

Kenilworth Public Schools

Curriculum Guide

Content Area: Social Studies
Grade: 8
BOE Approved: 8/13/12

Revision Date: August 2023
Submitted by: Katie Pollock
BOE Revision Approved: 8/14/23

American History

8th Grade

Revised July 2023

Unit 1- Launching the Republic	Unit 2- Nationalism & Sectionalism	Unit 3- Civil War	Unit 4- Reconstruction
Weeks 1-5	Weeks 6-10	Weeks 11-15	Weeks 16-19

<p><i>Unit Description:</i> The Constitution and Bill of Rights were created to protect the rights of the people and prevent abuses of power. The first generation following the drafting of the Constitution was a period of great change and growth in establishing the Republic. The power of the presidency was established by Washington and expanded by Jefferson. Our land also expanded through the Louisiana Purchase and Westward Expansion.</p>	<p><i>Unit Description:</i> Changing times and discoveries led to improvements in life for some, but not all. Tensions due to these changes eventually led to the Civil War.</p>	<p><i>Unit Description:</i> 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 its effects had a lasting impact on the development of the United States.</p>	<p><i>Unit Description:</i> Though Reconstruction tried to heal its wounds and reunite the country following the Civil War, not all issues were resolved and some citizens did not achieve the full rights they were promised.</p>
<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>	<i>Unit Targets:</i>

<ul style="list-style-type: none"> ● The origins of the Constitution ● Washington's Precedents ● The origins of political parties ● The Louisiana Purchase & its Effects ● The War of 1812 and the Era of Good Feelings 	<ul style="list-style-type: none"> ● The United States government's treatment of Native Americans ● The Industrial Revolution & Urbanization ● Manifest Destiny & Westward Expansion ● Slavery in the U.S. ● Reform Movements ● Sectional Differences & Tensions 	<ul style="list-style-type: none"> ● Causes of the Civil War ● Significant Battles of the Civil War ● Key Leaders of the Civil War ● The Constitutionality of Secession vs. Preserving the Union ● Unsung Players of the Civil War ● The Emancipation Proclamation and Gettysburg Address 	<ul style="list-style-type: none"> ● Describe the nation's economic, political and social problems after the Civil War. ● Explain how the assassination of Lincoln and the inauguration of a new President led to conflict. ● Discuss how Reconstruction redefined what it meant to be an American. ● Summarize the goals of the Freedmen's Bureau. ● Discuss the immediate and long-term effects that Reconstruction had on African Americans.
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American History

Grade 8

August 2023

Unit 1 - Launching the Republic

Weeks 1-5

The Early Presidents and Growth of the Nation

Learning Targets

Unit Big Ideas: The first generation following the drafting of the Constitution was a period of great change and growth in establishing the Republic.

Unit Essential Questions:

- What challenges did the Founding Fathers face in creating a government?
- Why can the Constitution be called a document of compromises?
- How do the precedents that Washington established as the first president of the United States still affect the office today?
- How did the Federalist and Democratic-Republican Parties form, and on what issues did they disagree?
- In what ways did Jefferson both limit and increase the powers of the government?
- How did the Louisiana Purchase affect the nation's economy and politics?
- How did the War of 1812 breed a sense of nationalism in America?

Unit Enduring Understandings:
Students will understand that...

Student Learning Targets/Learning Objectives :
Students will know and be able to...

<ul style="list-style-type: none"> ● Compromise can at times be integral to democracy. ● The Constitution and Bill of Rights are living documents that can be amended ● Presidents can set precedents that endure through time. ● Political parties can form around issues and shape the political climate. ● The power of the presidency can change with who is in office. ● The Louisiana Purchase opened a vast territory to exploration and settlement. ● War can unify a country and breed a sense of pride. 	<p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p> <p>6.1.8.ECOET.4.B: Analyze the effects of the Louisiana Purchase on the nation’s economy and politics.</p> <p>6.1.8.HISCC.4.A: Cite reasons for the sense of nationalism in America after the War of 1812.</p>
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Evidence of Learning :

Formative: Exit tickets, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work.

