

# **GRADE SEVEN: HISTORY OF OUR NATION BEGINNINGS THROUGH 1877**



**GEOGRAPHY 6.6**

**ECONOMICS 6.5**

**CITIZENSHIP 6.2**

**SOCIAL STUDIES SKILLS 6.1**

**GOVERNMENT 6.2**

**UNITED STATES AND NEW JERSEY HISTORY 6.4**

## **AMERICA: HISTORY OF OUR NATION**

## Social Studies Skills: 6.1

**\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.**

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Read political cartoons</li> <li><input type="checkbox"/> Read Primary and Secondary Sources</li> <li><input type="checkbox"/> Distinguish Fact/Opinion</li> <li><input type="checkbox"/> Summarize passages</li> <li><input type="checkbox"/> Make inferences</li> <li><input type="checkbox"/> Make judgments on content – especially Internet materials</li> <li><input type="checkbox"/> Main Idea and Details</li> <li><input type="checkbox"/> Draw Conclusions</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Make generalizations based on multiple sources of information</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2<sup>nd</sup>, 3<sup>rd</sup>; First, Next, Last</li> <li><input type="checkbox"/> Read Biographies</li> <li><input type="checkbox"/> <b>Venn Diagram:</b> Compare and contrast Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take Notes using note cards: One main idea with two or three supporting details per paragraph</li>   <li><input type="checkbox"/> Make an outline               <ul style="list-style-type: none"> <li>I                   <ul style="list-style-type: none"> <li>A.</li> <li>B.</li> <li>C.</li> </ul> </li> <li>II</li> </ul> </li> </ul> <p style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;">* Use the software program Inspiration to help with learning outlines skills</p> <ul style="list-style-type: none"> <li>Topic Books – final project presented using technology tools               <ul style="list-style-type: none"> <li><input type="checkbox"/> Friendly Letter</li> <li><input type="checkbox"/> Letter to the Editor</li> <li><input type="checkbox"/> Pen Pals - electronic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Critique an historical speech</li> <li><input type="checkbox"/> Retell historical stories</li> <li><input type="checkbox"/> Choral Reading – historical poems</li> <li><input type="checkbox"/> Recite poems on historical topics</li> <li><input type="checkbox"/> Dramatize historical events</li> <li><input type="checkbox"/> Opinion Speech</li> <li><input type="checkbox"/> Describe photographs</li> <li><input type="checkbox"/> Three minute oral presentation on a given topic</li> <li><input type="checkbox"/> Prepare an eye-witness account of an historical event – You Were There</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Map ledged</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of the 50 States</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> Map of the World</li> <li><input type="checkbox"/> Topographical map</li> <li><input type="checkbox"/> Distribution map</li> <li><input type="checkbox"/> Map Projections</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> History Map</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> Locator Map</li> <li><input type="checkbox"/> Landform Map</li> <li><input type="checkbox"/> Hemispheres</li> <li><input type="checkbox"/> Latitude</li> <li><input type="checkbox"/> Longitude</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Double Bar Graph</li> <li><input type="checkbox"/> Climograph</li> <li><input type="checkbox"/> Cartogram</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Pie Chart</li> <li><input type="checkbox"/> Line Graph</li> <li><input type="checkbox"/> KWL Charts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperatures – Fahrenheit, Celsius</li> <li><input type="checkbox"/> Two level Timelines - parallel</li> <li><input type="checkbox"/> Diagrams</li> </ul>

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Read <b>biographies</b></li> <li><input type="checkbox"/> Read <b>historical fiction</b></li> <li><input type="checkbox"/> Read poems on historical topic</li> <li><input type="checkbox"/> Read illustrations</li> <li><input type="checkbox"/> VOCABULARY</li> <li><input type="checkbox"/> <b>Word Walls</b> for social studies</li> <li><input type="checkbox"/> Internet sites – materials, activities</li> <li><input type="checkbox"/> Electronic Atlas</li> <li><input type="checkbox"/> Electronic Encyclopedia</li> <li><input type="checkbox"/> <b>Almanac</b></li> <li><input type="checkbox"/> <b>Gazetteer</b></li> <li><input type="checkbox"/> *Geographical dictionary</li> <li><input type="checkbox"/> Glossary</li> <li><input type="checkbox"/> Index</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a news report using the 5 Ws: Who, what, when, where, why</li> <li><input type="checkbox"/> Personal Glossary - alphabetical order</li> <li><input type="checkbox"/> Write <b>eight</b> sentence paragraphs</li> <li><input type="checkbox"/> Write a summary based on an article</li> <li><input type="checkbox"/> Write an informational essay</li> <li><input type="checkbox"/> Write narrative accounts</li> <li><input type="checkbox"/> Write persuasive letters</li> <li><input type="checkbox"/> Write <b>descriptive</b> paragraphs – eight sentences on a given topic</li> <li><input type="checkbox"/> Journal and Diary Writing</li> <li><input type="checkbox"/> Write Question for <b>interviews</b></li> <li><input type="checkbox"/> Write Question for <b>surveys</b></li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Prime Meridian</li> <li><input type="checkbox"/> North Pole</li> <li><input type="checkbox"/> South Pole</li> <li><input type="checkbox"/> Equator</li> <li><input type="checkbox"/> Elevation Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Time Zone Map</li> <li><input type="checkbox"/> Precipitation Map</li> <li><input type="checkbox"/> Climate Map</li> <li><input type="checkbox"/> Transportation Map</li> <li><input type="checkbox"/> Population Map</li> <li><input type="checkbox"/> Scale and Distance Maps</li> <li><input type="checkbox"/> Small scale maps</li> <li><input type="checkbox"/> Trace routes</li> </ul>		

# UNIT ONE: Colonies Take Root 1587 - 1752

## Essential Message to Grade Seven Social Studies Teachers

The purpose of Social Studies instruction in the elementary grades is to lay the *foundation* for a clear and awesome understanding of *America's stories and historical turning points*.

