

Hillside Township School District

Social Studies
United States History
Articles of Confederation to Reconstruction
1776- 1877

Seventh Grade

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District Mission Statement

It is the mission of the Hillside Board of Education to ensure that all students, at all grade levels achieve the New Jersey Student Learning Standards make connections to real-world success. We are committed to strong parent community school partnerships, providing a safe, engaging, and effective learning environment and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

Social Studies, as defined by the National Council for the Social Studies, is “the integrated study of the social sciences and humanities to promote civic competence.” The primary purpose of the Hillside social studies program is to provide an academically rigorous environment that produces active critical thinkers and productive, civically competent, participants in our society. Students are given the opportunity to develop their own sense of place in our community, state, nation and global village. Students will pursue individual goals and challenges as they develop an understanding of self, the diverse community of which they are a part and their connection to the goals and interests of the global community and planet earth.

Students will study history, citizenship/political science, geography, economics, anthropology, sociology, and the humanities as prescribed by the New Jersey State Core Curriculum Content Standards in Social Studies. As they study the human condition in these contexts, they will gain an understanding of their own country’s history, institutions and environment. They will also apply their knowledge to understand the forces that have shaped world cultures. Students will learn to view contemporary problems facing the nation and the world as products of complex historical, institutional, and environmental processes. Students will discover their own individuality and the contributions they can make to society. They will know what they should strive to become and their role as responsible and productive individuals who possess civic competence

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district’s curriculum and instruction are aligned to the State’s Core Curriculum Content Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972.

UNIT I: Birth of a Nation

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|--|
| <ul style="list-style-type: none">• An effective form of government is one with divided powers.• An enduring government must adapt to change.• Disputes over political authority and economic issues contributed to a movement for independence in the colonies | <ul style="list-style-type: none">• 6.1.8.A.3.a Why has the Constitution been able to withstand the test of time?• 6.1.8.A.3.g How does the Constitution ensure personal liberties?• 6.1.8.D.3.g How do the leaders of the country interpret and carry out the laws? |
| | |

| NJSLS | KNOWLEDGE | SKILLS |
|--|---|---|
| <p>6.1.8.A.3.b</p> <p>6.1.8.A.3.c</p> <p>6.1.8.A.3.d</p> <p>6.1.8.A.3.g</p> <p>6.1.8.B.3.b</p> | <p>Students will know:</p> <ul style="list-style-type: none"> the principles of the Constitution and the importance of the elastic clause. the compromises that led to the creation of the Constitution and the Bill of Rights. the difference between the Articles of Confederation and the Constitution. the effects of the Constitution and Bill of Rights on modern day issues. how geography impacted the interpretation of the New Jersey Plan and the Virginia Plan. | <p>Students will be able to:</p> <ul style="list-style-type: none"> create a timeline of events that led to the formation of the Constitution. research past and current Supreme Court Cases involving certain civil liberties and match it to the amendment. interpret the Constitution and chart powers that are federal, state and concurrent. create a Venn Diagram of the Articles of Confederation and Constitution. create a thematic map identifying the impact of geography on the New Jersey and Virginia Plan. Answer modified DBQ outlining the various aspects of the creation of the Constitution. |

UNIT II: The New Nation

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|--|
| <ul style="list-style-type: none">• The development of the new nation had social, political and economic ramifications.• George Washington sets precedents for future presidents. | <ul style="list-style-type: none">• 6.1.8.A.3.f How did the political parties affect policy decisions in the new nation?• 6.1.8.D.3.g How did leaders carry out the goals of the Constitution?• 6.1.8.A.3.e How did the Alien and Sedition Act affect civil liberties? |
| | |

