and consumption of goods and services influence economic growth, well-being and quality of life.

\*The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

**Content Overview:**

- ❖ **Seven Years War/French and Indian War**
- ❖ **Causes of the American Revolution**
- ❖ **Articles of Confederation and the Ratification of the Constitution**
- ❖ **Formation of Political Parties and our national government**
- ❖ **Institution of slavery and the economic expansion of the United States**

Alphanumeric Code/Indicator	Performance Expectation	Suggested Key Terms/Concepts	Resources
<b>6.1.8.HistoryCC.3.a</b>	HistoryCC.3.a: 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.	Albany Plan of Union Treaty of Paris Proclamation Line Mercantilism Stamp Act Taxation without Representation No Taxes Without Consent: New Jersey and the Stamp Act Patrick Henry Townshend Acts Quartering Act Boston Massacre Lexington & Concord Bunker Hill	<a href="#">10 causes of the American Revolution</a> <a href="#">Greenwich NJ Tea Burning Monument</a> <a href="#">The Revolution in New Jersey</a> <a href="#">NJ and the Stamp Tax</a> <a href="#">Lexington and Concord</a>
<b>6.1.8CivicsDP.3.a</b>	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.	Lord Dunmore’s Proclamation Letters from a Pennsylvania Farmer Petition of Negro Prime Abigail Adams	<a href="#">Declaration of Independence and its Legacy</a> <a href="#">Lesson on the Declaration of Independence from Gilder Lehrman</a>
<b>6.1.8.HistoryUP.3.a</b>	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	Thomas Jefferson Social Contract Pursuit of Happiness Inalienable Rights Equality Natural Rights John Locke Property	<a href="#">1776 Constitution of New Jersey</a> <a href="#">Letters from New Jersey Residents about the Declaration and Revolutionary War</a> <a href="#">Legacy of the Declaration of Independence</a> <a href="#">Signers of the Declaration of Independence</a>
<b>6.1.8.HistoryCC.3.c</b>	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory	Patriots Loyalists Treaty of Alliance with France Iroquois Confederation Marquis De Lafayette Québec West Indies	<a href="#">7 Famous Loyalists of the Revolutionary War Era</a> <a href="#">Treaty of Alliance with France</a> <a href="#">Native Americans and the Revolutionary War</a>

<b>6.1.8.HistoryUP.3.c</b>	Analyze 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 from multiple perspectives.	Treaty of Fort Stanwix (1784) Loss of Caribbean Trade Debt with France, Holland Relationship with Spain Northwest Ordinance British occupation in Northwest Western land claims	<a href="#">Treaty of Paris and its Impact</a> <a href="#">What Role did the Caribbean Islands Have in the Revolutionary War?</a>
<b>6.1.8.GeoSV.3.a</b>	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.	Washington's Headquarters Battles of New York, Fort Lee, Trenton, Princeton, Saratoga, Monmouth Valley Forge	<a href="#">New Jersey in the Revolutionary War</a> <a href="#">Eyewitness: Ten Crucial Days from Trenton to Princeton</a>
<b>6.1.8.HistorySE.3.b</b>	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	Thomas Paine Paul Revere General William Howe General Richard Henry Lee	<a href="#">Eyewitness: Ten Crucial Days from Trenton to Princeton</a> <a href="#">European Diplomacy and the American Revolution</a>
<b>6.1.8.HistoryUP.3.b</b>	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.	Molly Pitcher Deborah Sampson Phyllis Wheatley Annis Boudinot Stockton Abigail Adams	<a href="#">250<sup>th</sup> Anniversary of the American Revolution in New Jersey</a>
<b>6.1.8.EconET.3.a</b>	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.	Continental Dollars Inflation Foreign Debts Trade with Caribbean and Europe	<a href="#">The Economic Crisis of the 1780s</a> <a href="#">The U.S. Debt and Foreign Loans, 1775-1795</a>
<b>6.1.8.HistoryCC.3.d</b>	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.	Division of powers between the colonies/new states and the Continental Congress Anti-Slavery clauses in state constitutions Northwest Ordinance	<a href="#">The Articles of Confederation and the U.S. Constitution</a> <a href="#">Shays' Rebellion</a>
<b>6.1.8.HistoryCC.3.b</b>	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	Federalists and Anti-Federalists Shays' Rebellion	<a href="#">Creating the United States</a> <a href="#">Historical Overview of Political Parties</a> <a href="#">Political Parties</a> <a href="#">George Washington's Views on Shays Rebellion</a>

<p><b>6.1.8CivicsPI.3.c</b></p>	<p>Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>Federalist Party Anti-Federalist Party Democratic-Republican Party</p>	<p><a href="#">The Rise of Political Parties</a> <a href="#">The First American Party System</a></p>
<p><b>6.1.8.HistorySE.3.a</b></p>	<p>Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p>	<p>Newburgh Mutiny Farewell Address</p>	<p><a href="#">The Newburgh Conspiracy</a> <a href="#">Farewell Address</a></p>
<p><b>6.1.8CivicsPI.3.d</b></p>	<p>Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress by examining the New Jersey and Virginia plans.</p>	<p>Small States Plan Large States Plan Great Compromise (Connecticut) Three-fifths Compromise Gerrymandering</p>	<p><a href="#">Creating the New Constitution</a> <a href="#">2021 Gerrymandering in New Jersey</a> <a href="#">Manipulating Boundaries with Gerrymandering</a></p>
<p><b>6.1.8CivicsPI.3.b</b></p>	<p>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.</p>	<p>Preamble Rule of Law Popular Sovereignty Limited government Representative Government Separation of Powers Checks and Balances</p>	<p><a href="#">Federalist No.84</a> <a href="#">Delegates from NJ at the Constitutional Convention</a></p>
<p><b>6.1.8CivicsPI.3.a</b></p>	<p>Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p>	<p>Edmund Genet Jay Treaty Pinckney Treaty Resignation of Thomas Jefferson as Secretary of State Washington’s Farewell Address XYZ Affair</p>	<p><a href="#">Jay Treaty</a> <a href="#">George Washington and the Jay Treaty</a> <a href="#">Undeclared War with France</a></p>
<p><b>6.1.8CivicsPD.3.a</b></p>	<p>Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p>George Mason Ratification Bill of Rights Federalist Papers Three-fifths Compromise Ending the Atlantic Slave Trade Location of the new capitol</p>	<p><a href="#">The Constitution and Slavery Compromises in the Constitution</a> <a href="#">The Bill of Rights: How Did it Happen?</a> <a href="#">George Mason’s Objections to the Constitution</a></p>
<p><b>6.1.8.CivicsHR.3.a</b></p>	<p>Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p>	<p>Federalism Whiskey Rebellion Alien Enemies Act Alien and Sedition Acts Kentucky, Virginia Resolutions Hamilton’s Economic Plan</p>	<p><a href="#">Whiskey Rebellion Trials</a> <a href="#">Whiskey Rebellion in Carlisle, PA</a> <a href="#">Alien and Sedition Acts</a></p>

<b>6.1.8.CivicsHR.3.b</b>	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States	Protection of Property Cotton gin Importation of Slaves Ends	<a href="#">The Cotton Gin</a> <a href="#">Property Rights and the Constitution</a> <a href="#">Political and Economic Expansion Before the Civil War</a>
<b>6.1.8.CivicsHR.3.c</b>	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	Sally Hemmings Haitian Revolution Denmark Vesey Gabriel Prosser	<a href="#">Haitian Revolution</a> <a href="#">Gabriel Prosser's Conspiracy</a> <a href="#">The Execution of Denmark Vesey</a> <a href="#">Thomas Jefferson and Slavery</a>
<b>6.3.8.CivicsHR.1:</b>	<b>Construct an argument as to the source of human rights and how they are best protected.</b>	Women Immigrants Religious Toleration	

**Sample Skills-Based Activities/Assessments:**

The following is designed to support the integration of the 2020 NJLSL-SS Social Studies Disciplinary Practices as indicated in the top row.