In Grades 4 and 5 the students learned the stories of the **Native Americans**. The students in Grade 4 studied the Native Americans of the east coast. The students in Grade Five learned about the Native Americans across the country – in each of our geographical regions.

In Grades 4 and 5 the students learned the stories of the **early explorers**. The students in Grade 4 studied the explorers of the east coast. The students in Grade Five learned about the explorers across the country – in each of our geographical regions.

Hence, your task is to take up the story starting with colonial times. Enjoy the story.

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

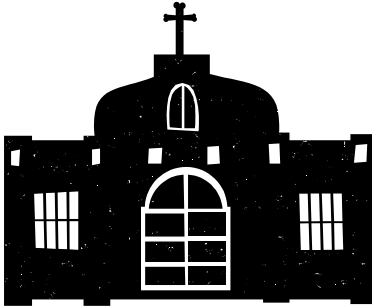
**Essential Question:** *How did the English start colonies with distinct qualities in North America?*

- How did the English start up their first colonies?
- How did religious beliefs and dissent influence the New England Colonies?
- How did the diverse Middle Colonies develop and thrive
- What factors influenced the development of the Southern Colonies
- How did the Spanish establish colonies on the borderlands?



## UNIT ONE: Colonies Take Root 1587 - 1752

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Life in the New England Colonies 6.6 6.4</u></b></p> <p>Explain why England wanted to establish colonies in North America</p> <p>Describe the experience of the settlers who founded the first permanent English colony in Jamestown</p> <p>Explain how the Pilgrims managed to survive their first years in the Plymouth, Massachusetts, and in Jamestown, Virginia.</p> <p>Describe the geography and climate of the New England Colonies</p> <p>Describe the Puritan settlement that developed in New England as a result of Puritan religious practices</p> <p>Explain the changes that took place in the New England Colonies in the 1600s</p> <p><b><u>Focus 2: Life in the Middle Colonies 6.6 6.4</u></b></p> <p>Describe the advantages geography and climate gave to the people living in the Middle Colonies</p> <p>Summarize the early history of New Jersey and New York</p> <p>Explain how Pennsylvania and Delaware were founded</p> <p>Demonstrate how the Middle Colonies changed in the 1600s and early 1700s.</p>	<p>Charter</p> <p>John Smith</p> <p>Representative government</p> <p>Pilgrim</p> <p>Squanto</p> <p>Mayflower Compact</p> <p>John Winthrop</p> <p>Toleration</p> <p>Roger Williams</p> <p>Annie Hutchinson</p> <p>Thomas Hooker</p> <p>John Wheelright</p> <p>Town Meeting</p> <hr/> <p>Proprietary Colony</p> <p>Royal Colony</p> <p>William Penn</p> <p>Backcountry</p>	<p>It is expected that Social Studies in the middle grades be taught through an <b>abundance</b> of literature: <b><u>Fiction, non-fiction and poetry.</u></b></p> <p>Social Studies should be <b><i>integrated</i></b> into the reading classes, and science and religion classes.</p> <p>It is expected that Social Studies be taught by the use of <b><u>interviews, site visits, software, music and art.</u></b></p> <p>It is expected that Social Studies be taught by using some of the vast resources on the <b><u>Internet</u></b></p> <p>It is expected that Social Studies be taught by the use of <i>individual</i> <b><u>and small group project, Webquests...</u></b></p> <p><b><u>Textbooks</u></b></p> <p>*Prentice: <u>History of Our Nation - Beginnings Through 1877 - 2009</u></p> <p>Holt: <u>United States History – Beginnings to 1877 - 2009</u></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Life in the Southern Colonies</u></b>  <b><u>6.6 6.4 6.5</u></b></p> <p>Summarize the ways that geography and climate of the Southern Colonies affected the kind of crops that were grown there</p> <p>Describe the early history of Virginia</p> <p>Explain how Maryland, the Carolinas, and Georgia were founded</p> <p>Identify the factors that produced the Tidewater and backcountry ways of life</p> <p><b><u>Focus 4: Life in the Spanish Colonies on the Borderlands 6.4</u></b></p> <p>Describe Spain’s colony in Florida</p> <p>Explain how Spain established settlements throughout much of North America</p> <p>Describe the significance of the Spanish missions</p>	<p>Nathaniel Bacon</p> <p>Lord Baltimore</p> <p>James Oglethorpe</p> <p>Debtor</p> <p>Plantation</p>	<p><b>Webquests</b></p> <p>What is a webquest?  An inquiry-oriented activity in which most or all of the information used by students is online. Webquests give links necessary to complete the project</p> <p><b>BUILDING BLOCKS OF A WEBQUEST</b></p> <p>Introduction</p> <p>Task</p> <p>Process</p> <p>Resources</p> <p>Evaluation</p> <p>Conclusion: For a full explanation of Webquests for elementary students do yourself a favor and read from the ‘father of the webquest’ what exactly they are all about.</p>
	<hr/> <p>Borderland</p> <p>Junipero Serra</p> <p>Presido</p> <p>Pueblo</p> 	<p><a href="#">Bernie Dodge</a>, San Diego State University</p> <p><a href="http://webquest.sdsu.edu/about_webquests.html">http://webquest.sdsu.edu/about_webquests.html</a></p>

## UNIT TWO: Colonies Take Root 1587 - 1752

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** How did colonial life take shape?


- How did English ideas about government and trade affect the colonies?
- What were the characteristics of colonial society?
- How did slavery develop in the colonies and affect colonial life?
- How did ideas about religion and government influence colonial life?



