

# Unit 3 Antebellum, Civil War and Reconstruction

Content Area: **Social Studies**  
Course(s): **US History I**  
Time Period: **1 marking period**  
Length: **8-10 Weeks**  
Status: **Published**

## Unit Overview

### Antebellum, Civil War and Reconstruction

Events during the Antebellum Era precipitated the ideological, economic, and political differences in sections of the United States.

The Civil War was caused by ideological, economic, and political differences about the future course of the nation.

Efforts to reunite the country through Reconstruction were contested, resisted, and had long term consequences.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.

CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
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.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.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.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.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to

create and communicate knowledge.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming:  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Transfer**

---

Students will be able to independently use their learning to identify the lasting impact the Antebellum period, Civil War and Reconstruction continue to have on modern America.

---

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

---

### **Understandings**

---

Students will understand that...

- the Antebellum period brought sectional conflict to the forefront of social, economic and political disputes.
- the Civil War has a profound impact on modern America.
- Reconstruction succeeded in accomplishing some goals, while failing to fulfill the ideal of a unified America.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

## **Essential Questions**

---

1. Was a civil war inevitable?
2. How did the Civil War impact the development of modern America?
3. Can the Reconstruction be classified as a success or failure?
4. What is the legacy of the Civil War and Reconstruction period of American History?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know . . .

- the economic, political, geographic, and social/demographic differences between the North, South, and Western regions of the United States, and recognize the implications of these differences for America's future.
- the political developments that preceded the American Civil War and determine their impact on the emerging conflict. (e.g. Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scot Decision, Uncle Tom's Cabin, Lincoln-Douglas Debates, John Brown's raid, the Republican Party, the election of 1860, and the secession crisis)
- the relative conditions and advantages of the North and South as the Civil War began.
- the results of the strategies, military campaigns, and battles of the Civil War.
- the role of selected individuals involved in the Civil War.

- the political, social, and economic effects of the Civil War on American Society.
- the impact of the political, social, and economic results of the Civil War on postwar America.
- the social, political, and economic issues needed to be addressed in order to restore the Union.
- the plans of Lincoln, Johnson, and the Radical Republicans.
- the political, social, and economic effects of Reconstruction on the society and politics of the Southern states, and Reconstruction's impact on the changing status of African-Americans.
- the impact of the Compromise of 1877 on the end of Reconstruction.

### **Students will be skilled at...**

---

Students will be skilled at . . .

- Identify, analyze, and compare the economic, political, geographic, and social/demographic differences between the North, South, and Western regions of the United States, and recognize the implications of these differences for America's future.
- Identify the political developments that preceded the American Civil War and determine their impact on the emerging conflict. (e.g. Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scot Decision, Uncle Tom's Cabin, Lincoln-Douglas Debates, John Brown's raid, the Republican Party, the election of 1860, and the secession crisis)
- Analyze and compare the relative conditions and advantages of the North and South as the Civil War began.
- Describe and assess the results of the strategies, military campaigns, and battles of the Civil War.
- Analyze the role of selected individuals involved in the Civil War.
- Identify and describe the political, social, and economic effects of the Civil War on American Society.
- Evaluate the impact of the political, social, and economic results of the Civil War on postwar America.
- Determine what social, political, and economic issues needed to be addressed in order to restore the Union.
- In light of Reconstruction issues, analyze and compare the plans of Lincoln, Johnson, and the Radical Republicans.
- Determine the political, social, and economic effects of Reconstruction on the society and politics of the Southern states, and Reconstruction's impact on the changing status of African-Americans.
- Assess the impact of the Compromise of 1877 on the end of Reconstruction.

