

Lavallette Elementary School	
<b>Content Area: Social Studies</b> <b>Course Title: World History</b>	<b>Grade Level: Eighth Grade</b>
Early Republic	September - October
Expansion and Reform	November - December
Antebellum America	January - February
Civil War	March - April
Reconstruction	May - June
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards for Social Studies	Board Approved: October 16, 2018

**Lavallette School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Eighth Grade

**Domain (Unit Title):** Early Republic

**Cluster Summary:**

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today
- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

**Primary Interdisciplinary Connections:** Language Arts

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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**Learning Targets**

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural

understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Number	Standard for Mastery
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How did the U.S. Constitution differ from the Articles of Confederation in terms of powers of the federal government.</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>George Washington established lasting precedents for the executive power.</li> <li>The United States government</li> </ul>
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- How would George Washington's leadership have been different under the Articles of Confederation?
- What were the precedents that Washington established as the first president of the United States?
- What challenges did the United States face during the presidency of George Washington?
- Under the United States Constitution, which social groups (race, gender, economic status) were not given the same rights and freedoms that were given to white landowning males?
- What was the impact of the lack of equality on individuals and on American society?
- How did the Federalist and Democratic Republican Parties form, and on what issues did they disagree?
- In what ways did Thomas Jefferson and the Republicans limit the power of the government?
- How did the Louisiana Purchase affect the nation's economy and politics?

initially faced difficulties establishing powers.

- Differing political views led to the creation of political factions within the government.
- The differing views of the Republican Party shaped legislation to limit the power of the government.
- The acquisition of land impacted political and economic functions in the United State
- What were the challenges to the nation's stability during the late 1700's and early 1800's?
- How did the United States benefit from its victory in the War of 1812?

### **Unit Objectives**

*Students will know...*

- George Washington's impact on the country as the first President of the United States.
- Nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.
- The Whiskey Rebellion, and explain how Washington dealt with this problem.

### **Unit Objectives**

*Students will be able to...*

- Analyze the impact that George Washington had on the country as the first President of the United States.
- Describe the cause of the nation's economic crisis under Washington, and explain the plan that Alexander Hamilton had devised to deal with the National debt.
- Describe the causes of the Whiskey Rebellion, and explain

- The philosophies of the Federalists and the Democratic Republicans.
- Jay's Treaty and the effect it had on the U.S.
- The impact the XYZ affair had on the presidency of John Adams.
- The impact of the Revolution of 1800.
- Importance of Marbury v Madison.
- The continuing conflict between settlers and the Native Americans.
- Causes and issues surrounding the War of 1812 including but not limited to impressment of us sailors abroad.
- Geographical differences led to debates involving economic issues in the new nation
- The Treaty of Ghent established policies which restored the relationship between the United States and Great Britain.

how Washington dealt with this problem.

- Compare and contrast the philosophies of the Federalists and Democratic Republicans.
- Compare and contrast Jefferson's political beliefs of limited governmental power *before* he became president, with his actions *after* he became president in making the Louisiana Purchase.
- Discuss the pros and cons of the Jay Treaty and how it affected the United States.
- Discuss the impact of the XYZ affair on John Adams political image.
- Describe Jefferson's goals of the Revolution of 1800, and determine if his goals were realized.
- Discuss how Marbury v. Madison led to the Supreme Court acquiring the power of judicial review.
- Analyze the causes and consequences of continuing conflict between Native American tribes and colonists (e.g., Battle of Fallen Timbers and Tecumseh's rebellion).
- Discuss the background and major issues of the War of 1812 (e.g., sectional issues, role of Native Americans).
- Discuss the causes of the war of 1812 and its impact on the United States.
- Explain how major events are related to one another in time.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Compare and contrast differing

	<p>interpretations of current and historical events.</p> <ul style="list-style-type: none"> <li>● Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</li> <li>● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>
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<b>Lavallette School SOCIAL STUDIES CURRICULUM Unit Overview</b>	
<b>Content Area:</b> Social Studies	<b>Grade Level:</b> Eighth Grades
<b>Domain (Unit Title):</b> Expansion and Reform	
<b>Cluster Summary:</b> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
<b>Primary Interdisciplinary Connections:</b> Language Arts and Technology	
<b>21st Century Themes:</b>	
<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Learning Targets