Colonial Jamestown

## UNIT TWO: Colonies Take Root 1587 - 1752

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Governing the Colonies</u></b> <b><u>6.4 6.2 6.5</u></b></p> <p>Explain how English political traditions influenced the 13 colonies</p> <p>Describe the responsibilities of early colonial government</p> <p>Identify John Peter Zenger’s role in establishing freedom of the press</p> <p>Assess how the Navigation Acts affected the colonies’ economy</p> <p><b><u>Focus 2: Colonial Society</u></b> <b><u>6.4</u></b></p> <p>Illustrate life on a colonial farm</p> <p>Depict the roles of men, women and children in colonial America</p> <p>List and explain the class differences that existed in colonial society</p> <p><b><u>Focus 3: Slavery in the Colonies</u></b> <b><u>6.4</u></b></p> <p>Describe the conditions under which enslaved Africans came to the Americas</p> <p>Explain why slavery became part of the colonial economy</p> <p>Identify the restrictions placed on enslaved Africans in the colonies</p> <p>Describe how African culture influenced American culture</p>	<p>Legislature Bill of Rights Habeas Corpus Freedom of the press Libel</p> <hr/> <p>Extended family Apprentice Gentry Middle class Indentured society Domestic Social classes</p> <hr/> <p>Triangular trade Racism Slave code Revolt</p>	<p style="text-align: center;"><b>Art, Music and Literature in the Social Studies Lesson – Perfect Together</b></p> <p>Of all the subjects that elementary students learn the one that has the most potential for connecting the arts, music and literature together is Social Studies. Through the arts you as a teacher can expose the students to so much more about the time, the event, and the background than any one textbook could ever do. Textbook reading is by nature linear – line-by-line by line. By using the arts you connect so many concepts together around one piece of work – the event, the climate, and the mores of the people...</p> <p>There is just so much story – his story/her story which we need to hand over to the students that we can no longer use our limited time using just one medium – the word.</p> <p><b>Important Site for Social Studies Teachers: National Council of Social Studies Teachers: <a href="http://www.socialstudies.org">http://www.socialstudies.org</a></b></p> <p><b>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories.</b></p> <p><b>Google: americaslibrary</b></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 4: Spread of New Ideas 6.4</u></b></p> <p>Describe the education colonial children received  Summarize the development of poetry and literature in colonial America  Explain how the Great Awakening affected the colonies  Assess how the colonies were affected by the spread of new ideas</p>  <p><b>Colonial Life in America</b></p>	<p>Public school</p> <p>Dame school</p> <p>Anne Bradstreet</p> <p>Phyllis Wheatley</p> <p>Benjamin Franklin</p> <p>Jonathan Edwards</p> <p>Natural rights</p> <p>Divine rights</p> <p>Separation of powers</p>	<p><b>Go to the Source!</b></p> <p>In preparing your lessons on the ancient cultures what better source could you go but to the <b>Museum of Art!</b></p> <p>Remember: Google: Museum of Art</p> <p><a href="http://www.metmuseum.org/explore/index.asp">http://www.metmuseum.org/explore/index.asp</a></p> <p><b>History for Kids</b></p> <p>History for Kids is a very good source that you can have the students use for home and independent projects. This site can be used for all of the cultures.</p> <p><a href="http://www.historyforkids.org/learn/romans/art/index.htm">http://www.historyforkids.org/learn/romans/art/index.htm</a></p>

## UNIT THREE: American Revolution 1745 - 1783

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the relationship between Britain and the colonies fall apart?*

- How did the British gain French territory in North America?
- How did the French and Indian War draw the colonists closer together but increase friction with Britain?
- How did British tax policies move the colonists closer to rebellion?
- How did the American Revolution begin?

*How did the American colonists gain their independence?*

- Why did many colonists favor declaring independence?
- How were the early years of the war a critical time?
- How did the effects of the war widen?
- How did Americans win the war and make the peace?



## UNIT THREE: American Revolution 1745 – 1783

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Trouble on the Frontier</u></b> <b><u>6.4 6.5</u></b></p> <p>Identify the reason why fighting broke out between France and Britain in North America</p> <p>Describe the early defeat of the British by the French at the beginning of the French and Indian War</p> <p>Explain how the British gained victory, and explain the results of the French and Indian War</p> <p>Explain how British taxes led to greater cooperation among the colonies</p> <p>Evaluate the effects of colonists' protests</p> <p>Identify the contributions of significant individuals during the revolutionary period (Patrick Henry)</p> <p><b><u>Focus 2: The Colonists Resist Tighter Control</u></b> <b><u>6.4 6.5</u></b></p> <p>Explain the conflict between Native Americans and British settlers in 1763</p> <p>Describe how the colonists responded to British tax laws</p> <p>Describe what happened during the Boston Massacre</p>	<p>George Washington Militia Alliance Cede</p> <p>French and Indian War Colonists British</p> <hr/> <p>Duty Boycott Petition Writ of Assistance John Adams Samuel Adams</p> <p>Proclamation of 1763 Sugar Act Quartering Act Stamp Act</p> <p>Boston Massacre John Adams Samuel Adams Patrick Henry Committee of Correspondence</p>	<p><b>How do you find Webquests on any topic?</b></p> <p>1) Google them! 2) Type in any topic you want. e.g. <i>Webquests on the Lenape Indians</i> 3) You will be taken to a site rich with primary and secondary resources, activities, tasks, and games....</p> <p><b><i>Best Webquests</i></b> <a href="http://eduscapes.com/sessions/travel/k3webquests.htm">http://eduscapes.com/sessions/travel/k3webquests.htm</a></p> <p><a href="http://www.pbs.org/teachers/thismonth/democracy/index1.html">http://www.pbs.org/teachers/thismonth/democracy/index1.html</a></p> <p><b>Begin to teach the students how to use the wealth of resources available for understanding our global world:</b></p> <p style="text-align: center;"><b>Electronic Atlas</b> <b>Electronic encyclopedias</b> e.g. <a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a></p>