<b>Investigating</b>	<b>Sensemaking</b>	<b>Communicating &amp; Taking Action</b>
<ul style="list-style-type: none"> <li>➤ Developing questions and planning inquiry</li> <li>➤ Gathering and evaluation sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeking diverse perspectives</li> <li>➤ Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presenting arguments and explanations</li> <li>➤ Engaging in civil discourse &amp; critiquing conclusions</li> <li>➤ Taking informed action</li> </ul>
<p>Gather evidence and identify their sources to construct answers to two opposing questions: 1) Was England justified in their actions to tax the colonists? 2) Were the colonists justified in challenging Britain’s right to tax them? <b>6.1.8.HistoryCC.3.a</b></p>	<p>Assemble evidence relating to the consequences of the Seven Years War from the perspectives of leading Americans (i.e. John Adams, Samuel Adams, Patrick Henry, Ben Franklin, Thomas Jefferson, etc.) and answer the question: <i>Was it reasonable for the English to tax the colonists to pay for the war fought for their defense? Were the Americans justified in their resistance?</i> <b>6.1.8.HistoryCC.3.a</b></p>	<p>Identify the major causes leading to the conflict at Lexington and Concord and construct an argument if the major causes were economic or political. <b>6.1.8.HistoryCC.3.a</b></p>
<p>Find evidence comparing the ideas on life, liberty, and property between John Locke and Thomas Jefferson. To what extent are they similar and different? <b>6.1.8CivicsDP.3.a</b></p>	<p>Develop a presentation on the perspectives of Native Americans, enslaved Americans, pro-slavery Americans, and women regarding their understanding of the ideals of life, liberty, and the pursuit of happiness in the Declaration of Independence. <b>6.1.8CivicsDP.3.a</b></p>	<p>Review the list of grievances and the right to abolish a government in the Declaration of Independence and debate if the evidence justifies American independence. <b>6.1.8CivicsDP.3.a</b></p>

<p>Create a visual on the sacrifices of five signers of the Declaration of Independence regarding their lives, property, and careers. (i.e. Abraham Clark, Robert Morris, Richard Stockton, John Witherspoon, James Wilson, etc. <a href="#">Source</a> <b>6.1.8.HistoryUP.3.a</b></p>	<p>Preside over a town meeting regarding the arrival of 32,000 British troops in New York Harbor and what the signing of the Declaration of Independence will likely mean for the people living in your town and county. <b>6.1.8.HistoryUP.3.a</b></p>	<p>Role Play the decision by the Provincial Congress of New Jersey to arrest Governor William Franklin and select new delegates to the Continental Congress in Philadelphia. In your script, identify the reasons why New Jersey accepted the Declaration of Independence. Include the perspectives of both Loyalists and Patriots. <b>6.1.8.HistoryUP.3.a</b></p>
<p>Use the <a href="#">Princeton University Library Historical State Maps</a> and images to identify the borders of New Jersey, New York, and Pennsylvania. Research examples of border disputes between these three states in the 18<sup>th</sup> century. <b>6.1.8.HistoryCC.3.c</b></p>	<p>Analyze maps of the colonies and their western land claims and the presence of England, France, and Spain between 1783 and 1812. <a href="#">Library of Congress</a>, <a href="#">National Geographic</a>, <a href="#">Digital History</a> <b>6.1.8.HistoryCC.3.c</b></p>	<p>Find maps that document the presence of British forts in the United States after signing the Treaty of Paris in 1783. <a href="#">Journal of the American Revolution</a> <b>6.1.8.HistoryCC.3.c</b></p>
<p>Write a script with images and maps for a documentary on Native American wars between 1754 (French and Indian) and 1811 (Battle of Tippecanoe), treaties, and relationships with the American government during and after the Revolutionary War. <b>6.1.8.HistoryCC.3.c, 6.1.8.HistoryUP.3.c</b></p>	<p>Produce a video or slide show of the changing relationships between the United States and European countries (Britain, Spain, France, Holland) from 1776 to 1812. (Debt, New Orleans, British forts, Jay and Pinckney Treaties, Edmund Genet, XYZ affair, trade, impressment, etc.) <b>6.1.8.HistoryCC.3.c, 6.1.8.HistoryUP.3.c</b></p>	<p>Write a series of news articles following the signing of the Treaty of Paris, 1783, regarding its implications on the United States, Native Americans, France, Spain, and the British West Indies. Articles might reference: Economic Impact, Disputed Boundaries, Native American Concerns, Land Spain received, Loyalists, Prisoners of War, etc. <b>6.1.8.HistoryCC.3.c, 6.1.8.HistoryUP.3.c</b></p>
<p>Collect images of mountains and highlands in New Jersey and their distance from New York City and Philadelphia regarding spies, supply chain routes of powder, iron, cannonballs, marches and retreats. Explain the importance of geography in a visual presentation. <b>6.1.8.GeoSV.3.a</b></p>	<p>Research the movement of ships and the location of prison ships off the New Jersey coast. Write an article or a series of blog posts about British ships off the coast and in Barnegat Bay. <b>6.1.8.GeoSV.3.a</b></p>	<p>Plan a presentation to your school’s principal regarding a series of three field trips to Revolutionary War <b>sites</b> in New Jersey. In your presentation include the location, historical significance, activities for students, and a short essay on its importance to our nation’s history. (Fort Lee, Connecticut Farms, Trenton, Princeton, Monmouth, Washington’s Crossing, Green Brook, etc.) <b>6.1.8.GeoSV.3.a</b></p>
<p>Select the “Person of the Year” for an award recognizing their contribution to the American Revolution for years 1775-1781. <i>Consider Paul Revere, Thomas Jefferson, John Adams, George Washington, John Barry, Marquis de Lafayette, Baron von Steuben, Thaddeus Kosciusko, Molly Pitcher, Jacob Ford, and others.</i> <b>6.1.8.HistorySE.3.b</b></p>	<p>Create a visual presentation recognizing the support of France, Spain, and the Netherlands in America’s War for Independence. Identify any landmarks in New Jersey (or our nation) recognizing their contributions. <b>6.1.8.HistorySE.3.b</b></p>	<p>Conduct an interview with George Washington after the surrender at Yorktown. In your interview or podcast ask George Washington about the future of Native American relationships, influential events, battles, people, the contributions of women, and how to compensate the Loyalists for their property losses. <b>6.1.8.HistorySE.3.b</b></p>



<p>Report on a dinner conversation at a NJ home following the Battle of Saratoga in October 1777. Your guests include local merchants, African Americans, children, women, a woman who lost her husband at the Battle of Princeton, a prisoner of war who was released, a doctor, and a soldier who recently completed service in the Continental Army. Role play the conversation or have students write a series of questions with fictional answers about the conversation in a script. <b>6.1.8.HistoryUP.3.b</b></p>	<p>Prepare a conversation for a ‘talk show’ about the events following the terrible losses following the battles in New York City. Ask a series of questions about how the events will affect New Jersey, how to encourage enlistments in the Continental Army, the morale of the troops, the treatment of prisoners of war, shortages of food, and preparations for the winter of 1777. <b>6.1.8.HistoryUP.3.b</b></p>	<p>Prepare a report to the Second Continental Congress about accepting assistance from France and Holland. In your report include an analysis of what these countries might expect from financial and military assistance. Also, include in your report the need for allies and if there are other options that might be considered. The year is 1777. <b>6.1.8.HistoryUP.3.b</b></p>
<p>Gather information on how the Revolutionary War impacted farmers, the food supply, and families. Identify places where women protested in New England and in Philadelphia during the British occupation of 1777-78.. <a href="#">Food Riots in New England</a>, <a href="#">British Occupation of Philadelphia</a> <b>6.1.8.EconET.3.a</b></p>	<p>Read the article <a href="#">“Inflation and the American Revolution”</a> and summarize the reasons for inflation based on financing the cost of the war with paper money or “Continental Dollars.” Comment on the attempt by the Massachusetts government to defend the safety of the paper money. <b>6.1.8.EconET.3.a</b></p>	<p>Analyze table 1 and Table 2 at the end of the article. <a href="#">“The Economics of the American Revolutionary War”</a> to determine the rate of inflation as measured by the declining value of the money printed. Consult with your math teachers to calculate the rate of inflation in today’s dollars. <a href="#">Inflation-Defining Role in the American Revolution</a> <b>6.1.8.EconET.3.a</b></p>
<p>Construct a graphic explaining the decision-making powers of the new government under the Articles of Confederation. In your graphic identify the powers of the Congress, states, and areas of concern. <a href="#">Digital History Ten Reasons Why the Articles of Confederation Failed</a> <b>6.1.8.HistoryCC.3.d</b></p>	<p>Hold a town meeting (in your town) to debate if we should revise the Articles of Confederation or write a new constitution. Organize the town meeting around specific issues and present the perspectives of farmers, merchants, leaders of government, and concerned citizens. <a href="#">Library of Congress Ten Reasons Why the Articles of Confederation Failed</a> <b>6.1.8.HistoryCC.3.d</b></p>	<p>Make a visual presentation on the crises that occurred between 1781-1787 under the Articles of Confederation. Include information on how the Congress under the articles of Confederation responded to the crises. (Newburgh Mutiny, Bankruptcy, Attacks on ships, Shays Rebellion, border disputes, compensation to Loyalists, British occupation, access to foreign markets, etc. <a href="#">The Articles of Confederation</a> <b>6.1.8.HistoryCC.3.d</b></p>
<p>Gather information to ask questions if it is best to have a two-party system in a democracy, a multi-party system, or only popular individual candidates. Collect evidence from the governments of Britain, India, Israel, and Canada. <b>6.1.8.HistoryCC.3.b</b></p>	<p>The Constitution does not mention political parties. Alexander Hamilton called parties “the most fatal disease” of popular governments. George Washington warned in his Farewell Address that political factions would lead to a “frightful despotism.” Construct a claim with evidence for a two-party system and a claim with evidence for a multi-party system, similar to the one in India. Have a group of students develop arguments with evidence against both claims. <a href="#">Why Does the U.S. Have a Two-Party System?</a> <b>6.1.8.HistoryCC.3.b</b></p>	<p>Read the <a href="#">2023 Pew Research Report on American Democracy</a>. Read the BBC article, <a href="#">“Can We Have Democracy Without Political Parties?”</a> Create a presentation on proposed changes to democracy in the 21<sup>st</sup> century. In your presentation identify the current problems with the two-party system, best way to address local issues, the advantages and disadvantages of technology in our elections, representing the diversity of the American population in elections, and the influence of propaganda. <b>6.1.8.HistoryCC.3.b</b></p>