## Academic Vocabulary

---

Chapter 7, Section 3 Academic Vocabulary - Missouri Compromise

Chapter 10 Academic Vocabulary - Wilmot Proviso, popular sovereignty, secede, Compromise of 1850, Fugitive Slave Act, personal liberty laws, Underground Railroad, Kansas-Nebraska Act, Republican Party, Know-Nothings, Confederate States of America

Chapter 11 Academic Vocabulary - blockade, Anaconda Plan, border state, attrition, guerrilla warfare, Emancipation Proclamation, conscription, Copperhead, inflation, siege, total war, Thirteenth Amendment

Chapter 12 Academic Vocabulary - Reconstruction, impeach, black code, Fourteenth Amendment, Fifteenth Amendment, segregation, sharecropping

Chapter 16 Academic Vocabulary - poll tax, literacy test, civil service

## Learning Goal 1

---

Students will be able to examine the long term causes of the Civil War and sectional differences.

- Students will be able to examine the long term causes of the Civil War and sectional differences.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
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.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
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).

## Target 1

---

Identify the role individuals and groups had on the growing sectional divide between the North and South.

- Identify the role individuals and groups had on the growing sectional divide between the North and South.

SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
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.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).

## Target 2

Investigate how sectional reaction to events during the Antebellum period led to conflict.

---

## (NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

- Investigate how sectional reaction to events during the Antebellum period led to conflict.

SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
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.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
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).

## Learning Goal 2

---

Students will develop ability to evaluate the political, economic, and social impact of the Civil War on Reconstruction and modern America.

- Students will develop ability to evaluate the political, economic, and social impact of the Civil War on Reconstruction and modern America.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.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.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Target 1

---

Identify the advantages, disadvantages and strategies of the North and South during the Civil War.

- Identify the advantages, disadvantages and strategies of the North and South during the Civil War.

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.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.

## Target 2

Analyze and assess the key people, places and events of the Civil War.

- Analyze and assess the key people, places and events of 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.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.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.

## Target 3

Evaluate the economic, political, and social impact the Civil War had on the future of the United States.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Evaluate the economic, political, and social impact the Civil War had on the future of the United States.

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.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.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.

## Learning Goal 3

Students will develop ability to assess the lasting impact Reconstruction has on modern America.

- Students will develop ability to assess the lasting impact Reconstruction has on modern America.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
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.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Target 1

---

Compare and contrast the Reconstruction plans of Lincoln, Johnson, and the Radical Republicans.

- Compare and contrast the Reconstruction plans of Lincoln, Johnson, and the Radical Republicans.

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.

## Target 2

---

Categorize the successes and failures of Reconstruction as it pertains to the nation, groups, and individuals.

## (NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

- Categorize the successes and failures of Reconstruction as it pertains to the nation, groups, and individuals.

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.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
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.

## **Summative Assessment**

---

Unit 3 Benchmark Assessment is a skills based common assessment of Unit 3 (Political Cartoon Analysis from Civil War and Reconstruction Periods). The assessment is administered to all students enrolled in Grade 10 United States History I.

Alternate assessments may include, but are not limited to Project Based Learning, Presentations, Debates or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Individual Contributions to Sectional Divide Graphic Organizer
- US on Trial: Antebellum America Analysis
- John Brown Hero or Villain DBQ
- Underground Railroad Simulation and Song Analysis
- Failures to Compromise Stations Activity
- Battles of the Civil War Map Models
- Life as a Civil War Soldier Journal Activity
- SnapChat the War Video Project
- History Detectives: Lincoln Assassination
- Complicated Symbols: Confederate Flag Debate
- Lasting Effects of Reconstruction on America DBQ
- Obstructing Rights: Jim Crow and Segregation Activity

## Formative Assessment and Performance Opportunities

---

Teacher Observation

Cooperative Learning Opportunities

Guided Practice

Classroom Centers

Map Activities

Do-Now

Daily Quizzes

Exit Ticket

Student Survey/Polling

Third Marking Period Benchmark Assessment

## 21st Century Life and Careers

---

PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and

	formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS2	The effects of technology on the environment.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.