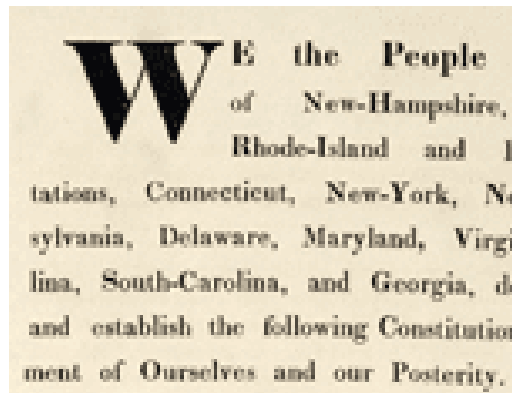
OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: From Protest to Rebellion</u></b> <b><u>6.4-6.5</u></b></p> <p>Identify the causes of the Boston Tea Party            Explain how the colonists protested the Intolerable Acts            Describe the events of April 19, 1775, at Lexington and Concord</p> <p><b><u>Focus 4: The War Begins</u></b> <b><u>6.2 6.4 6.5</u></b></p> <p>Assess the issues facing the Second Continental Congress            Compare/contrast Patriots and Loyalists            Assess the significance of the Battle of Bunker Hill</p> <p><b><u>Focus 5: A Nation Declares Independence</u></b> <b><u>6.4 6.2</u></b></p> <p>Depict how Thomas Paine stirred support for independence            Diagram the structure of the Declaration of Independence and summarize its meaning            Explain how and why Congress agreed to separate from England</p>	<p>Monopoly            Repeal            Minutemen</p> <p>Tea Act            Boston Tea Party            Intolerable Acts</p> <hr/> <p>Shot Heard Around the World</p> <hr/> <p>Blockade            Mercenary            Patriots            Loyalists            Second Continental Congress            Battle of Bunker Hill            Ethan Allen            Fort Ticonderoga</p> <hr/> <p>Thomas Paine  <u>Common Sense</u>            Richard Henry Lee            Resolution            Preamble            Grievance</p> <p>Natural Rights</p> <p>Thomas Jefferson</p>	<p><b>Looking Deeper from Different Perspectives</b></p> <p>Prepare to give a <b>testimonial</b> for your famous person. A testimonial is a ceremony in which a person is given something to show honor, admiration, and gratitude for his or her contributions.</p> <p><b>1.</b> Now you and your partner will assume roles. One will be the famous American, and the other will be the person presenting the award. The presenter will <b>write a speech</b> to be given at the testimonial. It will introduce the person, tell a little about the background of the person, and tell many details about his/her contributions to our country and why those contributions were important. The speech should thank the person for his/her contributions. (This speech will be written in final form and given to the teacher. It will show your teacher how much you have learned and will be graded.)</p> <p>The famous person must <b>write an acceptance speech</b>. The speech should show thanks for the award, mention the achievements, and give reasons why he or she took those actions. (This speech will be written in final form and given to the teacher. It will show your teacher how much you have learned and will be graded.)</p> <p><b>2.</b> Next you and your partner will need to <b>design a medal</b> to give at the testimonial. One side should have a picture of the person or an event, with some dates and lettering. The other side should have an inscription that summarizes the reasons for the award. The medal may be a pin-on or worn around the neck</p>

## UNIT FOUR: Creating the Constitution 1776 - 1790

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the United States Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government?*

- What were the major successes and failures of the government in the Articles of Confederation?
- What role did compromise play in the creation of the United States Constitution?
- How did those in favor of the Constitution achieve its ratification?



**W**E the People  
of New-Hampshire,  
Rhode-Island and  
tations, Connecticut, New-York, Ne  
sylvania, Delaware, Maryland, Virgi  
lina, South-Carolina, and Georgia, do  
and establish the following Constitution  
ment of Ourselves and our Posterity.

## UNIT FOUR: Creating the Constitution 1776 - 1790

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus1: Articles of Confederation – A Weak Government</u></b> <b><u>6.4 6.5</u></b></p> <p>List the main goals of the Articles of Confederation Identify the weaknesses of the Articles of Confederation Describe the causes of Shays’ Rebellion Explain the purpose of the Northwest Ordinance</p> <p><b><u>Focus 2: Talk About our Government</u></b> <b><u>6.4</u></b></p> <p>Identify the purpose of the Constitutional Convention Compare the competing plans for the constitution Describe the Great Compromise List the goals of the Constitution Identify the contributions of individuals who helped create the U.S. Constitution, including James Madison</p> <p><b><u>Focus 3: Ratification</u></b> <b><u>6.2</u></b></p> <p>Compare the views of the Federalists with those of the Antifederalists Summarize the debate over ratification Describe the Bill of Rights and show how it protects its people Describe the government created by the Constitution</p>	<p>Articles of Confederation Ratify Legislative branch Executive branch Judicial branch Limited Government Inflation Daniel Shay Shay’s Rebellion Land Ordinance of 1785 Northwest Ordinance of 1787 Northwest Territory</p> <hr/> <p>Delegate Constitutional Convention Virginia Plan New Jersey Plan Compromise Great Compromise Three-fifths Compromise Preamble <b>“We the people....”</b> Reserved powers Separation of powers Checks and balances Veto Ratify George Mason James Madison Alexander Hamilton George Washington Benjamin Franklin</p> <hr/> <p>Federalists Federal Antifederalists Amendment Bill of Rights</p>	<p><b>Note Taking from an electronic article.</b> Give the information you want a title. e.g. Colonial Homes Use one index card for each note Write one main sentence Write two supporting detail sentences.</p> <p style="text-align: center;"><b>Title</b></p> <p style="text-align: center;"><b>Main Idea</b></p> <p style="text-align: center;"><b>One detail – one sentence</b></p> <p style="text-align: center;"><b>One detail – one sentence</b></p> <p style="text-align: center;"><b>One detail – one sentence</b></p> <p>Teacher Resource of Merit – The materials you can get at PBS – Teachers – are very good.</p> <p><a href="http://www.pbs.org/teachers/socialstudies">http://www.pbs.org/teachers/socialstudies</a></p>


## UNIT FIVE: Citizenship and Government



**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the Constitution create a strong government with roots in history that allowed for change net the needs of the people?*

<b>Democracy:</b>	What were the ideas behind the Constitution?
<b>Constitution:</b>	What is the structure of the Constitution?
<b>Federalism:</b>	What are the fundamental principles underlying the Constitution?
<b>Checks and Balances:</b>	What are the powers of each branch of government?
<b>Change:</b>	How can the Constitution be amended to meet changing needs?
<b>States' Rights:</b>	What are the powers of state and local government?
<b>Civil Rights:</b>	What are the rights and responsibilities of citizens?

## UNIT FIVE: Citizenship and Government

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Principles of the Constitution</u></b> <b><u>6.2</u></b></p> <p>Describe the seven principles of the Constitution            Depict the many ways that the Constitution preserves individual rights</p> <p><b><u>Focus 2: Federal Government</u></b> <b><u>6.2</u></b></p> <p>Explain how the legislative branch of the government works            Describe how the executive branch of the government works            Explain how the judicial branch of the government works</p> <p><b><u>Focus 3: Amending the Constitution</u></b> <b><u>6.2</u></b></p> <p>Summarize the process of amending the Constitution            Chart and explain the Bill of Rights</p> <div style="text-align: center;">  <p><b>The Bill of Rights</b></p> </div>	<p>Preamble</p> <p>Legislative Branch            Senate            House of Representatives            Congress            Congressional Committees            Executive Branch            President            Vice President            Cabinet            Powers of a president            Veto</p> <p>Judicial Branch            Lower courts            Supreme Court            Judicial Review            Separation of powers</p> <p>Amend            Amendments            Ratification            First Amendment            Appeal</p> <p>Bill of Rights            Freedom of Religion            Freedom of Speech            Freedom of the Press            Peaceful Assembly and Petition            Censorship            Checks and balances</p>	<p style="text-align: center;"><b>Graphic Organizers</b></p> <p>Because the information students are learning is unfamiliar you need to do all that you can to help the students organize new information. By showing your student how to use graphic organizers you will do much to help them focus and organize their new knowledge in meaningful ‘chunks.’</p> <p>Graphic Organizers will help students capture their concepts on a topic and map out their understanding.</p> <p>Venn Diagrams, T-Charts, Time Lines, KWL charts, Sequence Charts and Main Idea/Detail Charts will give you the most mileage in capturing the learning.</p> <p><b>Caveat:</b> Less is more. Choose the graphic organizers you use with your class carefully. Use them over and over. Students need time and practice using the graphs.</p> <p>This site has some very good graphic organizers that you have permission to print out.  <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p>How can you get other graphic organizers?            Google: graphic organizers</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 4: State and Local Governments</u></b> <b><u>6.2</u></b></p> <p>Discuss the role of state governments Describe the role of local governments</p> 	<p>Citizen Dictatorship Dissent Federalism Republicanism Individual Rights Habeas corpus Interest groups Jurisdiction Libel Limited government Naturalization Override Popular sovereignty Private property Ratify Repeal Republic Unconstitutional</p>	<p><b>Primary Resources on the Constitution</b> <a href="http://www.usconstitution.net">http://www.usconstitution.net</a></p> <p><b>Excellent site for children's understanding of Bill of Rights</b> <a href="http://www.congressforkids.net/Constitution_billofrights.htm">http://www.congressforkids.net/Constitution_billofrights.htm</a></p> <p>Colonial Williamsburg site:  <a href="http://www.history.org/">http://www.history.org/</a></p>
<p><b><u>Focus 5: Rights and Responsibilities of Citizens</u></b> <b><u>6.2</u></b></p> <p>Chart and explain the major rights of citizens Chart and explain the responsibilities</p> 	<p>State Services Local Government Services</p> <p>Citizenship Requirements Rights of Citizens Responsibilities of Citizens Obey laws Taxes Jury Duty Defend the nation Vote Informed Citizens Serve the community Create a just society</p>	<p><b>This is a great 'hangout' for New Jersey students:</b> <a href="http://www.state.nj.us/hangout_nj">http://www.state.nj.us/hangout_nj</a></p> <p><b>New Jersey Legislature for elementary students:</b> <a href="http://www.njleg.state.nj.us/kids/index.asp">http://www.njleg.state.nj.us/kids/index.asp</a></p>

## UNIT SIX: The New Republic 1789 - 1838

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** How did Americans respond to internal and external challenges in the beginning years?

- How did President Washington set the course for the new nation?
- How did two political parties emerge?
- How did the actions of Britain and France affect the United States?
- How did problems with France intensify the split between the Federalists and Republicans?