<p>Read the article, <a href="#">“George Washington, Genius in Leadership”</a> and develop arguments supporting and challenging the claims of the author, Rev. Richard C. Strazesky. Organize examples of George Washington’s leadership in the Revolutionary War, as president of the Constitutional Convention, and as the first president of the United States. <b>6.1.8.HistorySE.3.a</b></p>	<p>Create a presentation of digital exhibit on “The Legacy of George Washington as a General and President. George Washington lacked a formal military education and did not win any decisive battles. Yet, he won the war! As President, he is considered one of our greatest leaders and yet he faced several challenges.” <b>6.1.8.HistorySE.3.a</b></p>	<p>Analyze a series of ten paintings and monuments dedicated to George Washington. Explain the purpose of each monument or painting, its location, and if you agree or disagree with the perspective. <a href="#">The Portraits of Washington Memorials, Statues, and Monuments Dedicated to George Washington</a> <b>6.1.8.HistorySE.3.a</b></p>
<p>Investigate why people opposed the Jay Treaty. Identify questions for a press conference with President Washington regarding his support for Britain. How should the Anti-Federalists (Democratic-Republican Party) advocate for their understanding of our Constitution and democracy? <b>6.1.8CivicsPI.3.c</b></p>	<p>Call a meeting of President Adams’ Cabinet to discuss how to handle the public criticism of the undeclared war with France and the XYZ Affair. In your deliberations, comment on the impact and legacy of the Alien and sedition acts. <b>6.1.8CivicsPI.3.c</b></p>	<p>Publish a video documentary of the protests against the Excise Tax of 1791 to collect money to pay off the state debts from the Revolutionary War. In your documentary, present the perspectives of citizens, farmers, Washington’s Administration, and Anti-Federalists. In addition, include a report on the death of two protestors in Carlisle, PA and the sending of militia from NJ to end the protests and collect the new tax. <b>6.1.8CivicsPI.3.c</b></p>
<p>Write two news articles (or blogs) on representation in the Congress of our new government. Present arguments with evidence from the New Jersey Plan supporting states with smaller populations (CT, DE, NJ, NY) and the Virginia Plan supporting states with larger populations. <b>6.1.8CivicsPI.3.d</b></p>	<p>Attend a secret meeting at a tavern in Philadelphia about a debate on how the new Congress should be organized. James Madison favored a Congress of two houses selected on the basis of population. William Paterson proposed one house based on equal representation for each state. Take notes on the comments of James Madison, William Paterson, Roger Sherman, Edmund Randolph, Alexander Hamilton, and others. Publish your notes in a diary. <b>6.1.8CivicsPI.3.d</b></p>	<p>Use historical data and the recent Census Data for 2010 and 2020 to analyze how population has made changes to the apportionment of congressional representatives in our state. If possible, consult with a technology or math teacher to illustrate the data on a state map. <b>6.1.8CivicsPI.3.d</b></p>
<p>Construct a flow chart or graphic organizer illustrating how each branch of government can check the power of another branch. <b>6.1.8CivicsPI.3.b</b></p>	<p>Identify two Supreme Court decisions that extends the power of each branch of government. (congressional, judicial, and presidential powers. <a href="#">Separation of Powers Cases</a> <b>6.1.8CivicsPI.3.b</b></p>	<p>Make a visual presentation on how U.S. Supreme Court cases on the rule of law have affected schools. (<i>Brown v. B.O.E.</i>; <i>Plyler v. Doe</i>; <i>Cooper v. Aaron</i>) <a href="#">U.S. Supreme Court Cases on the Rule of Law and Access to Education</a> <b>6.1.8CivicsPI.3.b</b></p>
<p>Hold a hearing to determine if President Washington’s Proclamation of Neutrality in 1793 went too far in restricting the civil liberties of citizens who opposed it. <a href="#">Proclamation of Neutrality, 1793</a> <b>6.1.8CivicsPI.3.a, 6.1.8.CivicsHR.3.a</b></p>	<p>Research citizens who were arrested for violating the Alien and Sedition Acts of 1798. <a href="#">Alien and Sedition Acts, 1798</a> <a href="#">Matthew Lyon, Luther Baldwin</a> <b>6.1.8CivicsPI.3.a, 6.1.8.CivicsHR.3.a</b></p>	<p>Prepare a video or digital presentation explaining how presidents have used the Alien and Sedition Acts to limit civil liberties in times of conflict. <a href="#">Legacy of the Alien Enemies Act</a> <b>6.1.8CivicsPI.3.a, 6.1.8.CivicsHR.3.a</b></p>

<p>In a “Talk Show” context discuss the question: “Were the compromises on representation, the Electoral College, Commerce, and Slavery in the writing of the constitution reasonable for the time? Why or Why not? What might the consequences have been if compromise was not reached on these issues? <a href="#">Compromises in the Constitution</a> <b>6.1.8.CivicsPD.3.a</b></p>	<p>Conduct an anonymous survey in your class on the question: “Were the two compromises made on slavery in the constitution necessary?” “What might have been the consequences if the anti-slavery delegates prevailed?” Then, report the results and discuss. <a href="#">The Constitution and Slavery</a> <b>6.1.8.CivicsPD.3.a</b></p>	<p>George Mason published a pamphlet opposing the ratification of the constitution. James Madison originally proposed 17 amendments known as the Bill of Rights to ensure ratification of the constitution. George Washington accepted 12 of the proposed amendments and the delegates eventually agreed to ten. If you had to reduce the ten amendments to seven, which three amendments would you remove? Why? <a href="#">The Bill of Rights: How Did it Happen?</a> <b>6.1.8.CivicsPD.3.a</b></p>
<p>Write an essay or blog post with images regarding the Louisiana Purchase and the consequences it had for Native Americans, African Americans, the federal debt, and the economy. <a href="#">Native American Removal</a> <a href="#">President Washington’s Native American Policy</a> <b>6.1.8.CivicsHR.3.b</b></p>	<p>Construct a timeline illustrating the migration of Native Americans (Shawnee, Miami, Seminole, Cherokee, and Chickasaw) as a result of the Northwest Territory, Louisiana Purchase, and the War of 1812. <a href="#">President Washington’s Native American Policy</a> <b>6.1.8.CivicsHR.3.b</b></p>	<p>Construct an historical narrative or a series of articles in a journal about how the economic expansion of the United States following the Louisiana Purchase affected led to the expansion of slavery and the displacement of Native Americans. <a href="#">Harry v. Decker and Hopkins (1818)</a> <a href="#">Louisiana Purchase Through Early Statehood</a> <b>6.1.8.CivicsHR.3.b</b></p>
<p>Produce a documentary on the legal fights by enslaved people for their freedom and identity as human beings. In your documentary, present the stories of three enslaved individuals from different states. <a href="#">Hudgins v. Wrights</a> <a href="#">Slavery in America</a> <b>6.1.8.CivicsHR.3.c</b></p>	<p>Report on the impact of the slave rebellion in Haiti (1801) and the migration of freed Haitians to the United States. <a href="#">Gabriel Prosser’s Conspiracy</a> <a href="#">Haitian Revolution’s Immediate Impact on the United States</a> <b>6.1.8.CivicsHR.3.c</b></p>	<p>Report on the struggle for freedom for three enslaved persons living in New Jersey between 1776-1812. <a href="#">Silvia Dubois, Prime, Samuel Sutphin</a> <b>6.1.8.CivicsHR.3.c</b></p>