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Number	Standard for Mastery
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted
6.1.8.D.4.b	Describe efforts to reform education, woman's rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Number	Standard for Introduction
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What effects did the Industrial Revolution have on the U.S. economy?</li> <li>• How did Andrew Jackson’s presidency affect Native Americans?</li> <li>• How did the belief in Manifest Destiny influence western settlement?</li> <li>• What were the major reform movements of the Antebellum period?</li> <li>• What factors led to increases in immigration to America?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• .The Industrial Revolution transformed America from an agrarian society into an industrial society.</li> <li>• Andrew Jackson’s policies regarding Native Americans resulted in the Trail of Tears.</li> <li>• America’s belief in Manifest Destiny encouraged pioneers to move into western lands.</li> <li>• There were major efforts to reform education, women’s rights, slavery, and other issues during the Antebellum Period.</li> <li>• Push factors from persecution and economic problems in Europe, combined with Pull factors from vast opportunities in America led to increased immigration to America.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How the United States acquired Spanish Florida.</li> <li>• How the building of canals and railways boosted the U.S. economy.</li> <li>• What factors contributed to the development of industry in the north.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Determine the cause and effects of The U.S. sending Andrew Jackson into Spanish Florida.</li> <li>• Describe how the building of canals and railways boosted the U.S. economy.</li> <li>• List the factors that contributed to the development of industry in the</li> </ul>
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- What major inventions led to the growth of industry in America?
- How the concept of Manifest Destiny influenced the growth of America through diplomacy, annexation, and war.
- What push-pull factors led to increased immigration in 19<sup>th</sup> century America?
- What changes were made in America as a result of education reform, women's rights movement, and the abolitionist movement?
- New Jersey's role in the Underground Railroad and how resistance to slavery grew in the North.

North.

- List the factors that caused the South to lag behind the North in industrial development.
- Explain how inventions like the Cotton Gin and the interchangeable parts led to the growth of industry in America.
- Map and identify lands in North America and explain how they were acquired through diplomacy, annexation, and war.
- Analyze the push-pull factors that led to an increase in immigration in the 19<sup>th</sup> century.
- Explain how 19<sup>th</sup> century reform efforts impacted education, women's rights, and slavery in America.
- Describe New Jersey's role in the Underground Railroad and explain resistance to slavery.

**Lavallette School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Eighth Grade

**Domain (Unit Title):** Causes of the Civil War

**Cluster Summary:**

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.
- The Civil War and Reconstruction had a lasting impact on the development of the United States

**Primary Interdisciplinary Connections:** Language Arts

**21st Century Themes:**

**21st Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Learning Targets**

Standard 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21<sup>st</sup> Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Number**

**Standard for Mastery**

6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in democratic society.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Did the compromises that Congress made effectively address slavery and sectionalism?</li> <li>● How did popular sovereignty lead to violence?</li> <li>● What was the significance of the <i>Dred Scott</i> decision?</li> <li>● What role did the theory of states' rights play in the outbreak of the Civil War?</li> <li>● What role did the Election of 1860 play in southern secession?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● The Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free states</li> <li>● The Compromise of 1850 addressed several issues, including slavery in the territories.</li> <li>● The Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate.</li> <li>● The Kansas-Nebraska Act resulted from another dispute over slavery in Congress.</li> <li>● Opponents of slavery from different political parties came together to form the new Republican Party.</li> <li>● The Supreme Court's decision in the <i>Dred Scott</i> case dealt a severe blow to anti-slavery forces and</li> </ul>
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	<p>further divided the country.</p> <ul style="list-style-type: none"> <li>• The Lincoln-Douglas debates placed the little known Lincoln into the national spotlight.</li> <li>• Fearing that President Lincoln would not protect Southern rights, first South Carolina and then other states voted to leave the Union.</li> <li>• The Civil War began when Confederate forces attacked Fort Sumter in South Carolina.</li> <li>• To what extent was the Civil War fought over the issue of slavery, as compared to the issue of states' rights.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The compromises that Congress made to address slavery and sectionalism were not effective</li> <li>• The slavery issue was so contentious that popular sovereignty led to violence.</li> <li>• The <i>Dred Scott</i> decision turned many Northerners against the idea of slavery in the South.</li> <li>• States' rights led many states to believe that they had the right to secede from the Union.</li> <li>• The Election of 1860 caused southern states to secede from the nation.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Identify the components of the Missouri Compromise and describe how it temporarily resolved the issue of slavery.</li> <li>• Identify the components of the Compromise of the 1850.</li> <li>• Analyze how the Compromise of 1850 further divided the nation over the issue of slavery, states' rights, and sectionalism.</li> <li>• Compare and contrast the reaction of the North and the South to the Fugitive Slave Act.</li> <li>• Illustrate how the Kansas-Nebraska Act led to violence</li> <li>• Describe how the Republican Party was formed and what groups took part in its formation.</li> <li>• Argue for or against the decision in the <i>Dred Scott</i> decision</li> <li>• Compare and contrast the reaction of the North and the South to the <i>Dred Scott</i> decision.</li> <li>• Dramatize the Lincoln-Douglas debates and recognize how this</li> </ul>
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	<p>helped popularize Abraham Lincoln.</p> <ul style="list-style-type: none"> <li>● Explain how Abraham Lincoln became president.</li> <li>● Evaluate the decision of South Carolina and others to secede from the Union.</li> <li>● Describe how the attack on Fort Sumter led to the Civil War.</li> </ul>
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Evidence of Learning	
<b>Suggested Formative Assessments:</b>	
Classroom Discussion Anecdotal Notes Exit Slips Checklists Presentations or Projects	Portfolios Cooperative Learning Groups Open Ended Questions Vocabulary Quizzes Rubrics
<b>Suggested Summative Assessments:</b>	
Participation and teacher observation assessments Pre-test, post-test, and daily work State assessments Chapter tests	District benchmarks or interim End of unit tests Anecdotal records Student Report Card grades
<b>Suggested Modifications (ELLs, Special Education, Gifted and Talented):</b>	
Low Level Strategies: <ul style="list-style-type: none"> <li>● Modified classroom and homework assignments</li> <li>● Teacher tutoring</li> <li>● Parent - teacher communication</li> <li>● Anchor charts and visual aids</li> <li>● Flexible grouping</li> <li>● Teacher - student goal setting</li> <li>● Technology integration</li> <li>● Centers</li> <li>● Response to intervention</li> </ul>	
High Level Strategies	

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

**Suggested activities for lesson plans:**

Research an explorer giving details about the person's explorations and discoveries. Create a circle graph that shows the amount of land claimed by England, Spain, France, and the Netherlands by 1650.

Create and label a diagram of a Renaissance invention. Create Explorer wheels.

Utilize technology presentation programs to create a slide show of a major explorer.

Simulate the conflict in Jamestown.

Create a multimedia presentation. Virtual field trip to Jamestown.

Conduct an interview of a famous colonist. Recognize the Puritan belief system.

Write a journal account of life in Plymouth.

Discover the origin of the Town Meeting form of government. Make a model of Jamestown settlements.

Create maps to identify location of European settlements.

Create a model of a typical colony town that shows how land was used to support its inhabitants.

Create a labeled map of the colonies.

Listen to songs sung by enslaved workers. Discover how enslaved

Africans were able to keep their culture alive under difficult conditions.

Virtual field trip of Colonial Williamsburg. Create a model of a Southern plantation.

Create a multimedia presentation related to the revolution. Create a portrait of a Revolutionary Hero. Compare/Contrast loyalists and patriots.

Debate the issue of British rule vs. self-government (e.g. talk show format)

Bill of Rights

Branches of Government Tolerance

*Kids Discover: [American Revolution](#)*

Discovery Education Media:

<http://www.discoveryeducation.com/> Promethean

Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

The American Revolution:

[http://www.mce.k12tn.net/revolutionary\\_war/american\\_revolution.htm](http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm) George

Washington's Socks (historical fiction)

Tolerance/Holocaust Lessons: [www.scholastic.com](http://www.scholastic.com)

Project Based Learning: [www.ideportal.com](http://www.ideportal.com)

**Teacher Notes:**

Europeans seeking religious freedoms established colonies in America. Jamestown and Plymouth colonies are established by the English settlers. Colonists and Native Americans begin to interact in positive and negative ways. The economics of the newly established regions are influenced by geographical location; summarize how slavery developed in America. England and France's power struggles affected the colonists and Naïve Americans which led to the French and Indian War.