George Washington

## UNIT SIX: The New Republic 1789 – 1838

<b>OUTCOMES</b>	<b>VOCABULARY</b>	<b>RESOURCES</b>
<p><b><u>Focus 1: George Washington – President of the United States</u></b> <b><u>6.5 6.4</u></b></p> <p>Describe how the new government was organized during Washington’s presidency</p> <p>Assess the new nation’s economic crisis</p> <p>Depict the three parts of Hamilton’s financial plans for the nation</p> <p>Summarize Washington’s reaction to the Whiskey Rebellion</p> <p><b><u>Focus 2: Emergence of Political Parties</u></b> <b><u>6.2 6.4</u></b></p> <p>Describe how the early political parties emerged in the new nation</p> <p>Compare/contrast the political views of the Republicans and the Federalists</p> <p>Summarize the results of the election of 1796</p>	<p>Inauguration Precedent Bond Speculator Unconstitutional Tariff</p> <p>Alexander Hamilton Secretary of the Treasury Thomas Jefferson Secretary of State Henry Knox Secretary of War Edmund Randolph Attorney General</p> <p>Debt National Bank</p> <p>Whiskey Rebellion Tax</p> <hr/> <p>Faction James Madison Thomas Jefferson Alexander Hamilton John Adams</p> <p>Faction Republicans Federalist</p>	<p><b>Star Spangled Banner</b> Lyrics: <a href="http://www.loc.gov">http://www.loc.gov</a></p> <p><b>Internet Resources</b></p> <p>Research clearly shows us that students need help reading and understanding non-fiction materials. What better time or way to learn this life-skill but by using non-fiction materials in and through the topics of Social Studies. Our students have access to the Internet – whether at school or at home. We need to find ways to assign good reading materials on topics they need to study anyway. Assigning Webquests for homework, for project work will bring the students to materials that are readable and understandable.</p> <p>Imagine the day when we say to our students, <i>“Your homework this week is to go to these Webquests and read materials about _____”</i></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Trouble at Home and Abroad</u></b> <b><u>6.4</u></b></p> <p>Depict and assess the conflicts with Native Americans in the Northwest Territory Describe how Americans reacted to The French Revolution Identify the main parts of Washington’s Farewell Address Assess Washington’s accomplishments as President</p> <p><b><u>Focus 4: John Adams for President</u></b> <b><u>6.4</u></b></p> <p>Summarize the reasons for tension between the United States and France Chart the main provisions of the Alien and Sedition Acts Depict the controversy that arose over states’ rights during the Adams’ presidency</p>	<p>Anthony Wayne Neutral Impressments John Jay</p> <p>Northwest Territory Treaty of Grenville Native American French Revolution</p> <hr/> <p>Alien Sedition Nullify States’ rights XYZ Affair</p> <p>Alien and Sedition Acts States’ rights Nullify</p>	<p><b><u>Interdisciplinary Projects</u></b></p> <p>Interdisciplinary projects are those that connect two or more academic subjects around a given theme or topic. They are usually done over a span of time – a week, two weeks, and unit projects. They usually allow students to work on the project alone, with a partner or in a small group of no more than 4.</p> <p>Everything that we know about learner success tells us that when we give students a choice – choice of work partner(s), tasks, presentation...they will invest much more time and energy into the project.</p> <p>Before the project even begins the students know exactly what they need to do to create a wonderful project because they have the grading rubric right in front of them!</p>

## UNIT SEVEN: Long Live Thomas Jefferson 1800 - 1815

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action


**Essential Question:** *How did Thomas Jefferson and James Madison deal with unsolved problems as they took office?*


- How did Jefferson chart a new course for the new government?
- What was the importance of the purchase and exploration of the Louisiana Territory?
- How did Jefferson respond to threats to the security of the nation?
- What were the causes and effects of the War of 1812?



Thomas Jefferson

## UNIT SEVEN: Long Live Thomas Jefferson 1800 – 1815

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: President Jefferson</u></b> <b><u>6.4 6.2</u></b></p> <p>Summarize the election results of 1800 Summarize Jefferson’s major foreign and domestic policies as President Explain and assess the importance of the court decision Marbury v. Madison</p>	<p>Thomas Jefferson Aaron Burr John Marshall Judicial review</p> <p>Republican policies Laissez faire Reduction of services Revolution of 1800</p>	<p><b>Thinkquest Library – for the students and by the students</b></p> <p>Use the link below to go to a site that gives a whole new meaning to the term “Student Friendly.” You will find competitive projects from all around the world that students created and entered for adjudication at the Thinkquest Library.</p>
<p><b><u>Focus 2: Louisiana Purchase</u></b> <b><u>6.5 6.4</u></b></p> <p>Assess the importance of New Orleans and the crisis over its port during the Jefferson years Describe how the United States gained the Louisiana Purchase Detail Lewis and Clark’s expedition</p>	<p>Expedition Meriwether Lewis William Clark Continental Divide Zebulon Pike</p> <p>Louisiana Purchase Gulf of Mexico to Canada Mississippi River to the Rocky Mountains</p>	<p><a href="http://library.thinkquest.org">http://library.thinkquest.org</a></p>
<p><b><u>Focus 3: A Time of Conflict</u></b> <b><u>6.4 6.5</u></b></p> <p>Summarize how the United States defeated the Barbary pirates Assess how the war in Europe hurt America’s trade deals Depict the causes and effects of the Embargo Act Diagram the events that led up to the Battle of Tippecanoe</p>	<p>Barbary States Morocco, Algiers, Tunisia, Tripoli Tribute Stephen Decatur</p> <p>American neutrality Embargo Smuggle Tecumseh</p> <p>William Henry Harrison</p>	<p></p> <p style="text-align: center;"><b>Louisiana Purchase</b></p> <p>Monticello Site: Jefferson <a href="http://www.monticello.org">http://www.monticello.org</a></p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 4: War of 1812</u></b>  <b><u>6.5 6.4</u></b></p> <p>Summarize the causes for the United States declaring war on Britain – again  Detail the early events of the war with Britain  Compare/contrast the two war events: American invasion of Canada and the fights in the South  Assess the results of the War of 1812</p>  <p><b>Flag from the War of 1812</b></p>	<p>Nationalism  Henry Clay  John C. Calhoun  War hawk</p> <p>Blockade  U.S. Constitution  Old Ironsides</p> <p>Oliver Hazard Perry  Andrew Jackson  Washington, D. C.  Dolley Madison  Fort McHenry</p> <p>Francis Scott Key  Star Spangled Banner  Secede  New England</p>	<p><b>The War of 1812</b></p> <p>Our national anthem began as a poem celebrating a battle during the War of 1812. The song is better known than the war. What was the fight about? Why would a country as young as ours become involved in another war against Britain?</p> <p>For the United States of America, the War of 1812 meant a new sense of national pride - for the second time in history, the new nation matched strength with a country as powerful as Britain. For the Native Americans, the war was a last attempt to reclaim their lost land and prosperity - an attempt that failed and took away what little they had.</p> <p>Who really supported the war? Not the British, preoccupied with their struggle with Napoleon. Not the Americans, facing a task of building their young country. Not the Canadians, who had to battle the severe northern conditions to prosper in the colonies, Not the Native Americans, who would rather be left alone by the "white man". Yet in the end, they all found themselves involved in a war that could have meant life or death - the War of 1812.</p>