**Standard 6.3 should involve students with research, inquiry, and presentation.**

<p>Use books, journal articles, primary sources, and newspaper reports to write a chronological explanation of the struggle for human rights by Native Americans, African Americans, and women in the United States in the first 50 years following the signing of the declaration of Independence. (1776-1826) <a href="#">Chronicling America</a> <a href="#">National Museum of African American History and Culture</a> <b>6.3.8.CivicsHR.1</b></p>	<p>Prepare a digital exhibit for a museum on the struggle for human rights by Native Americans, African Americans, women, children, immigrants, Religious Discrimination, etc. the United States between 1776-1860. Use citations for all sources, primary and secondary sources, scholarly articles in journals, and excerpts from books. <b>6.3.8.CivicsHR.1</b></p>	<p>Present a “Hall of Fame” of advocates in the United States who spoke for civil and human rights for people between 1776-1860. (Frederick Douglass, Harriet Tubman, William Lloyd Garrison, David Walker, John Ross, Tecumseh, Abigail Adams, Lucretia Mott, Elizabeth cady Stanton, Helen Keller, etc. <a href="#">Emerging Causes, NPS</a> <b>6.3.8.CivicsHR.1</b></p>
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## **Interdisciplinary Connections:**

**Art** – Analyze paintings of Revolutionary War battles and determine the extent of propaganda in them. ([The American Revolution Institute](#))

**Literature** – Read excerpts (or the book) from Johnny Tremain, Sophia’s War, etc. ([Goodreads](#))

**Music** – Listen to relevant music from the Revolutionary War. ([Digital History](#))

**Math** – Calculate distances regarding the movement of troops and supplies from one battle to another in New Jersey.

## **Financial Literacy**

### **National debt and Taxes**

9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income

9.1.8.EG.2: Explain why various sources of income are taxed differently

9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.

### **National Debt and Budgeting**

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.

9.1.8.PB.3: Explain how to create budget that aligns with financial goals.

9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

### **Business Cycles and Supply and Demand**

9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.

### **Inflation and Unemployment**

9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and inco

## Era 4: Expansion and Reform (1801-1861)

### Unit Description: (10 to 12 weeks)

In this unit students will understand the territorial expansion of the United States and the impact this had on the natural rights defined in our Declaration of Independence, the U.S. Constitution, the diversity of our population, and how the changes in transportation and communication. The movement of westward expansion provided unprecedented opportunities for some with the support of the national government and at the same time brought removal and hardship to Native Americans, African Americans, and Mexican Americans. Students also need to analyze through primary and secondary sources, maps, and economic graphs the growth of commerce, the impact of tariffs, the significance of cotton to the world economy, the harm of industrialization to the environment, and crowded urban areas with outbreaks of disease. Students also need to listen to the voices for political reform with the election of our presidents, influence of the U.S. Supreme Court, and social reforms in support of African Americans, women, children, workers, and individuals with disabilities.

### Thematic Compelling & Supporting Era Questions:

- ❖ **How do the principles and practices of our governance evolve over time to changing needs?**
  - *How did democracy in the United States adapt to changing demographics and inventions in the 19<sup>th</sup> century?*
  - *How did each branch of our federal government increase its influence?*
- ❖ **How does culture and religion influence how people live?**
  - *How did the Second Great Awakening shape American values?*
  - *Did culture influence political decisions in the 19<sup>th</sup> century to the extent they impact our politics today?*
- ❖ **How has geography shaped American history?**
  - *Did geography, economic influences, or political ideas provide the driving influence for Manifest Destiny?*
  - *How did territorial expansion and economic changes affect the way people lived in the different geographic regions of the United States?*
- ❖ **How have technological advancements and economic policies shaped the course of American history in the 19<sup>th</sup> century?**
  - *How did the policies on tariffs, banks, and the funding internal improvements support or restrict the lives of Americans?*
  - *How did the economic changes associated with industrialization affect the lives of working men, women, and children?*
- ❖ **What factors led to the Civil War?**
  - *How did slavery, states rights, Supreme Court decisions, and the growth of the American economy divide our country?*
  - *Were the political decisions in the decade before the Civil War the primary factors that caused the Civil War?*

### Unit Disciplinary Concepts & Core Ideas\*:

- Civic and Political Institutions
  - Political and civil institutions impact all aspects of people’s lives.
  - Governments have different structures which impact development (expansion) and civic participation.
- Democratic Principles
  - The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
- Human and Civil Rights
  - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Necessity and Purpose of Government
  - Students will evaluate various forms of government to determine the purpose government should serve.
- Economic Thinking
  - The driving forces for the economic expansion are a balance between government policies and free enterprise.
- Continuity and Change
  - American history experienced continuity in its democratic values and changes in the principles of government in the antebellum period.
- Understanding Perspectives
  - Perspectives are influenced by gender, race, ethnicity, economics, religion, and events.
- Evaluating Sources
  - Students will evaluate various historical sources to determine their influence and impact the development of American democracy and legal system.

\*The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

**Content Overview:**

- **The Revolution of 1800**
- **Louisiana Purchase and Expansion of our new nation**
- **War of 1812**
- **Commercial or Market Revolution**
- **New Inventions in Transportation**
- **End of the Importation of Enslaved Persons and the Abolition Movement**
- **Jacksonian Democracy**
- **Irish Famine and Assimilation of Immigrants from Europe**
- **Reform Movements**
- **Manifest Destiny**
- **Popular Sovereignty**

Alphanumeric Code/Indicator	Performance Expectation	Key Terms/Concepts	Resources
<b>6.1.8.GeoSV.4.a</b>	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.	Missouri Compromise Annexation of Texas Mexican American War California gold rush Oregon Territory	<a href="#">Missouri Compromise Map</a> <a href="#">Missouri Compromise Lesson</a> <a href="#">Oregon Trail</a> <a href="#">Independence of Texas</a> <a href="#">California Gold Rush</a>
<b>6.1.8.EconET.4a</b>	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.	Bank of the United States Protective Tariff of 1816 Erie Canal National Road Maysville Road veto	<a href="#">Jackson's Veto of the Bank Bill</a> <a href="#">Economic Benefits of the Erie Canal</a> <a href="#">National Road</a> <a href="#">Maysville Road Veto</a>
<b>6.1.8.EconET.4.b</b>	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	Lewis and Clark Missouri Compromise Oregon Trail	<a href="#">The Journey West</a> <a href="#">Louisiana Purchase</a> <a href="#">How the Louisiana Purchase Changed the World</a>
<b>6.1.8.HistoryCC.4.a</b>	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	Barbary States Conflict Embargo Act Adams-Onis Treaty War of 1812 Treaty of Ghent	<a href="#">Debates Over the War of 1812</a> <a href="#">The Impact of the Barbary Wars on the U.S.</a> <a href="#">The Embargo Act</a> <a href="#">Adams-Onis Treaty and American Expansion</a>
<b>6.1.8.HistoryCC.4.c</b>	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	Adams-Onis Treaty Mexican-American War Treaty of Guadalupe-Hidalgo Samuel Houston Stephen Austin Alamo Henry David Thoreau	<a href="#">Adams-Onis Treaty and American Expansion</a> <a href="#">Sam Houston and the Independence of Texas</a> <a href="#">War Fever and Anti-War Protests</a> <a href="#">Mexican-American War</a>
<b>6.1.8.HistoryCC.4.b</b>	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	Harriett Tubman Frederick Douglass Gabriel Prosser Denmark Vesey Nat Turner's Rebellion	<a href="#">Slavery and Emancipation Laws in 19<sup>th</sup> century</a> <a href="#">New Jersey</a> <a href="#">Harriet Tubman</a> <a href="#">Frederick Douglass</a> <a href="#">Denmark Vesey</a> <a href="#">Nat Turner's Rebellion</a> <a href="#">The Underground Railroad in New Jersey</a> <a href="#">Slavery and the Underground Railroad in New Jersey</a>