Summative: The New Nation cumulative assessment, Jefferson project, interactive media products (with provided scoring rubrics for student-led assessments like projects)

New Jersey State Learning Standards

NJSLS Standards:

(NJSLS 6.1.8.A-D.4)

Career Readiness, Life Literacies, and Key Skills (CLKS):

Act as a responsible and contributing citizen and employee. Communicate clearly and effectively and with reason. Consider the environmental, social and economic impacts of decisions. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management.

Primary Interdisciplinary Connections:

ELA - 3.13.8.3.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

3.13.8.3.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

Technology -

7.1.8.D.2 - Demonstrate the application of appropriate citations to digital content.

Computer Science and Design Thinking Standards:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Climate Change Standards:

- 6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
- 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

ELA Companion Standards:

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Lesson Plans		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad & Holocaust, DEI, LGBTQ, AAPI)</i>	<i>Timeframe</i>
6.1.8.CivicsPD.3.a 6.1.8.CivicsPI.3.d	<ul style="list-style-type: none"> ● Compare and contrast the Articles of Confederation to the Constitution of the US. ● Constitutional compromises analytical activity (Amistad) 	3 days
6.1.8.HISSE.3.A 6.1.8.HistoryCC.3.b	<ul style="list-style-type: none"> ● Washington’s Precedents - reading w/ Qs and documentary clip (History Channel’s “Ultimate Guide to the Presidents - Episode 1) ● Origins of Political Parties - Fill in the Blank Notes, BrainPop clip - Political Party Origins 	3 days
6.1.8.ECOET.4.B	<ul style="list-style-type: none"> ● Jefferson’s Presidency and the Louisiana Purchase - Analytical DBQ Stations (DEI) ● Documentary clip (History Channel’s “Ultimate Guide to the Presidents - Episode 1) 	3 days
6.1.8.HISUP.3.C	<ul style="list-style-type: none"> ● War of 1812 - Causes and Effects Chart ● BrainPop - War of 1812 ● Documentary clip (History Channel’s “Ultimate Guide to the Presidents - Episode 1) 	3 days

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share

•Cooperative learning groups

Unit 2 : Nationalism & Sectionalism

Weeks 6-10

Changes and Conflicts as the Nation Expands

Learning Targets

Unit Big Ideas: Changing times and discoveries led to improvements in life for some, but not all. Tensions due to these changes eventually led to the Civil War.

Unit Essential Questions:

- How do political beliefs and events shape a presidency?
- How does a president shape political beliefs and events?
- How did the Industrial Revolution affect America?
- How can new technology affect business and working conditions?
- How does geography affect migration?
- How do the policies of U.S. government affect Native Americans?
- How did the belief in Manifest Destiny influence western expansion and settlement?
- What factors affected the settlement of California and Utah in the West?

Unit Enduring Understandings:

Students will understand that...

Student Learning Targets/Learning Objectives :

Students will be know and be able to...

<ul style="list-style-type: none"> ● How did tensions over slavery affect unity in America? ● Presidents can both shape and be shaped by political beliefs and events. ● New technology changed the way things were made and the growth of factories and trade led to the development of corporations and cities. ● New technology can make life easier for those that benefit from them, but can also affect working conditions and human rights. ● People often settle by waterways for trade. ● The policies set by the U.S. government forever changed the way of life of Native Americans. ● The American belief in Manifest Destiny inspired many to take action to achieve the goal of a country from sea to shining sea. ● New opportunities (economic, religious, etc.) can cause people to settle new lands. (Glory, God, and Gold, Part II) ● Tensions over slavery lead to conflict and division in America. 	<ul style="list-style-type: none"> ● 6.1.8.GeoSV.4.a: Analyze the treatment of Native Americans by the United States government. ● 6.1.8.EconNE.4.b: Examine the effects technology can have on a nation's economy and on the conditions of workers. ● 6.1.8.HistoryCC.4.c: Analyze how the belief in Manifest Destiny affected settlers at that time. ● 6.1.8.EconNE.4.b: Compare and contrast life before and after the Industrial Revolution. ● 6.1.8.HistoryCC.4.c: Analyze the factors that affected the settlement of California and Utah in the West. ● 6.1.8.CivicsHR.3.c: Analyze how tensions over slavery lead to conflict and division.
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<p>Evidence of Learning :</p> <p>Formative: Exit tickets, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work.</p> <p>Summative: Cumulative assessment, Social Change & Reform project, interactive media products (with provided scoring rubrics for student-led assessments like projects)</p>	
<p>New Jersey State Learning Standards</p>	
<p>NJSLS Standards: NJSLS 6.1.8.A-D.4</p>	
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Computer Science and Design Thinking Standards:

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Lesson Plans		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad & Holocaust, DEI, LGBTQ, AAPI)</i>	<i>Timeframe</i>
6.1.8.HistoryCC.4.c 6.1.8.GeoSV.4.a 6.1.8.HistoryCC.4.c	<ul style="list-style-type: none">● Westward Expansion - BrainPop, Map Activity, and Reading with Qs● Comparing perspectives - Native Americans vs. Settlers (DEI)● BrainPop - Mexican American War (DEI)	7 days

	<ul style="list-style-type: none"> ● Glory, God, and actual Gold - Settling the West in Utah and California activity ● Westward Expansion Webquest ● America: The Story of Us - Westward episode 	
6.1.8.EconNE.4.b	<ul style="list-style-type: none"> ● Industrial Revolution - Reading with Qs ● The Industrial Revolution in NJ - ● The Impact of the Cotton Gin activity ● America: The Story of Us - Division episode 	4 days
6.1.8.CivicsHR.3.c 6.1.8.HistoryCC.4.b	<ul style="list-style-type: none"> ● Causes of the Civil War - Reading with Qs (Amistad) ● Social Change & Reform Project (DEI) ● BrainPop - Causes of the Civil War (Amistad) ● America: The Story of Us - Division episode (Amistad) 	6 days

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Unit 3 : Civil War

Weeks 11-15	
The Nation Tears in Two as War Rages over Sectional Differences	
Learning Targets	
Unit Big Ideas: 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 its effects had a lasting impact on the development of the United States.	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● When is war justified? ● What were the causes of the Civil War? ● What were the major military and political events of the Civil War? ● Who were the key leaders of the Civil War? ● What characteristics do you think great military leaders need to have? ● Why did Southern states secede? ● Did any state have a right to leave the Union? ● Was Lincoln right to use military force to keep the Union intact? ● How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North's war aims? ● What was Lincoln's vision of the American nation as professed in the Gettysburg Address? 	
Unit Enduring Understandings: Students will understand that... <ul style="list-style-type: none"> ● War can be justified if a compromise can not be met. ● While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. 	Student Learning Targets/Learning Objectives : Students will be know and be able to... <ul style="list-style-type: none"> ● 6.1.8.HistoryCC.5.a: Evaluate the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict. ● 6.1.8.HistoryCC5.b: Locate and analyze significant battles during the Civil War.

<ul style="list-style-type: none"> ● Robert E. Lee and Ulysses S. Grant were leaders who had different views on our nation's growth. ● The North believed that the nation was a union that could not be divided. ● The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves. ● The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. ● The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war. ● Lincoln's Gettysburg Address described a different vision for the United States as a nation "of the people, by the people, and for the people." - different from the one that had prevailed from the beginning of the Republic to the Civil War. 	<ul style="list-style-type: none"> ● 6.1.8.HistoryUP.5.b: Identifying the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglass, and the many unsung heroes. ● 6.1.8.HistpryUP.5.c: Analyze the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address. ● 6.1.8.HistpryUP.5.c: Discuss how Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a "Second American Revolution."
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<p>Evidence of Learning :</p> <p>Formative: Exit tickets, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work.</p> <p>Summative: Unit tests, cumulative project, interactive media products (with provided scoring rubrics for student-led assessments like projects)</p>	
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Lesson Plans		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad & Holocaust, DEL, LGBTQ, AAPI)</i>	<i>Timeframe</i>
6.1.8.HistoryCC.5.a 6.1.8.HistoryCC.5.d	<ul style="list-style-type: none">● Compare and Contrast the North and the South through a Multi-lens Venn Diagram - resources, industries, populations, etc● America: The Story of Us - Division episode	2 days
6.1.8.HistoryCC5.b	<ul style="list-style-type: none">● Create a chart of the major battles of the Civil War	3 days

