

# 5: The 1800s/The Civil War

Content Area: **History**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **6 Weeks**  
Status: **Published**

## Unit 5: The 1800s/Civil War

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### Disciplinary Practices

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- **Developing Claims and Using Evidence** - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- **Developing Questions and Planning Inquiry** - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- **Seeking Diverse Perspectives** - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

### Learning Objectives

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- Understand the progress of NJ transportation from roads to boats to railroads.
- Analyze culturally significant NJ figures, events, & places of the time.
- Analyze examples of Slave Ads
- Analyze loopholes & context surrounding laws that claimed to "end slavery" in NJ
- Compare & contrast the needs of southern NJ and northern NJ leading up to the Civil War
- Explain how NJ residents sought a better life through gender roles, education state constitutional changes, and slavery
- Understand how NJ was a "mirror of America".
- Understand how trial and error helped reshape the NJ Constitution to make a better life for NJ residents.
- Understand the impact of urbanization in NJ
- Understand the impact that the Civil War had on NJ.
- Understand the importance of natural resources-such as the Passaic River Falls-to the establishment of a manufacturing economy of the United States.

- Understand the role NJ played in the Civil War
- Understand the significance of the Underground Railroad and its presence in New Jersey

## Standards

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SOC.6.1.2.GeoHE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
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.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
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.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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.

## Accommodations & Modifications

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## Instruction/Materials

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- "Necessary Assignments Only"
- Alter format of materials (type/highlight, etc.)
- Eliminate answers
- Extended time
- Large print
- Modified quiz
- Modified test/Project

- Modify Assignments as Needed
- Modify/Repeat/Model directions
- Other (specify in plans)
- Provide assistance & cues for transitions
- Provide daily assignment list
- Read class materials orally
- Reduce work load
- Shorten assignments
- Study guide/outline
- Utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Assessment Procedure**

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- "Agree, Disagree" prompts
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Graphic Organizer
- Guided Notes
- Journal/Reflection
- Kahoot
- Mentimeter
- Peer Review
- Performance/Presentation
- Problem Correction
- Project
- Quiz

- Teacher-Collected Data
- Test
- Worksheet

## **Instructional Tasks/Activities**

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- Compare & Contrast
- Conferencing
- Debates
- Field Trip/Reflection
- Jigsaw
- Peer Partner Learning
- Primary Source Analysis
- Problem Solving
- Project Work
- Song Analysis
- Stations
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Kahoot!
- MagicSchool AI
- Mentimeter
- Other-Specified in Lesson
- Quiziz
- Screencastify

## **Resources**

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- “New Jersey Firsts: The Famous, Infamous, and Quirky of the Garden State” - Harry Armstrong & Tom Wilk

- "Ghosts of the Garden State" series- Lynda Lee Macken
- "Stories of New Jersey"- Frank R. Stockton
- "Hidden History of New Jersey"- Bilby, Madden, & Ziegler
- "New Jersey Women's Heritage Trail"-NPS
- "Place Names of the Jersey Shore: Why Did They Name it That? (Southern Edition)"- Lee Ireland
- "Tales of New Jersey"- New Jersey Bell Telephone Company
- "The Folklore and Folklife of New Jersey"-David Steven Cohen
- "The Hard-To-Believe-But-True! Book of New Jersey History, Mystery, Trivia, Legend, Lore, & More!"- Carole Marsh
- Forgotten History (NJ) Podcast
- Internet Research
- Primary Source Documents
- Teacher-Created Notes & Resources
- The New Jersey History Podcast
- Weird NJ Website

## State Mandated Topics

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a	

	<p>have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.</p> <p>Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.</p>
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