## **Accommodations/Modifications**

**Enrichment Opportunities: US History I: College Prep B, College Prep A, Honors, AP**

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

Graphic Organizers

Chunked Readings

RAFT Activities (Role, Audience, Format, Topic)

Layered Curriculum/Tiered Assignments

Academic Games to practice skills and deepen understanding of topics

Think-Pair-Share Activities

Stations and Learning Centers

Utilizing Pre-tests to reteach complex content before summative assessment

Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

### **Nat Turner: Madman or Martyr Debate**

(Modified Version) A teacher guided turn-based discussion on how Nat Turner should be remembered for his revolt

A student guided turn-based discussion on how Nat Turner should be remembered for his revolt

### **John Brown Hero or Villain Discussion/DBQ**

(Modified) Teacher-led activity in which the background essay is read aloud, highlight, annotated and summarized together. The background essay questions are answered as a class. The document set is shortened and read together and document analysis questions are answered as a class. Teacher-led class discussion on how John Brown should be viewed by historians

Background Reading Essay is read aloud, highlighted, annotated and summarized together. Background Essay Questions are answered independently then reviewed. The document set/analysis questions are read and answered in pairs. Student-led class discussion on how John Brown should be viewed by historians. Students write a 5 paragraph DBQ essay arguing whether or not John Brown was a hero or villain

### **Underground Railroad Simulation**

(Modified) Students participate in an Underground Railroad simulation in which they have to develop a plan on how to escape to safety

Students participate in an Underground Railroad simulation in which they have to develop a plan on how to escape to safety. At the completion of the simulation, students write a reflective piece drawing on their experience in relation to the dangers of a fugitive slave escaping to safety.

### **Life as a Civil War Soldier Journal Activity**

(Modified) Students assume the role of a Civil War soldier and write two journal entries using information acquired from Life of a Soldier Stations Activity as well as Civil War battles

Students assume the role of a Civil War soldier and write four journal entries using specific information acquired from the Life of a Soldier Stations Activity while also including specific events "you" were present at during the war (ex: the Battle of Gettysburg)

### **History Detectives: Lincoln Assassination**

(Modified) Teacher-paired groups to complete an abbreviated version of CSI: Lincoln's Assassination activity to investigate the death of Abraham Lincoln

Students complete a CSI activity on Lincoln's assassination and evaluate/adjust (if necessary) the punishments of all the conspirators involved in the assassination of Abraham Lincoln

### **Why Did Reconstruction Fail DBQ**

(Modified) Teacher-led activity in which the background essay is read aloud, highlight, annotated and summarized together. The background essay questions are answered as a class. The document set is shortened and read together and document analysis questions are answered as a class. Teacher-led

class discussion on how John Brown should be viewed by historians

Background Reading Essay is read aloud, highlighted, annotated and summarized together.

Background Essay Questions are answered independently then reviewed. The documents set/analysis questions are read and answered in pairs. Student-led class discussion on why Reconstruction failed.

Students write a 5 paragraph DBQ essay arguing the reasons why Reconstruction failed, including an opening paragraph, three body paragraphs and a conclusion paragraph

#### Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social Studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- leveled readings
- modified assessments
- modified assignments
- student choice research projects
- task-based assessments
- test corrections

## Unit Resources

---

May include, but not be limited to:

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>

3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/r1h>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central: United States History - [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/232396.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/232396.html)
9. The Choices Program The Civil War and the Meaning of Liberty
10. Flocabulary: Civil War, Reconstruction, Jim Crow Era

#### Social Studies Databases:

1. ABC-Clio for Social Studies
2. The Choices Program
3. Flocabulary

#### Student Response Systems:

1. Google Forms
2. Padlet

#### Primary Source Documents:

1. The DBQ Project Binders

#### Teacher Resource Kit:

1. Text Resources (Prentice Hall United States History, Boorstin & Kelley History of the United States)

#### **New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>**

Resources- Unit 8: the civil War and Reconstruction <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>



**New Jersey Commission on Holocaust Education Resources -**

<https://www.nj.gov/education/holocaust/curriculum/>

Resource- Fielding Common Questions Related to the History that Documents American Slavery-

<https://www.nj.gov/education/holocaust/resources/>