6.1.8.HistoryCC.5.c	<ul style="list-style-type: none"> ● Document analysis - Analyze circle graphs and bar graphs to view casualties of war 	
6.1.8.HistoryUP.5.b	<ul style="list-style-type: none"> ● Video or podcast and reflective writing on the life of Robert Smalls (Amistad) ● Stations activity on the role of Harriet Tubman, Clara Barton, and other unsung heroes during the Civil War (DEI) ● How Slavery Really Ended - New York Times Magazine Article with Analysis Qs (Amistad) 	6 days
6.1.8.HistpryUP.5.c	<ul style="list-style-type: none"> ● Compare and Contrast the Gettysburg Address and the Emancipation Proclamation. (Amistad) ● Analyze the effects of each of these historical documents and Lincoln's Legacy today. 	5 days

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Unit 4: Reconstruction

Weeks 16-19

The Nation Heals its Divides

Learning Targets

Unit Big Ideas: Though Reconstruction tried to heal its wounds and reunite the country following the Civil War, not all issues were resolved and some citizens did not achieve the full rights they were promised.

Unit Essential Questions:

- Where did the Reconstruction Era have its greatest effect?
- How did Reconstruction redefine what it meant to be an American?

- What economic, political, and social challenges faced Reconstruction governments?
- What events led to the end of Reconstruction?
- How were the rights of African Americans restricted in the South during Reconstruction and for decades afterward?

<p>Unit Enduring Understandings: Students will understand that...</p> <ul style="list-style-type: none"> ● Many economic, political and social problems existed after the Civil War. ● The assassination of Lincoln and the resulting inauguration of Johnson lead to changes in policies over Reconstruction and conflicts amongst our leaders over how to best respond. ● The 13th, 14th, and 15th Amendments redefined what it meant to be an American by expanding civil rights. ● The Freedmen's Bureau worked to improve the quality of life for newly freed African Americans through community support and education. ● While Reconstruction promised many new rights to African Americans, it would be over a century until those rights were fully recognized in all parts of the country. 	<p>Student Learning Targets/Learning Objectives :</p> <p>Students will be know and be able to...</p> <ul style="list-style-type: none"> ● 6.1.8.HistoryCC.5.f - Describe the nation’s economic, political and social problems after the Civil War. ● 6.1.8.HistoryCC.5.d - Explain how the assassination of Lincoln and the inauguration of a new President led to conflict. ● 6.1.8.HistoryUP.5.a - Discuss how Reconstruction redefined what it meant to be an American. ● 6.1.8.HistoryUP.5.a - Summarize the goals of the Freedmen’s Bureau. ● 6.1.8.HistoryUP.5.a - Discuss the immediate and long-term effects that Reconstruction had on African Americans.
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Evidence of Learning :

Formative: Exit tickets, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work.

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- RH.6-8.10 By the end of 8th Grade, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Lesson Plans		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad & Holocaust, <u>DEI</u>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
6.1.8.HistoryCC.5.e	<ul style="list-style-type: none"> ● Create a chart comparing Lincoln’s Reconstruction plan and Johnson’s Reconstruction plan (Amistad, DEI) ● Analyze Congress’s decision to impeach Johnson ● Ultimate Guide to the Presidents - Lincoln and Johnson 	3 days
6.1.8.HistoryCC.5.f	<ul style="list-style-type: none"> ● Analyze the impact on the economy of slavery ending in the South. (Amistad) 	2 days
6.1.8.HistoryUP.5.a	<ul style="list-style-type: none"> ● Discuss the impact of the Freedmen's Bureau on freed African Americans in the South. (Amistad) 	5 days

	<ul style="list-style-type: none"> ● Analyze the treatment of African Americans in the South in the Reconstruction era. (Amistad) ● Determine the outcome of the 13th, 14th and 15th amendments and how it affected different parts of the country. (DEI, Amistad) 	
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**Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students**

<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content, student products, and assessment tools (rubrics for example) • Testing accommodations • Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change) <p>Examples of Strategies and Practices that Support Gifted & Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace and content of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups