

# Unit 3: Civil War through Gilded Age (Weeks 16-23)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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Examine the political, social and economic events that contributed to the outbreak of the Civil War. Examine the Civil War and the time period of Reconstruction. Review the impact of Manifest Destiny and the Gilded Age.

The Long Essay Question (LEQ) and the Document Based Question (DBQ) will be introduced and practiced during this unit. Both are parts of the AP exam. The SAQ also be practiced.

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## ESSENTIAL QUESTIONS

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- Can the Supreme Court settle moral issues? (Dred Scott decision)
- Was the Civil War inevitable?
  - Why did attempts at compromise before the war fail to prevent the conflict?
- Should the South have been treated as a defeated nation or as rebellious states? (a comparison of the presidential and congressional reconstruction programs)
- Can political freedom exist without an economic foundation?
- When should a president be impeached and removed from office?
- Has rapid industrial development been a blessing or a curse for Americans?
- Were big business leaders “captains of industry” or “robber barons?”
- Should business be regulated closely by the government?
- Can the “white man’s conquest” of Native Americans be justified?

## STANDARDS

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## **NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA**

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### **New Jersey Core Curriculum - Grade 11 - Social Studies**

#### **6.1.12.B.3.a**

Assess the impact of Western settlement on the expansion of United States political boundaries.

#### **6.1.12.C.3.a**

Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

#### **6.1.12.C.3.b**

Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

#### **6.1.12.D.3.a**

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

#### **6.1.12.D.3.b**

Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

#### **6.1.12.D.3.c**

Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

#### **6.1.12.D.3.d**

Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

#### **6.1.12.D.3.e**

Determine the impact of religious and social movements on the development of American culture, literature, and art.

#### **6.1.12.A.4.a**

Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

#### **6.1.12.A.4.b**

Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

#### **6.1.12.A.4.c**

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

#### **6.1.12.B.4.a**

Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

#### **6.1.12.B.4.b**

Analyze the impact of population shifts and migration patterns during the Reconstruction period.

#### **6.1.12.C.4.a**

Assess the role that economics played in enabling the North and South to wage war.

**6.1.12.C.4.b**

Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

**6.1.12.C.4.c**

Explain why the Civil War was more costly to America than previous conflicts were.

**6.1.12.D.4.a**

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

**6.1.12.D.4.b**

Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

**6.1.12.D.4.c**

Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

**6.1.12.D.4.d**

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

**6.1.12.D.4.e**

Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

**6.1.12.A.5.a**

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

**6.1.12.A.5.b**

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

**6.1.12.B.5.a**

Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

**6.1.12.B.5.b**

Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

**6.1.12.C.5.a**

Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

**6.1.12.C.5.b**

Compare and contrast economic development of the North, South, and West in the post-Civil War period.

**6.1.12.C.5.c**

Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

**6.1.12.D.5.a**

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

**6.1.12.D.5.b**

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

**6.1.12.D.5.c**

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

**6.1.12.D.5.d**

Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)**

**6.1.12.HistoryUP.3.b:**

Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

**6.1.12.HistoryCA.3.a:**

Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

**6.1.12.HistoryCA.3.b:**

Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

**6.1.12.HistoryCC.3.a:**

Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

**6.1.12.CivicsDP.4.a:**

Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.

**6.1.12.CivicsDP.4.b:**

Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

**6.1.12.CivicsPR.4.a:**

Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

**6.1.12.GeoSV.4.a:**

Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

**6.1.12.GeoPP.4.a:**

Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

**6.1.12.EconET.4.a:**

Assess the role that economics played in enabling the North and South to wage war.