## UNIT EIGHT: A Changing Nation 1815 - 1840

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did the nation between 1815 and 1840 reflect a growing sense of national pride and identity?*

- How was the power of the federal government strengthened during the Era of Good Feelings?
- How did U.S. foreign affairs reflect new national confidence?
- How did the people gain more power during the Age of Jackson?
- Why did Jackson use force to remove Native Americans from the Southeast?
- How did old issues take a new shape in the conflict over the national ban and tariffs?



**Andrew Jackson**

## UNIT EIGHT: A Changing Nation 1815 – 1840

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Our National Identity</u></b> <b><u>6.4 6.5 6.2</u></b></p> <p>Depict the feelings of national unity that the Americans portrayed after the War of 1812</p> <p>Detail the steps Congress took to strengthen the national economy</p> <p>Discuss how Supreme Court rulings supported federal power and economic growth</p> <p><b><u>Focus 2: Other Nations Need Our Support</u></b> <b><u>6.4 6.2</u></b></p> <p>Explain why Spain ceded Florida to the United States</p> <p>Summarize how the Spanish territories in the Americas gained their independence</p> <p>Explain and assess the value of the Monroe Doctrine</p> <p>Assess the impact of Canada's becoming self-governing</p>	<p>Henry Clay John C. Calhoun Daniel Webster Charter Dumping Contract Capitalism Interstate commerce</p> <p>National Economy</p> <p>Tariff of 1816 Clay's American System</p> <p>McCulloch v. Maryland Second Bank of the United States</p> <p>Dartmouth College v. Woodward Contract</p> <p>Gibbons v. Ogden Federal power</p> <hr/> <p>Cede John Quincy Adams Self-government</p> <p>Spain Florida Ceded</p> <p>Miguel Hidalgo Simon Bolivar Independence for South and Central America</p>	<p style="text-align: center;"><b>Independent Reading</b></p> <p>It should be a non-negotiable in your classroom that during each unit of study the students spend time at home and during free time at school to broaden their background on the culture by doing lots of age appropriate reading and note taking.</p> <p>Below you will find a few books that the students can search out in your classroom library, school library or local library.</p> <p>Note: The closer the books are to the students the more you improve the chances that students will read them. Hence, <b>classroom libraries</b> should have an abundant supply of children's literature. As a rule of thumb each classroom library should have about <b>100 age appropriate books</b> on topics across the social studies' spectrum.</p> <p style="text-align: center;"><b><u>Book Circles</u></b></p> <p>Throughout any unit in Social Studies it should be a strong expectation that students read independently on the topic – <b>at home and in their free time</b>. The students should be encouraged to share their books at regularly held <b>Book Circles</b>.</p>

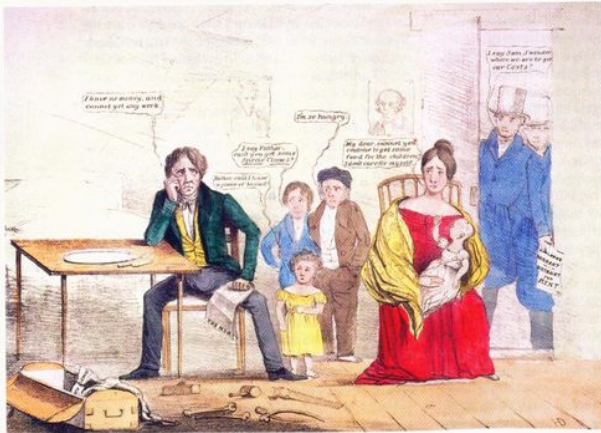
OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Andrew Jackson Era</u></b>  <b><u>6.4 6.2 6.4</u></b></p> <p>Compare/contrast the conflict between Andrew Jackson and John Quincy Adams</p> <p>Summarize just how the right to vote expanded in the United States during the Jackson era</p> <p>Describe the campaign issues and election of Andrew Jackson – 1828</p> <p><b><u>Focus 4: Indian Removal from Their Lands</u></b>  <b><u>6.4 6.2</u></b></p> <p>Describe the culture of the Native Americans in the Southeast during the Jackson era</p> <p>Summarize the conflict over land occupied by the Native Americans in the Southeast</p> <p>Explain and asses the forced removal of the Native Americans from their lands in the South east</p>	<p>Andrew Jackson  Old Hickory  Election of 1824  John Q. Adams v. Andrew Jackson  House of Representatives</p> <p>Suffrage</p> <p>Caucus  Henry Clay v. Andrew Jackson  Nominating convention  Election of Andrew Jackson 1828</p> <hr/> <p>Spoils system  <i>“To the victor go the spoils”</i></p> <hr/> <p>Native Americans  Cherokees  Sequoyah</p> <p>Forced movement  Cherokee Nation v. Georgia  Worcester v. Georgia  John Marshall  Indian Removal Act of 1830</p> <p>Choctaws  Cherokee  President Martin Van Buren  Trail of Tears</p> <hr/>	<p>Begin to use Primary Documents for historical turning points in American History:</p> <p><b><u>Primary Documents</u></b>  Artifacts, letters, diaries, speeches, interviews</p> <p>Sometimes primary documents are not available so you have to use <b>Secondary Documents</b> – <i>second hand accounts</i> of a turning point:</p> <p>Biography, newspaper account, historical fiction...</p> <p><b><u>Note Taking from Primary and Secondary Sources</u></b></p> <p>This would be a good time to combine teaching students how to take notes from electronic resources and what plagiarism means and why it is totally unacceptable.</p> <p><b>Plagiarism</b> is a rapidly growing problem in many venues today. Because it is so easy to locate information using the Internet, students have given in to the temptation to take materials and use them for their own. This needs to be addressed by all who are in the education field -- by teaching the observance of proper <a href="#">citation</a> and <a href="#">copyright compliance</a> AND by making sure our students know that stealing someone else's work is wrong.</p>