<p><b>6.1.8.EconNE.4.a</b></p>	<p>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p>	<p>Erie Canal, Morris Canal Delaware and Raritan Canal National Road Routes 1 and 206</p>	<p><a href="#">Morris Canal</a> <a href="#">Canal Transportation in New Jersey</a> <a href="#">National Road</a> <a href="#">U.S. Route 1</a></p>
<p><b>6.1.8.EconNE.4.b</b></p>	<p>Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted</p>	<p>Samuel Slater John Stevens John Deere Eli Whitney Robert Fulton</p>	<p><a href="#">Samuel Slater</a> <a href="#">John Deere's Plow</a></p>
<p><b>6.1.8.CivicsDP.4.a</b></p>	<p>Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</p>	<p>Freeholder Convention System Australian 'secret' ballot</p>	<p><a href="#">Women Voting in New Jersey</a> <a href="#">The Expansion of democracy During the Jacksonian Era</a></p>
<p><b>6.1.8.CivicsHR.4.a</b></p>	<p>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>Horace Mann Mass. Compulsory Attendance Act Harriet Tubman Dorothea Dix</p>	<p><a href="#">Dorothea Dix</a> <a href="#">Horace Mann</a></p>
<p><b>6.1.8.HistoryCC.4.d</b></p>	<p>Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p>	<p>Irish and German immigration Know-Nothing Party</p>	<p><a href="#">Nativist Riots and the Know-Nothing Party</a> <a href="#">Irish and German Immigration</a></p>
<p><b>6.3.8.EconET.1</b></p>	<p><b>Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</b></p>		

**Sample Skills-Based Activities/Assessments:**

The following is designed to support the integration of the 2020 NJSLSS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li>➤ Developing questions and planning inquiry</li> <li>➤ Gathering and evaluation sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeking diverse perspectives</li> <li>➤ Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presenting arguments and explanations</li> <li>➤ Engaging in civil discourse and critiquing conclusions</li> <li>➤ Taking informed action</li> </ul>
<p>Present a series of maps to illustrate the timeline of America’s territorial expansion during the period 1800-1840. Describe the plant and animal life, settlements of Native Americans (Shoshone, Nez Perce, Pueblo, etc.) from the Lewis and Clark expedition. <a href="#">Interactive Map</a> <b>6.1.8.GeoSV.4.a</b></p>	<p>Conduct a press conference with President Thomas Jefferson regarding his decision to purchase the Louisiana Territory. In your questions represent the perspectives of Democratic Republicans and Federalists, Native Americans, plantation owners, African Americans, and others. <a href="#">Letters Protesting the Louisiana Purchase</a> <b>6.1.8.GeoSV.4.a</b></p>	<p>Defend or reject the argument that the Louisiana Purchase was the most significant event that affected American history in the first 50 years of the 19<sup>th</sup> century! (1800-1850) <a href="#">The Louisiana Purchase: A World Changing Deal</a> <b>6.1.8.GeoSV.4.a</b></p>
<p>Make a chart comparing the advantages and disadvantages of tariffs (1816, 1828, 1832), state and national banks, subsidized prices for land in the new territories, and federal payments for internal improvements. <b>6.1.8.EconET.4a</b></p>	<p>Identify new transportation routes (roads, canals, railroads) in New Jersey and areas east of the Mississippi River and their importance to the economy and travel. Use journals, images, songs, documents to explain how the lives of people were changed as travel became faster and shipping costs less expensive. <b>6.1.8.EconET.4a</b></p>	<p>Explain the importance of decisions by Congress and the U.S. Supreme Court in promoting the economic changes between 1800-1850. (<i>McCulloch v. Maryland, Gibbons v. Ogden, Fletcher v. Peck, Charles River Bridge v. Warren Bridge</i>) <b>6.1.8.EconET.4a</b></p>
<p>Map the expedition of Lewis and Clark and include excerpts from their diaries. <a href="#">The Journey West</a> <b>6.1.8.EconET.4.b</b></p>	<p>Make a presentation to Congress on the effects of the Lewis and Clark Expedition on Native American nations living in the western area of North America. <a href="#">Lewis and Clark Expedition and American Indians</a> <a href="#">Native American Nations in the Louisiana Territory</a> <b>6.1.8.EconET.4.b</b></p>	<p>Write “Opposing Views” about the purchase of the Louisiana Territory regarding Thomas Jefferson’s perspective that this is an opportunity for an “<b>Empire of Liberty</b>” and the perspective of critics. <a href="#">Letters Protesting the Louisiana Purchase</a> <b>6.1.8.EconET.4.b</b></p>
<p>Report on the contentious political and sectional debates in Congress over the Declaration of War in 1812. Write a Point of View on the reasons why every Federalist opposed the War, every member of Congress from New Jersey support4ed the War, and how you would vote if a member of Congress in June 1812. <a href="#">Vote</a></p>	<p>Conduct a classroom debate or press conference with President Polk on the reasons for his message to Congress on a declaration of war Against Mexico. Represent the perspectives of the geographic sections. <a href="#">The Mexican American War, Arguments for and Against Going to War</a></p>	<p>Provide an “eyewitness” account of the attack on Washington D.C. in the War of 1812, the burning of the U.S. Capitol and the White House. Write a follow up article to a newspaper regarding the need for the construction of forts in the harbors from Boston to New Orleans in “America’s Third System of Seacoast Defense.”</p>

<p><a href="#">Rejecting the Declaration of War with Great Britain</a> <a href="#">The War of 1812</a> <a href="#">6.1.8.HistoryCC.4.a</a></p>		<p><a href="#">Burning of Washington D.C.</a> <a href="#">America's System of Seacoast Defense</a></p>
<p>Illustrate the expansion of the United States from the Atlantic to the Pacific in the 19<sup>th</sup> century. <a href="#">America's Manifest Destiny</a> <a href="#">Manifest Destiny and the West</a> <a href="#">6.1.8.HistoryCC.4.c</a></p>	<p>Document how the California gold rush impacted the development of New Jersey and the nation. <a href="#">New Jersey Gold Prospector's Letters</a> <a href="#">James W. Marshall</a> <a href="#">6.1.8.HistoryCC.4.c</a></p>	<p>Write a diary about traveling on the Oregon Trail. Include a map of the trail, wildlife, geography, and interactions with Native Americans. <a href="#">The Oregon Trail</a> <a href="#">Oregon Trail</a> <a href="#">6.1.8.HistoryCC.4.c</a></p>
<p>Use sources to describe the ways in which enslaved individuals endured the system of chattel slavery, developed their own culture and resisted slavery. Construct an argument to determine if violent resistance or passive resistance was the most effective means of resistance. <a href="#">6.1.8.HistoryCC.4.b</a></p>	<p>Construct timelines on the expansion of slavery and the abolition movement between 1800-1860. <a href="#">Timeline of the Abolitionist Movement</a>, <a href="#">The Spread of Cotton and Slavery</a> <a href="#">6.1.8.HistoryCC.4.b</a></p>	<p>Create a digital presentation with maps, images, and narratives on the resistance of slavery in New Jersey, with specific information on Underground Railroad routes. <a href="#">A Guide to the Underground Railroad in New Jersey</a> <a href="#">6.1.8.HistoryCC.4.b</a></p>
<p>Analyze historical maps on the Erie Canal, Morris Canal, Delaware and Raritan Canal and land routes such as the National Pike, Route 1 and Routes 27 and 206. Explain how they connected various parts of the state and country, made transportation faster and lowered shipping costs and time. <a href="#">Canal Society of New Jersey</a>, <a href="#">Road Maps of New Jersey</a> <a href="#">6.1.8.EconNE.4.a</a></p>	<p>Analyze the arguments for and against using federal money instead of private tolls or bonds for building roads and canals. Discuss the arguments for and against using state or federal money to build and maintain our infrastructure of highways, railroads, and airports today. <a href="#">Infrastructure Investment in the United States, 2023.</a>, <a href="#">Maysville Road Veto, 1830</a> <a href="#">6.1.8.EconNE.4.a</a></p>	<p>Describe the culture of the transportation revolution in the United States using folk songs, pictures, and narratives. Describe a journey between two places. (i.e. New York to Philadelphia or Perth Amboy to Buffalo) <a href="#">6.1.8.EconNE.4.a</a></p>
<p>Make a series of printed advertisements for the notable inventions of Robert Fulton, Eli Whitney, Samuel Slater, John Deere, Samuel B. Morse, Francis Lowell, John Stevens and Cyrus McCormick about their inventions and how they are making a difference in the lives of ordinary people. <a href="#">American Technology and Liberty in the 1800s</a> <a href="#">6.1.8.EconNE.4.b</a></p>	<p>Plan an exhibit for the 75<sup>th</sup> anniversary of the United States in 1851 (1776—1851) in Newark, NJ. Focus on new technologies, fashion, transportation, communication, and medical care. Although the exhibit will focus on the United States, give attention to the contributions made in New Jersey. <a href="#">6.1.8.EconNE.4.b</a></p>	<p>Select a city in your county or area of New Jersey and present a digital essay on the life and homes of the working class, middle class, and wealthy. Provide a demographic profile based on census data, businesses, population growth, and pictures of homes, churches, temples, parks, etc. <a href="#">6.1.8.EconNE.4.b</a></p>
<p>Inform the public through a series of news articles about changes in the election of the president and the expansion of voting rights in the 1830s and 1840s. Comment on why the arguments for universal suffrage only applied to white Americans. <a href="#">The Expansion of Democracy</a> <a href="#">6.1.8.CivicsDP.4.a</a></p>	<p>Identify 6-10 political cartoons about Andrew Jackson and evaluate the different perspectives on the issues. Provide a written explanation about the validity of the sources, how bias is being used, and the impact on ordinary people. (nullification, bank, Native Americans) <a href="#">Tennessee Virtual Archive</a> <a href="#">6.1.8.CivicsDP.4.a</a></p>	<p>Construct a graph illustrating how voter participation increased for president between 1800 – 1860. Report on the changes in who could vote as a result of the reforms during the presidency of Andrew Jackson. <a href="#">Voter Turnout in Presidential Elections</a> <a href="#">6.1.8.CivicsDP.4.a</a></p>