**6.1.12.EconNE.4.a:**

Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

**6.1.12.HistoryCC.4.a:**

Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

**6.1.12.HistoryUP.4.a:**

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

**6.1.12.HistoryUP.4.b:**

Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

**6.1.12.HistoryCC.4.b:**

Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

**6.1.12.HistoryCA.4.c:**

Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

**6.1.12.CivicsDP.5.a:**

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

**6.1.12.EconEM.5.a:**

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

**6.1.12.GeoPP.5.a:**

Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

**6.1.12.GeoHE.5.a:**

Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

**6.1.12.EconEM.5.a:**

Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

**6.1.12.HistoryNM.5.a:**

Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

**6.1.12.HistoryNM.5.b:**

Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

**6.1.12.HistoryCC.5.a:**

Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

**6.1.12.HistoryUP.5.a:**

Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**6.1.12.HistoryCA.5.a:**

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

**6.1.12.CivicsDP.6.a:**

Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

**6.1.12.CivicsDP.6.b:**

Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

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| SOC.6.1.12.HistoryUP.3.b | Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.                                                                                                                          |
| SOC.6.1.12.HistoryCA.3.a | Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).                                    |
| SOC.6.1.12.HistoryCA.3.b | Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.                                                                |
| SOC.6.1.12.HistoryCC.3.a | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.                                                                                                                  |
| SOC.6.1.12.CivicsDP.4.a  | Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.                                                           |
| SOC.6.1.12.CivicsDP.4.b  | Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). |
| SOC.6.1.12.CivicsPR.4.a  | Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.  |
| SOC.6.1.12.GeoSV.4.a     | Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.                                                                                                             |
| SOC.6.1.12.GeoPP.4.a     | Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.                                                                                                                               |
| SOC.6.1.12.EconET.4.a    | Assess the role that economics played in enabling the North and South to wage war.                                                                                                                                                                 |
| SOC.6.1.12.EconNE.4.a    | Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.                                                                                                                                 |
| SOC.6.1.12.HistoryCC.4.a | Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.                                                          |
| SOC.6.1.12.HistoryUP.4.a | Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.                                                                                            |
| SOC.6.1.12.HistoryUP.4.b | Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.                                                                                        |
| SOC.6.1.12.HistoryCC.4.b | Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.                                       |
| SOC.6.1.12.HistoryCA.4.a | Analyze the debate about how to reunite the country and determine the extent to which                                                                                                                                                              |

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|                          | enacted Reconstruction policies achieved their goals.                                                                                                                                                                                                              |
| SOC.6.1.12.CivicsDP.5.a  | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.                                                                             |
| SOC.6.1.12.EconEM.5.a    | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.                                                                                                                                     |
| SOC.6.1.12.GeoPP.5.a     | Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.                                        |
| SOC.6.1.12.GeoHE.5.a     | Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.                                                                                                                       |
| SOC.6.1.12.EconEM.5.a    | Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.              |
| SOC.6.1.12.EconNE.5.a    | Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.                                                                                                                                     |
| SOC.6.1.12.EconNE.5.b    | Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.                                                                                                                                     |
| SOC.6.1.12.HistoryCC.5.a | Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.                                                                 |
| SOC.6.1.12.HistoryUP.5.a | Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.                                                                                                                                                           |
| SOC.6.1.12.HistoryCA.5.a | Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.                                                                                                     |
| SOC.6.1.12.CivicsDP.6.a  | Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). |
| SOC.6.1.12.CivicsDP.6.b  | Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.               |
| SOC.6.1.12.A.4.a         | Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.                                                |
| SOC.6.1.12.A.4.b         | Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.                  |
| SOC.6.1.12.A.4.c         | Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.                                                                                                                                        |
| SOC.6.1.12.A.5.a         | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.                                                                                                                                     |
| SOC.6.1.12.A.5.b         | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.                                                                             |
| SOC.6.1.12.B.3.a         | Assess the impact of Western settlement on the expansion of United States political boundaries.                                                                                                                                                                    |
| SOC.6.1.12.B.4.a         | Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of                                                                                              |

transportation had on the outcome of the Civil War.

