

# 06\_Unit 6: America in the Mid 1800s

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **2 weeks/ 10 lessons**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Social Studies 8

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.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that

- Steps were taken in the 1800s to reform parts of society in order to improve the lives of Americans.
- Life in the North and South were fundamentally different from each other.
- African Americans faced discrimination, racism, and slavery throughout the 1800s and before.

## **CONTENT AREA STANDARDS**

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SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

SOC.6.1.12.CivicsDP.3.c

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

TECH.8.1.8.A.1

Demonstrate knowledge of a real world problem using digital tools.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- the experiences of the African Americans in America from the viewpoints of freed blacks and slaves.
- the ways African Americans faced slavery and discrimination in the mid-1800s as well as how many tried to help end slavery and others wanted to keep it.
- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
- the ways African Americans faced slavery and discrimination in the mid-1800s as well as how many tried to help end slavery and others wanted to keep it.

### **Procedural Knowledge**

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Students will be able to:

- describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- explain how The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
- explore the experiences of the African Americans in America from the viewpoints of freed blacks and slaves.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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- observation
- one-on-one
- questioning
- graphic organizers
- anecdotal notes

Alternative:

- exit tickets

## **Summative Assessments**

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- graphic organizers
- homework
- culminating activity

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core:

[www.tci.com](http://www.tci.com)

Supplemental:

[www.history.com](http://www.history.com)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