| NJSLS | KNOWLEDGE | SKILLS |
|---|---|--|
| <p>6.1.8.A.3.e</p> <p>6.1.8.A.3.f</p> <p>6.1.8.C.3.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.D.3.g</p> <p>6.1.8.D.3.g</p> <p>6.3.8.A.1</p> <p>6.3.8.C.1</p> | <p>Students will know:</p> <ul style="list-style-type: none"> the Alien and Sedition Acts and its effect on European Americans. the impact of political parties on the first elections and early policy decisions. the effect of inflation and debt on the American people and the response of the state and national government. the necessity of a national bank, uniform currency, and tariffs to regulate economic challenges facing the new nation. how leadership molded a national government and met goals established in the Preamble to the Constitution. the impact of George Washington as President of the United States. public issues affecting elections. the local budget process and procedures. | <p>Students will be able to:</p> <ul style="list-style-type: none"> interpret the Constitutional challenges posed by the implementation of the Alien and Sedition Acts and draw a written comparison with modern day challenges. analyze and create a written model of how political parties are formed to help citizens voice their opinions on America's future. develop a timeline on how national leadership was established. create a flowchart of how a bank operates. discuss, deliberate and provide a written analysis of campaign issues in local and national elections. obtain information about the local school budget and analyze process in a written essay. <p>Answer modified DBQ outline how free Northern Free Blacks actually were. (Google Classroom)</p> |

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UNIT III: Expansion and Reform

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|---|
| <ul style="list-style-type: none"> • The expansion of a nation creates a climate of enduring change. • Technological innovations enhance the economic environment. | <ul style="list-style-type: none"> • 6.1.8.B.4.a How did the expansion of the nation have an effect on its political growth? • 6.1.8.D.4.b What societal changes occurred during the nations’ physical expansion? • 6.1.8.C.4.b What technological inventions aided economic growth? • 6.1.8.C.4.b What were the effects of the policy of Manifest Destiny on the nation? |
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| NJSLS | KNOWLEDGE | SKILLS |
|--------------|--|--|
| 6.1.8.B.4.a | Students will know: <ul style="list-style-type: none"> • how the expansion of the nation through the Louisiana Purchase had an effect on America’s political growth. • the impact of societal changes during the nation’s physical expansion. • how major technological innovations led to changes in transportation and the economy in New Jersey and the nation. • technological innovations and its economic impact among various groups. • how slavery impacted the political climate of the nation. | Students will be able to: <ul style="list-style-type: none"> • locate the land area that encompassed the Louisiana Territory on a physical map. • create charts outlining the impact of the nation’s expansion on women, Native Americans, and African Americans. • construct a timeline of technological innovations and correlate them to economic growth in New Jersey and across the nation. • analyze the impact of the railroad, cotton gin, and other inventions that contributed to increased economic growth in a written essay. • correlate the political divisions within the country |
| 6.1.8.D.4.b | | |
| 6.1.8.C.4.b, | | |
| 6.1.8.C.4.c | | |
| 6.1.8.D.4.b | | |

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| | | <p>to the issue of slavery and provide a written debate for either side.</p> <p>Answer modified DBQ on the impact of the California Gold Rush on American Society.</p> |
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UNIT IV: The Civil War

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|--|---|
| <ul style="list-style-type: none">• The divisions within a nation create a climate of war. | <ul style="list-style-type: none">• 6.1.8.A.5.a How did the Gettysburg Address and the Emancipation Proclamation provide inspiration to various groups of citizens in the United States?• 6.1.8.B.5.a How did geography and technology affect the outcome of the Civil War?• 6.1.8.D.5.c What were the personal, social, and economic impacts of the Civil War? |
| | |

| NJSLS | KNOWLEDGE | SKILLS |
|--|--|---|
| <p>6.1.8.A.5.a</p> <p>6.1.8.B.5.a</p> <p>6.1.8.C.5.a</p> <p>6.1.8.D.5.a</p> <p>6.1.8.D.5.b</p> <p>6.1.8.D.5.c</p> <p>6.1.8.D.5.d</p> | <p>Students will know:</p> <ul style="list-style-type: none"> the reasons why the Emancipation Proclamation and Gettysburg Address continue to influence American life. how geography and technology impacted the results of the Civil War. how to evaluate the costs of the Civil War for both the North and the South. the sequence of events and causes that led to the Civil War from various viewpoints. how to examine important events and battles of the Civil War and evaluate the contribution to the outcome. the position of women, Native Americans, and African Americans during the Civil War. the value of the 13th, 14th, and 15th Amendments from differing viewpoints. | <p>Students will be able to:</p> <ul style="list-style-type: none"> decipher and provide a written explanation of the language of both the Emancipation Proclamation and the Gettysburg Address and examine their influence. examine a map of the United States to connect the geographical impacts that influenced the Civil War and identify specific locations. create a chart using financial and demographic statistics of the Civil War. create a graphic organizer sequencing the events and battles of the Civil War. evaluate significant events and battles of the Civil War and provide a written explanation for the outcome of each. investigate the roles of women, Native American, African Americans during the Civil War and provide a narrative for one. analyze and debate the 13th, 14th, and 15th Amendments and their significance from differing perspectives. <p>Answer modified DBQ on the importance of the Battle of Gettysburg as the turning point of the Civil War. (Google Classroom)</p> |