- SOC.6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- SOC.6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- SOC.6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- SOC.6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- SOC.6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- SOC.6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.
- SOC.6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- SOC.6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.
- SOC.6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- SOC.6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- SOC.6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- SOC.6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- SOC.6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- SOC.6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- SOC.6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- SOC.6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- SOC.6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- SOC.6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- SOC.6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- SOC.6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- SOC.6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- SOC.6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

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| SOC.6.1.12.D.5.b | Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.                                            |
| SOC.6.1.12.D.5.c | Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. |
| SOC.6.1.12.D.5.d | Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.                                                                              |

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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| WRK.9.2.12.CAP.13 | Analyze how the economic, social, and political conditions of a time period can affect the labor market.                             |
| TECH.9.4.12.CI.1  | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).                              |
| TECH.9.4.12.CT.1  | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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| CS.9-12.8.2.12.ITH.3 | Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
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## **PRE-ASSESSMENTS**

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Kahoot game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

## **INSTRUCTIONAL PLAN**

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### **MODULE 2**

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**Girding for War: the North and the South/The Furnace of the Civil War**

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

- understand that the North and South had different advantages and disadvantages at the outset of the Civil War
- understand the critical events of the Civil War

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|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Student Learning Strategies</b></p>                           | <ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>                                          |
| <p><b>Success Criteria</b></p>                                      | <ul style="list-style-type: none"> <li>• Explain the various factors that contributed to the Union victory in the Civil War.</li> <li>• Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.</li> <li>• Identify how the release of the Emancipation Proclamation reframed the purpose of the war</li> </ul> |
| <p><b>Formative Assessment (drives instructional decisions)</b></p> | <ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Chapter Question assignments</li> <li>• Pear Deck interactive slide real time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>                                                                                                            |
| <p><b>Activities and Resources</b></p>                              | <ul style="list-style-type: none"> <li>• Textbook readings</li> <li>• Lecture/notes/active class discussion</li> <li>• Forever Dates (cumulative chronology quiz)</li> <li>• End of topic multiple choice exam <ul style="list-style-type: none"> <li>○ both stimulus based and traditional</li> </ul> </li> </ul>                                                 |

questions

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It

is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## MODULE 1

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### Renewing the Sectional Struggle & Drifting Towards Disunion

**Student Learning Intentions (SLI) WALT:**  
**(We are learning to...)**

- understand the conflicting attitudes in and out of the political arena that contributed to sectionalization.

### Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

### Success Criteria

- Identify why the Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War
  - The Compromise of 1850 (Fugitive Slave Law)
  - Kansas-Nebraska Act
  - Uncle Tom's Cabin
  - Dred Scott SCOTUS decision
- Describe the effects of Lincoln's election.

### Formative Assessment (drives instructional decisions)

- Key terms and People assignments
- Chapter Question assignments
- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

## Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion
- Forever Dates (cumulative chronology quiz)
- Simulations
  - Kansas Nebraska Act simulation
- End of topic multiple choice exam
  - both stimulus based and traditional questions

## Suggested Modifications

### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## MODULE 3

### The Ordeal of Reconstruction/The Industrial Era Dawns

#### Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand how Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- understand how large-scale industrial production— accompanied by massive technological change, expanding international communication networks, pro-growth government policies—generated rapid economic development and business consolidation.

#### Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Pear Deck responses
- Discussion Groups

#### Success Criteria

- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.E
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <p>American.</p> <ul style="list-style-type: none"> <li>• Compare the relative significance of the effects of the Civil War on American values</li> <li>• Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.</li> <li>• Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.</li> </ul>                   |
| <p><b>Formative Assessment (drives instructional decisions)</b></p> | <ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Chapter Question assignments</li> <li>• Pear Deck interactive slide real time feedback</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>                                                                                                                                                                            |
| <p><b>Activities and Resources</b></p>                              | <ul style="list-style-type: none"> <li>• Textbook readings</li> <li>• Lecture/notes/active class discussion</li> <li>• Forever Dates (cumulative chronology quiz)</li> <li>• Simulations <ul style="list-style-type: none"> <li>○ Reconstruction simulation</li> </ul> </li> <li>• End of topic multiple choice exam <ul style="list-style-type: none"> <li>○ both stimulus based and traditional questions</li> </ul> </li> </ul> |
| <p><b>Suggested Modifications</b></p>                               | <p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides audit or written content to students in their native language.</p>                                                                                                                                                                                                                                                                 |

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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### **Special Education Students**

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circle work may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if needed. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## MODULE 4

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### Political Paralysis in the Gilded Age/America moves to the City

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

- understand why the major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.
- understand why labor and management battled over wages and working conditions, with workers organizing local and national

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     | <p>unions and/or directly confronting business leaders.</p> <ul style="list-style-type: none"> <li>• understand why some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.</li> <li>• Understand how urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.</li> </ul> |
| <p><b>Student Learning Strategies</b></p>                           | <ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Pear Deck responses</li> <li>• Discussion Groups</li> </ul>                                                                                                                                     |
| <p><b>Success Criteria</b></p>                                      | <ul style="list-style-type: none"> <li>• Explain the similarities and differences between the political parties during the Gilded Age.</li> <li>• Explain continuities and changes in the role of the government in the U.S. economy.</li> <li>• Explain the causes of increased economic opportunity and its effects on society</li> <li>• Explain how cultural and economic factors affected migration patterns over time</li> </ul>                        |
| <p><b>Formative Assessment (drives instructional decisions)</b></p> | <ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Chapter Question assignments</li> </ul>                                                                                                                                                                                                                                                                                                                                  |

- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

### Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion
- Forever Dates (cumulative chronology quiz)
- Simulations
  - Railroad Game
- End of topic multiple choice exam
  - both stimulus based and traditional questions

### Suggested Modifications

#### English Language Learners

**Native language support:** The teacher provides auditory or written content to students in their native language.

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**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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### **Special Education Students**

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### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

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### **Students at Risk of School Failure**

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**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues

need to be close to the instruction which often means near the front.

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## MODULE 5

### The Conquest of the West/Rumbles of Discontent

#### Student Learning Intentions (SLI) WALT: (We are learning to...)

- understand how following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.
- understand how migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- understand the social, economic and political landscape that encouraged the formation of new activist political parties.

#### Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <ul style="list-style-type: none"><li>• Pear Deck responses</li><li>• Discussion Groups</li></ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Success Criteria</b>                                      | <ul style="list-style-type: none"><li>• Provide examples of how many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.</li><li>• Describe how economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system.</li></ul> |
| <b>Formative Assessment (drives instructional decisions)</b> | <ul style="list-style-type: none"><li>• Key terms and People assignments</li><li>• Chapter Question assignments</li><li>•<br/>Pear Deck interactive slide real time feedback</li><li>•<br/>In class discussions</li><li>•<br/>Low-stakes group work</li></ul>                                                                                                                                                                                                                   |
| <b>Activities and Resources</b>                              | <ul style="list-style-type: none"><li>• Textbook readings</li><li>• Lecture/notes/active class discussion</li><li>• Forever Dates (cumulative chronology quiz)</li><li>• Simulations<ul style="list-style-type: none"><li>○ Gilded Age Farmers simulation</li></ul></li><li>• End of topic multiple choice exam<ul style="list-style-type: none"><li>○ both stimulus based and traditional questions</li></ul></li></ul>                                                        |

## Suggested Modifications

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**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

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## REFLECTIONS

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### INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

|                   |                                                                                                                                                                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                                                                                                                                                      |
| LA.RI.11-12.1     | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.                                                                       |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                                                                                                                                                                              |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                         |
| LA.W.11-12.1      | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                                                                                                                                                                              |
| LA.W.11-12.1.A    | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.                                                                    |
| LA.W.11-12.1.B    | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| LA.W.11-12.1.C    | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                                                                                |
| LA.W.11-12.9      | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                                                         |
| LA.SL.11-12.1.C   | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.                                                   |