<p>Investigate the impact of the Second Great Awakening on the reform movement in America. Publish an essay with documented examples of evidence or construct interview questions with comprehensive answers. <a href="#">Jarena Lee, Second Great Awakening</a> <b>6.1.8.CivicsHR.4.a</b></p>	<p>Construct a digital exhibit of the reformers and reforms or a graphic with information. In your exhibit provide information based on evidence for education, prison, mental health, disabled, women, factory workers, and abolition. <a href="#">The Ferment of Reform and Culture, 1790-1860.</a> <b>6.1.8.CivicsHR.4.a</b></p>	<p>Research the utopian communities of the North American Phalanx in Colts Neck and the Raritan Bay Union in Perth Amboy. Produce a video on how people lived in these model communities. <a href="#">Raritan Bay Union</a> <a href="#">North American Phalanx</a> <b>6.1.8.CivicsHR.4.a</b></p>
<p>Produce a documentary on the origins of the Know-Nothing Party and the reasons for their opposition to immigrants. <a href="#">The Know Nothing Party</a> <b>6.1.8.HistoryCC.4.d</b></p>	<p>Produce a collage of images on how immigrants lived and worked in the first half of the 19<sup>th</sup> century. <a href="#">The First Wave of Immigration</a> <a href="#">Immigration in Philadelphia</a> <b>6.1.8.HistoryCC.4.d</b></p>	<p>Produce a digital exhibit on the immigrant population in New Jersey between 1840-1860. Research examples of immigrant life in Hoboken, Paterson, Elizabeth, Newark, and other cities in New Jersey. <a href="#">Irish in New Jersey</a> <a href="#">The New Jersey Irish</a> <b>6.1.8.HistoryCC.4.d</b></p>

**Standard 6.3 should involve students with research, inquiry, and presentation.**

<p>Research the water supply for New Jersey cities (and/or New York City and Philadelphia) and how the increase in population impacted the environment. <a href="#">History of the North Jersey Water Commission</a> <a href="#">Jersey City and Hoboken Water Supply</a> <a href="#">Fresh Water Springs in New Jersey</a> <a href="#">Critical Water Issues for New Jersey</a> <a href="#">Clean Water in the Garden State</a> <b>6.3.8.EconET.1</b></p>	<p>Research the impact of disease on 19<sup>th</sup> century populations, the development of hospitals, and health care into the 21st century. <a href="#">Cholera Epidemic in Newark, 1850-1854</a> <a href="#">Bureau of Vital Statistics in NJ, 1900</a> <a href="#">Newark Hospitals Health Care Affordability in NJ, 2024</a> <b>6.3.8.EconET.1</b></p>	<p>Research the development of infrastructure in New Jersey (or the nation) regarding roads, railroads, canals, bridges, tunnels, and how they were financed. <a href="#">New Jersey Historic Roadway Study</a> <a href="#">Infrastructure Investment and Jobs Act for NJ</a> <a href="#">Future Needs for NJ</a> <b>6.3.8.EconET.1</b></p>
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**Interdisciplinary Connections:**

**Literature** – Read excerpts from the writings of Nathaniel Hawthorne, Washington Irving, James Fenimore Cooper, Ralph Waldo Emerson and the Narrative of Solomon Northrop to understand perspectives about life and culture.

**Art** – Examine paintings from the Hudson River School relating to nature and scenes from NJ and NY.

**Science & Math** – Apply the technology of inclined planes and pulleys used to move barges in canals

**Music** – Listen to folk songs about workers, enslaved individuals, underground railroad, canals, railroads, etc.

## **Financial Literacy:**

### **Jacksonian Democracy (Bank of the US)**

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

### **Reform Movement (Volunteers and Philanthropy)**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

### **Manifest Destiny (Impact of Expansion on prices) (or apply to Jackson above)**

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

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## Era 5: Civil War and Reconstruction (1850-1877)

### Unit Description: (10-12 Weeks)

Era 5 is likely one of the most momentous events in American history as our democratic system of government was attacked and the ideals of liberty, equality, justice, and human rights were challenged. Our constitutional government was challenged with secession and our nation's costliest war in terms of human lives was fought to free four million enslaved African Americans. The Civil War can be taught in different ways and teachers and curriculum directors need to identify the most important understandings for the students in their district. This Era provides an opportunity to learn about tragedy and triumph, heroism and cowardice, the transformation of American society and the political and economic reconstruction of our government. The pain of grief and death and the leadership of President Abraham Lincoln are critical for student understanding in this century. The story of Reconstruction, especially the leadership of the extreme Radical Republicans, provides important lessons for how our democracy handles challenges and conflicts. It is important to analyze the debates and legacy of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and how and why voting rights are being questioned in our time. Teachers need to guide students in understanding the successes and failures of Reconstruction and the long and important timeline of civil, human, and equal rights, opportunities for the pursuit of happiness, and the election of an African American president and vice-president in the 21<sup>st</sup> century are important lessons of history and enduring understandings.

### Thematic Compelling & Supporting Era Questions:

- ❖ **How do the principles and practices of governance evolve in response to society?**
  - *Why did the American people protest violently against the conscription of men?*
  - *Are there limitations for a wartime president to govern effectively?*
- ❖ **How does society, culture and religion influence how people live?**
  - *How can we explain the conflicts between Americans as a result of Reconstruction?*
- ❖ **How does geography influence historical events?**
  - *How did geography influence the course and outcome of the Civil War?*
- ❖ **How have technological advancements, economic interdependence, and the exchange of ideas shaped the course of this era in history?**
  - *In what ways was the Civil War the beginning of modern warfare?*
  - *Could the impoverishment of the South as a result of the Civil War been avoided or limited?*
- ❖ **Why are historians divided on the causes of the Civil War?**
  - *Are the different points of view on the causes of the Civil War based on reasoning, facts, time, or bias?*

**Unit Disciplinary Concepts & Core Ideas\*:**

- Civic and Political Institutions
  - Political and civil institutions were challenged by the Confederate States of America.
  - Military occupation was needed during Reconstruction to guarantee the right to life, liberty, and the pursuit of happiness.
  
- Democratic Principles
  - The big picture of Congressional Reconstruction supported democratic values and principles.
  
- Human and Civil Rights
  - Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
  - Civil rights are guaranteed even when they may not be protected equally.
  
- Necessity and Purpose of Government
  - Students will evaluate if the government promoted democracy during the Civil War and Reconstruction.
  
- Historical Foundations of American Governance
  - Students will evaluate various historical sources to determine their influence and impact the development of American democracy and legal system.

The disciplinary concepts and core ideas correspond to the 2020 NJSLS-SS and may be repeated across units.

**Content Overview:**

- **Causes of the Civil War**
- **Election of 1860 and Secession of Southern States**
- **Key Battles of the Civil War**
- **Emancipation Proclamation and Juneteenth**
- **Election of 1864 and Assassination of President Lincoln**
- **Political, Economic, and Social Reconstruction**
- **Radical Reconstruction and Impeachment of President Andrew Johnson**
- **Compromise of 1877**

Alphanumeric Code/Indicator	Performance Expectation	Key Terms/Concepts	Resources
<b>6.1.8.HistoryCC.5.a</b>	Prioritize the causes and events that led to the Civil War from different perspectives.	Compromise of 1850 Fugitive Slave Act Uncle Tom’s Cabin Kansas-Nebraska Act Republican Party Popular Sovereignty <i>Dred Scott v. Sanford</i> Lincoln-Douglas Debates John Brown’s Raid Election of 1860 Secession of southern states Attack on Fort Sumter	<a href="#">Fugitive Slaves in New Jersey</a> <a href="#">Dred Scott v. Sanford</a> <a href="#">John Brown’s Raid on Harper’s Ferry</a> <a href="#">Kansas-Nebraska Act</a> <a href="#">Bleeding Kansas</a> <a href="#">Primary Documents of the Compromise of 1850</a> <a href="#">Election of 1860 in New Jersey</a> <a href="#">Abraham Lincoln and New Jersey</a> <a href="#">Attack on Fort Sumter</a>
<b>6.1.8.HistoryCC.5.g</b>	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.	Blundering Politicians theory Irrepressible Conflict Economic Causes Election of 1860	<a href="#">Historiography of the Civil War</a> <a href="#">Historians Disagree on the Causes of the Civil War</a>
<b>6.1.8.HistoryCC.5.b</b>	Analyze critical events and battles of the Civil War from different perspectives.	First Battle of Bull Run Battle of Antietam Battle of Gettysburg Surrender at Appomattox Conscription Act, 1863 Election of 1864 Sherman’s March	<a href="#">Women in the Civil War</a> (NY Historical Society) <a href="#">The Soldier’s Experience</a> (Univ. of Pittsburgh) <a href="#">New Jersey and the Civil War</a>



<p><b>6.1.8.HistoryCC.5.c</b></p>	<p>Assess the human and material costs of the Civil War in the North and South.</p>	<p>U.S. Capitol as a place for wounded soldiers Statistical analysis of the War Monuments dedicated to the soldiers</p>	<p><a href="#">The Economics of the Civil War</a> <a href="#">Casualties and Cost of the Civil War</a> <a href="#">U.S. Capitol During the Civil War</a></p>
<p><b>6.1.8.HistoryCC.3.d</b></p>	<p>Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p>	<p>Advantages/Disadvantages of North and South Population and Geography Trent Affair</p>	<p><a href="#">The Consequences of Union Victory</a> <a href="#">Out of War, A New Nation, 1865</a> <a href="#">Trent Affair</a></p>
<p><b>6.1.8.HistoryUP.5.b</b></p>	<p>Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p>Clara Barton Frederick Douglass Thaddeus Stevens Charles Sumner</p>	<p><a href="#">Native Americans in the Civil War</a> <a href="#">Clara Barton</a> <a href="#">Frederick Douglass and Abraham Lincoln</a></p>
<p><b>6.1.8.HistoryUP.5.c</b></p>	<p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	<p>Juneteenth Principles of the Declaration of Independence Battle of Antietam Battle of Gettysburg Influence of Frederick Douglass Impact on border states African Americans in the war</p>	<p><a href="#">Timeline of Civil War Events</a> <a href="#">Battle of Gettysburg</a> <a href="#">Battle of Antietam and the Emancipation Proclamation</a> <a href="#">African Americans in the Civil War</a> <a href="#">Historical Legacy of Juneteenth</a></p>
<p><b>6.1.8.HistoryCC.5.e</b></p>	<p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	<p>Freedmen’s Bureau Civil Rights Act 1866 Reconstruction Acts of 1867</p>	<p><a href="#">Freedmen/s Bureau</a> <a href="#">Civil Rights Act of 1866</a></p>
<p><b>6.1.8.HistoryCC.5.f</b></p>	<p>Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>40 acres and a Mule Sharecropping Great Migration Thaddeus Stevens</p>	<p><a href="#">The Truth Behind 40 Acres and a Mule</a> <a href="#">Sharecropping</a> <a href="#">Thaddeus Stevens</a></p>
<p><b>6.1.8.HistoryUP.5.a</b></p>	<p>Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>New Jersey’s position on the Reconstruction amendments Thomas Mundy Peterson</p>	<p><a href="#">Thomas Mundy Peterson</a> <a href="#">Fourteenth Amendment</a> <a href="#">New Jersey Ratifies the 14<sup>th</sup> Amendment</a> <a href="#">New Jersey and the Reconstruction Amendments</a></p>
<p><b>6.3.8.EconET.2:</b></p>	<p><b>Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)</b></p>	<p>Patents Tariffs Private hospitals, police, etc.</p>	

**Sample Skills-Based Activities/Assessments:**

The following is designed to support the integration of the 2020 NJLSL-SS Social Studies Disciplinary Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <li>➤ Developing questions and planning inquiry</li> <li>➤ Gathering and evaluation sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Seeking diverse perspectives</li> <li>➤ Developing claims and using evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Presenting arguments and explanations</li> <li>➤ Engaging in civil discourse and critiquing conclusions</li> <li>➤ Taking informed action</li> </ul>
<p>Publish two newspapers, one from Richmond and one from Newark, regarding the causes of the Civil War. Include perspectives based on information from credible sources. <b>6.1.8.HistoryCC.5.a</b></p>	<p>Construct a digital presentation or documentary as to how Presidents Buchanan and Lincoln handled the secession of the southern states between December 20 and March 4. Include information from the Crittenden Compromise, Lincoln’s First Inaugural Address, decisions relating to Fort Sumter, and the leadership of both presidents. <b>6.1.8.HistoryCC.5.a</b></p>	<p>Analyze the arguments for secession by the southern states, especially the Declaration of Independence, the position of the border states. <a href="#">The Reasons for Secession</a> <b>6.1.8.HistoryCC.5.a</b></p>
<p>Create a Jeopardy style game with categories relating to the causes of the Civil War and a series of four or five questions for each category. (Economic Causes, Political Causes, Border States, Election of 1860, The U.S. Constitution, etc. <b>6.1.8.HistoryCC.5.g</b></p>	<p>Write a script for a dinner conversation with the following historians regarding the causes of the Civil War. (Kenneth Stamp, Eugene Genovese, James McPherson, Eric Foner, Allan Nevins, David Potter, and Charles Beard) <b>6.1.8.HistoryCC.5.g</b></p>	<p>Why was New Jersey divided in the Election of 1860, slavery, and secession? <a href="#">New Jersey and the Civil War</a> <a href="#">The Civil War and New Jersey</a> <a href="#">New Jersey’s Civil War Stance</a> <b>6.1.8.HistoryCC.5.g</b></p>
<p>Change how the Civil War impacted the lives of men, women, and children through the publication of a book, blog, or documentary. Gather information from letters, photographs, prisons, battles, etc. <a href="#">Gettysburg Kids Who Did the Impossible</a> <a href="#">The Vicksburg Veteran</a> <a href="#">Women in the Civil War</a> <b>6.1.8.HistoryCC.5.b</b></p>	<p>Construct an historical narrative or visual exhibit about the perspectives of Confederate and Union soldiers at one or more battles in the Civil War. Document your sources of evidence and include their motivations for fighting. <a href="#">Life of the Civil War Soldier in the Army</a> <a href="#">The Soldier’s Experience</a> <b>6.1.8.HistoryCC.5.b</b></p>	<p>Construct a digital map with several Civil War battles with hyperlinks to information about the significance of each battle. <a href="#">7 Major Battles of the Civil War</a> <b>6.1.8.HistoryCC.5.b</b></p>
<p>Conduct a meeting with your school’s Media Specialist/Librarian to review the collection of publications on the Civil War. Present to the Media Specialist and staff information about the human and economic costs of this war. Collaborate together to request additional/new resources. <b>6.1.8.HistoryCC.5.c</b></p>	<p>Research the perspectives of how the human and material costs of the Civil War affected the nation for decades following the conflict by researching the history of Decoration Day, the “Bloody Shirt”, construction of monuments in New Jersey, and the publication of books, plays, and movies. <a href="#">First Official National</a></p>	<p>Publish a Directory of Civil War Monuments and Memorials in New Jersey and the perspective they represent about the war. (Jersey city, Camden, Monocacy Junction, Pennsville, Princeton, etc.) <a href="#">New Jersey in the Civil War</a> <a href="#">Civil War Monuments in New Jersey</a> <b>6.1.8.HistoryCC.5.c</b></p>