UNIT V: Reconstruction

| ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
|---|--|
| <ul style="list-style-type: none">• The nation's executives set the standard for rebuilding the United States after the Civil War.• Reconstruction greatly redefined the place of African Americans and other groups in American society.• The impact of the war was far reaching, resulting in significant losses. | <ul style="list-style-type: none">• 6.1.8.A.5.b What were the different approaches of Presidents Lincoln and Johnson with the reconstruction of the nation?• 6.1.8.D.5.c How did Reconstruction affect life for African Americans in America?• 6.1.8.D.5.d How did the 13th, 14th, and 15th Amendments impact Reconstruction? |
| | |

| NJSLS | KNOWLEDGE | SKILLS |
|-------|--|--|
| | <p>Students will know:</p> <ul style="list-style-type: none"> 6.1.8.B.5.a • the differing approaches of Presidents Lincoln and Johnson towards Reconstruction. 6.1.8.B.5.a • how physical geography and technology affected the outcome of the war. 6.1.8.C.5.a • the human and financial cost of war on both sides. 6.1.8.C.5.b • the economic costs of Reconstruction for the South. 6.1.8.D.5.d • the 13th, 14th and 15th Amendments and its relationship to Reconstruction. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze the individual policies of Presidents Lincoln and Johnson towards Reconstruction and provide a graphic organizer for each. • create a map of the United States to connect the geographical impacts that influenced the results of the Civil War. • determine the human and financial costs of the War through charting and graphing statistics. • examine how the South was financially affected by Reconstruction from multiple viewpoints and provide a written analysis of one viewpoint. • analyze the 13th, 14th, and 15th Amendments to determine their effects on Reconstruction in an essay. <p>Answer modified DBQ on the failure of Reconstruction.(Google Classroom)</p> |

Pacing Chart
Unit I - V
Grade:7

| TIME FRAME | TOPIC | PERFORMANCE TASKS ACTIVITIES/PROJECTS ASSESSMENTS | RESOURCES/INTERDISCIPLINARY CONNECTIONS |
|-------------------|-------------------------------|--|---|
| September-October | Unit I- The Constitution | Create a project based on the Constitutional Amendments that reflects a variety of learning styles (to be presented). Projects may be soft or hard copy. | <i>America: History of Our Nation</i> Textbook Classzone.com Eduplace.com Whitehouse.gov iCivics.org Historychannel.com CNN.com National Geographic Mapmaper Interactive Novels (<u>Night John</u>) PBS.org School House Rock Videos Njhistorykids.org 270towin.com NJvoterinfo.org |
| October-December | Unit II-The New Nation | Utilizing Chromebooks, create a new political party that also addresses some of the concerns of the Alien and Sedition Acts. | |
| December-February | Unit III-Expansion and Reform | Create an interactive game that reflects western movement (Online or hardcopy) | |

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|----------------|-----------------------|--|----------------------------------|
| February-April | Unit IV-The Civil War | Research and create a flow chart <u>or</u> a timeline on the causes and events of the Civil War. (Google Slides) | Scholastic.com Chromebook |
| April-June | Unit V-Reconstruction | Create a graph (bar, line...) of the human and financial cost of the war. | |
| September-June | Current Events | Weekly current events that are relevant to classroom content, pertinent topics that reflect students' interest, assigned current events based on major topics in the news (ie. local, state, national, global) | |

