

Early American History (A) Course Overview

Content Area: **Social Studies**
Course(s): **HISTORY 8**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Early American History

Course Number: 2059

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 4/21/1986

Curriculum Adoption: 9/8/1994

Course Overview

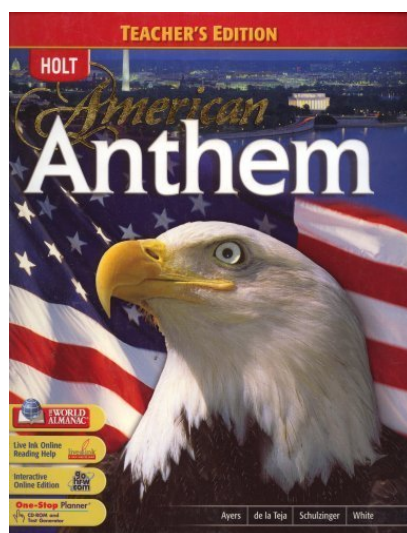
Course Overview:

Early American History is designed to enable learners to see the interrelationship between the period in the United States and New Jersey history from the Colonial Period through Reconstruction and present and to view current state and national issues with a historical perspective that informs critical thinking and action. This is one of two courses in which students are expected to demonstrate mastery/proficiency of all NJCCCS CPI's from 6.4.8.D through and including 6.4.8 G. The course also reinforces the NJSL standards for Social Studies in the area of Language Arts Literacy, Technology, and Career Education and Consumer/Family/Life Skills.

Textbook and Other Resources

TEXTBOOKS:

Ayers, de la Teja, Schulzinger, White; American Anthem [Holt, Rinehart and Winston](#). All rights reserved. Published 2007 U.S.A.



REQUIRED READING

Day of Tears, by Julius Lester

OPTIONAL BOOK RESOURCES

Sophia's War, by Avi

Hamilton: The Outsider, by Jean Fritz

To Be a Slave, by Julius Lester

Thomas Jefferson: President Philosopher, by Jon Meacham

Women of the Frontier, by Brandon Marie Miller

Chasing Lincoln's Killer, by James Swanson

Junius and Albert's Adventures in the Confederacy, by Peter Carlson

Bloody Times, by James Swanson

Units of Study

Unit 1: Growing Conflict with England

Essential Theme: For more than 100 years, England's colonies in America grew steadily. Over time, the colonies developed their own economies, political systems, traditions of local government, and sense of self-reliance. Colonists maintained economic, political, and personal ties with Great Britain. But as time wore on, serious strains between the colonists and Britain began to appear.

Essential Question: What was the immediate and long-term impact on the relationship between England and her colonies? Explain how salutary neglect fostered an independence in the colonies.

Unit 2: The Revolutionary Era

Essential Theme: Explain how the tensions after the French and Indian War led to clashes between England and her colonies and an eventual revolution which led to the forming of a new nation.

Essential Question: What British restrictions caused the colonists to change their relationship with England? How did the colonists react to the British laws/restrictions imposed upon them by Parliament? Explain the significance of the major battles of the American Revolution. Explain the significance of the Declaration of Independence. What was New Jersey's impact during the American Revolution?

Unit 3: Creation of a New Government

Essential Theme: American colonists fought Great Britain in the Revolutionary War and won the opportunity to forge a new nation and form a democratic government. American's adopted the Constitution of the United States and the Bill of Rights to ensure responsible government and to protect the rights of individuals.

Essential Question: What were the Articles of Confederation? (Strengths/weaknesses) Explain the need for a Constitutional Convention, the ideas discussed, what emerged and the key people involved. Explain the structure and organization of the U.S. Constitution, its historical ratification, its principles, and the addition of the Bill of Rights.

Unit 4: Forging a New Republic

Essential Theme: In the last decade of the 1700s, debates over the size and role of the federal government led to the emergence of rival political parties. Thomas Jefferson's election as president in 1800 marked the rise of the Democratic-Republican Party.

Essential Question: What steps did Congress and the new president take to organize the new government? How did the first political parties form? What was Hamilton's plan to settle the national debt? Why did Washington want to remain neutral in response to events in Europe? What challenges did John Adams face as president and what were the effects of the XYZ Affair? What was the impact of the Louisiana Purchase and what role did the Supreme Court play? How did the War of 1812 affect the new nation?

Unit 5: From Nationalism to Sectionalism

Essential Theme: The War of 1812 filled Americans with national pride and confidence in the North and South. Nationalism gave way to sectionalism as the two sections disagreed over issues such as slavery, economic policy, and the issue of states' rights.

Essential Question: What was the Missouri Compromise and how did it lead the country to be further sectionalized? How did nationalism guide foreign policy? How did the Indian Removal Act lead to the Trail of Tears? Why was the national bank a source of controversy? How did the Industrial Revolution affect the North? The South?

Unit 6: Manifest Destiny

Essential Theme: They were drawn by varied dreams: of gold, of religious freedom, of good farmland. They possessed a belief that settling the lands from the Atlantic to the Pacific was America's destiny. Between 1830 and 1860 Americans by the thousands migrated westward into the frontier wilderness. In 1846, souring relations led to war between Mexico and the United States, and the outcome defined America's borders.

Essential Question: Why did Americans head west? How did the gold rush affect California? What were some major effects of westward migration? What were the causes and effects of the Texas Revolution? What were the major causes and effects of the Mexican American War?

Unit 7: Events Leading to the Civil War

Essential Theme: After the war with Mexico ended, one question stirred national politics: Would these new territories be free or slave? Congressional attempts to settle this question only triggered greater division. By 1860 the nation had split along sectional lines—North and South—and hostile camps took steps that would lead to war.

Essential Question: What factors made slavery in the United States an issue before 1850? How did the Compromise of 1850 seek to settle issues between the North and South? In what ways did the North and South each hope to benefit from the Kansas-Nebraska Act? Why was John Brown's raid on Harper's Ferry an important event in American history? Why did popular sovereignty lead to violent struggle in Kansas? How did Lincoln's personal views on slavery differ from his political position on the subject? What led to the secession of the states of the Lower South from the Union? How and why was the Confederacy formed?

Unit 8: Civil War

Essential Theme: The Civil War was fought nationwide, using new technologies and strategies, but by soldiers who were often ill equipped, underfed, and poorly trained. The conflict resulted in freedom of some four million enslaved people and the preservation of a nation. The costs were staggering—more than 600,000 lives lost and about \$5 billion in property damaged or destroyed.

Essential Question: How did the fall of Fort Sumter lead to war? What were the Union and Confederate goals and strategies for the war? How did the Union carry out its strategy in the Mississippi Valley? How did the Emancipation Proclamation affect the Civil War? How did African Americans contribute to the war efforts? What were the three major battles of 1863 and what was the significance to the war? How did the actions of Sherman and Grant help bring the war to an end? Compare and contrast the hardships of war for the Northern and Southern soldiers, as well as life on the home front.

Unit 9: Reconstruction

Essential Theme: Following the Civil War, Congress implemented a plan to reconstruct the South. Despite landmark constitutional amendments and the presence of federal troops, gains for southern African Americans were limited. After 12 years, and in response to fierce resistance from many white southerners, the federal government declared Reconstruction over.

Essential Question: What challenges faced the South after the Civil War? Why did President Johnson and Congress differ over Reconstruction? How did the South respond to Reconstruction under President Johnson? Why did Congress take control of Reconstruction, and what changes did it make? How did Radical Reconstruction differ from earlier Reconstruction plans, and what were its effects? What was life after slavery like for African Americans? What changes did Republican government bring to the South? What problems caused support for Reconstruction to decline? What events brought Reconstruction to an end?

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.

LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
SOC.6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
SOC.6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
SOC.6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.

SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
SOC.6.1.8.C.4.a	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.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
SOC.6.1.8.D.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.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.D.3.e	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.
SOC.6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
SOC.6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to

	the final outcome of the war.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
SOC.6.1.8.CS4	Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
SOC.6.1.8.CS5	Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Grading and Evaluation Guidelines

In Early American History the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

All assessments are aligned to the content and skills-based NJSLs.

Grading Breakdown:

Assessments: 90%

Homework: 10%

Other Information

SCED

54438 Social Studies (grade 8)
Social Studies (grade 8) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8.

CONTENT FOCUS AREA AND COURSE NAME

Social Studies: Early American History 8

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2059	055	A	8	5.00	210	R	04/21/86