<p>Construct an exit review with President Lincoln and his cabinet on the closing days of the war in April 1865. Begin with Sherman’s Atlanta Campaign in May 1864 and end with the evacuation of Richmond by the Confederate government. Focus on the decisions leading to a Union victory. <a href="#">The Consequences of Union Victory</a> <a href="#">Timeline of the Battles</a> <b>6.1.8.HistoryCC.3.d</b></p>	<p><a href="#">Decoration Day</a> <a href="#">The Civil War’s Human Cost</a> <b>6.1.8.HistoryCC.5.c</b></p> <p>Use journals, diaries, newspapers, images, and the interpretation of historians to present three different perspectives as to how and why the Civil War ended. <a href="#">Ending the Bloodshed</a> <b>6.1.8.HistoryCC.3.d</b></p>	<p>President Lincoln was fairly certain in August 1864 that Gen. George McClellan would win the election. Make a series of presentations as to the reasons why President Lincoln was re-elected by analyzing the vote of women and soldiers. Analyze evidence as to why New Jersey voted for General McClellan instead of Lincoln. Consider multiple factors contributing to a decisive win for Lincoln. (continuing the war, Emancipation, Sherman’s victory, General Grant, copperheads, vice-presidential candidates, etc. <a href="#">The Election of 1864</a> <b>6.1.8.HistoryCC.3.d</b></p>
<p>Listen to Civil War songs and read poetry and prose about the contributions of people in the Civil War. Moderate a radio broadcast as a DJ. <a href="#">Civil War Music</a> <b>6.1.8.HistoryUP.5.b</b></p>	<p>Publish diaries describing the contributions of white and black women, Native Americans, and free Blacks during the Civil War. Focus on the risks they faced and their legacy as reformers. <a href="#">Black Women, the Civil War and U.S. Colored Troops</a> <a href="#">Native Americans in the Civil War</a> <b>6.1.8.HistoryUP.5.b</b></p>	<p>Publish a 12 month calendar recognizing the plight and contributions of the disabled, Native Americans, Women, and Children in the Civil War. <a href="#">Women in the Civil War</a> <a href="#">Native Americans in the Civil War</a> <b>6.1.8.HistoryUP.5.b</b></p>
<p>Gather information to publish signs to post around your classroom or school calling students to civic action to fully implement to goals of the Declaration of Independence and the Preamble of our Constitution. Challenge the students to advance the promise of quality of life, pursuit of happiness, liberty, justice, and equality. <a href="#">Gettysburg Address Enters the National Memory</a> <b>6.1.8.HistoryUP.5.c</b></p>	<p>Rewrite the Emancipation Proclamation into your own words to make a proclamation for change in your school, community, state, nation, or the world. Determine one purpose for your speech that will result in a bold and profound announcement to make the lives of a group of people or an ideal for democracy to become a reality! <a href="#">The Emancipation Proclamation Changes History</a> <b>6.1.8.HistoryUP.5.c</b></p>	<p>Conduct a Model Congress in your classroom to prioritize a Ten-Point plan for America by your 20<sup>th</sup> year class reunion. Consider a call for action relating to reducing poverty, the environment, health, education, affordable housing, etc. <b>6.1.8.HistoryUP.5.c</b></p>
<p>Gather information to write a position paper for the reconstruction of the United States after the Civil War. Gather information from the plans of Congress, President Lincoln, and President Johnson to write your own Reconstruction policy or plan.. <b>6.1.8.HistoryCC.5.e</b> Presidential and congressional reconstruction</p>	<p>Conduct a simulated trial in the Senate on the impeachment of President Andrew Johnson with 42 Republicans and 12 Democrats. Present speeches on the charges voted on by the House of Representatives and include the scenario of how his removal from office will affect the United States and our constitutional form of government. <a href="#">The Man Whose Impeachment Vote Saved Andrew Johnson</a> <b>6.1.8.HistoryCC.5.e</b></p>	<p>Hold a meeting in the Wormley Hotel on the Election of 1876 and vote on the Compromise of 1877. Then hold a debate on the question if the Compromise of 1877 was a victory, draw, or defeat? Analyze your answer with an understanding of the values of the North, South, and African Americans. <b>6.1.8.HistoryCC.5.e</b></p>

<p>Gather evidence to support or reject the claim that the presence of the federal government in the South after the Civil War had a positive effect on education and employment. <b>6.1.8.HistoryCC.5.f <a href="#">Economic Reconstruction of the South</a></b></p>	<p>Use evidence to support or reject the claim that the Freedmen’s Bureau met its goals of providing economic and educational opportunities for former enslaved persons. <b>6.1.8.HistoryCC.5.f <a href="#">General O.O. Howard and the Freedmen’s Bureau</a></b></p>	<p>Compare and contrast the economic growth of Southern states in the Reconstructed South with border states and Union States. <b>6.1.8.HistoryCC.5.f <a href="#">PBS American Experience: Economic Growth State by State, 1860-1870</a></b></p>
<p>Analyze how states have revised the allowance of involuntary servitude in the 13<sup>th</sup> Amendment and examples of how states are using this exception in their treatment of people in state prisons. <b>6.1.8.HistoryUP.5.a <a href="#">Slavery and Involuntary servitude in the United States</a></b></p>	<p>Construct a claim regarding the importance of the 14<sup>th</sup> Amendment to students. Include decisions of the U.S. Supreme Court and the protections by the State of New Jersey. Provide insights relating to the importance of the 14<sup>th</sup> Amendment to students in the future. <b>6.1.8.HistoryUP.5.a <a href="#">The 14<sup>th</sup> Amendment Protects the Right to a Public Education</a></b></p>	<p>Research the life of Thomas Mundy Peterson and the importance of his vote after the ratification of the 15<sup>th</sup> Amendment. <b>6.1.8.HistoryUP.5.a <a href="#">Thomas Mundy Peterson</a></b></p>

**Standard 6.3 involves research and presentation.**

<p>The Land Ordinance of 1785 required the proceeds from the sale of one section of land to be used for education. Make a list of public goods provided by state and federal governments and then select a few of them to debate if they should be financed privately or with state or federal funds. (mail, parks, vaccinations, bridges, colleges, schools, etc.) Present your findings in a digital presentation. <b><a href="#">Public and Private Goods and Services</a> 6.3.8.EconET.2</b></p>	<p>Make a list of how state and federal governments use incentives (subsidies, rebates, grants, tax credits, etc.) to encourage people to do something and disincentives (penalties, fines, taxes, etc.) to discourage. Analyze the effectiveness of how these are used and propose an effective way to use them to support the environment, public health, safety, etc. Present your findings in a digital presentation. <b><a href="#">Economic Incentives</a> 6.3.8.EconET.2:</b></p>	<p>Prepare for a debate regarding the authority of the federal government to issue patents to itself. In your debate consider examples of patents the government has regarding intellectual property that might benefit the public or businesses for artificial intelligence, robotics, communications, etc. or the use of minerals of agriculture. <b><a href="#">Government Technology and Transfer of Technology</a> <a href="#">Congress and Patents</a> 6.3.8.EconET.2:</b></p>
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**Interdisciplinary Connections:**

**Music:** Invite a music teacher to share with the students the importance of folk songs, spiritual songs, and minstrels.

**Art:** Visit a museum or invite an art teacher to share landscape paintings from the Hudson River School, western art, and romantic art from the transcendentalist movement.

**Literature:** Invite the Media Specialist/Librarian or an English literature teacher to share with the class the contributions of Washington Irving, Louisa May Alcott, Harriet Beecher Stowe, Nathaniel Hawthorne, Edgar Allan Poe, and others.

**Science:** Invite a Science teacher to explain to the class the use of steam power, the production of macadam/asphalt and its contribution to roads, the communication technology for the telegraph developed by Samuel B. Morse, and the cholera outbreak in Newark (1832, 1850, 1853)

**Math:** Invite a math teacher to discuss the use of inclined planes and locks in the construction of canals, how farmers used the commodities/mercantile exchange to determine the prices of cotton and agricultural products, and the use of aqueducts in New Jersey.

**Economics:** Invite the high school teacher of Economics to talk about banks, taxes, the federal debt, tariffs, and public and private goods.

### **Financial Literacy:**

#### **Establishment of the National Banking Act in 1863.1864**

9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).

9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.

9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.

9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.