## OUTCOMES

### Focus 5: States' Rights and the Economy

6.4 6.5 6.2

Assess the disagreement over the Bank of the United States  
Compare/contrast federal and state powers during this time of change  
Summarize the reasons South Carolina threatened to secede from the Union  
Chart the economic pressures that led to the economic crisis of 1837



**Crisis of 1837 Leads to Unemployment**

## VOCABULARY

Bank War  
States' Rights  
Division of Powers

Nullification Crisis  
John C. Calhoun  
Daniel Webster

Tariff- iron and textiles  
South Carolina  
Secede

Federal power

Martin Van Buren  
Panic of 1837

William Henry Harrison  
Whigs

## RESOURCES

### Civil War Issues

1. Decide your views on three major issues in 1860. To back up your views you must research them so that you have knowledge to present them to the public. Here is a list of issues, but you are not limited to these by any means:

States Rights,  
Taxes and Tariffs,  
Slavery,  
Western Expansion:(free/slave states),  
Uncle Tom's Cabin,  
"Bleeding Kansas,"  
Dred Scott v. Sandford,  
Threat of secession

2. Create an **iMovie** in the form of a campaign commercial. You must address your views, and why people should vote for you. This is how you are going to attract votes so it should be exciting and unique. Design this thinking what kind of commercial would attract you to voting for a certain candidate.

3. Prepare a one-page speech to present to the public before sharing your commercial. This should be used to attract voters with your public speaking ability. Your speech should provide a background of yourself and state why you are the best fit for President of the United States of America

## UNIT NINE: The Makings of a Civil War 1800 - 1845

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

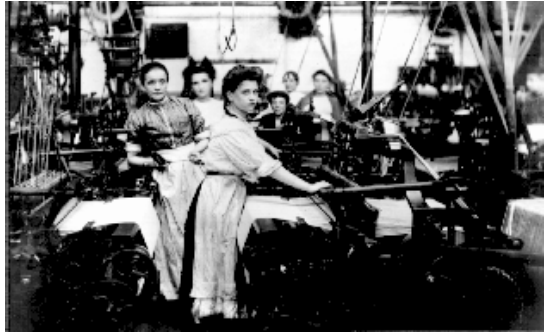
**Essential Question:** *Why did Americans take different paths in the early 1800s?*

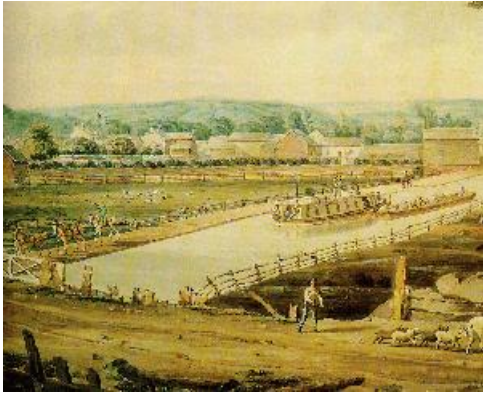
- How did the new technology of the Industrial Revolution change the way Americans lived?
- How did urbanization, technology and social change affect the North?
- How did cotton affect the social and economic life of the South?
- How did Americans move west, and how did this intensify the debate over slavery?



**Cotton Mills**

## UNIT NINE: The Makings of a Civil War 1800 – 1845

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Industrial Revolution</u></b> <b><u>6.5 6.4</u></b></p> <p>Assess the changes the Industrial Revolution brought to the life of the American people Assess the impact on the economy of Samuel Slater's cotton mill Depict the growth of industry in the United States after 1812 Assess the problems experienced in the factories by women and children</p> <p><b><u>Focus 2: A North Transformed</u></b> <b><u>6.6 6.4 6.5</u></b></p> <p>Chart the growth of cities in the 1800s Depict and explain the major inventions and advances in agriculture and manufacturing during the span of years 1800 – 1845 Describe and assess the improvements in transportation during the early 1800s. Chart the wave of immigrants to the United States in the 1840s and 1850s and depict their contributions to American life Describe the problems African Americans faced in the North during the early to mid 1800s.</p>	<p>Industrial Revolution Factory system Capitalist Interchangeable parts</p> <p>Steam powered textile plant Cheap labor Women/children</p> <p>Francis Cabot Lowell Lowell mills Weaving machines Lowell girls</p> <p>Mass production Factory conditions</p> <hr/> <p>Urbanization Telegraph Samuel F.B. Morse Famine Nativist Discrimination</p> <p>Agricultural revolution Cyrus McCormick Mechanical reaper</p> <p>Steamboats Clipper ships Railroads</p>	<div style="text-align: center;">  </div> <p style="text-align: center;"><b>Lowell Girls</b></p> <p style="text-align: center;"><b><u>Task</u></b></p> <p>The Lowell Sun, a local newspaper, wants you to write about life as a "<b>Mill Girl</b>". They want to know if working in the mills is everything you thought it would be. As you research the working conditions of the factories and the living conditions of the boardinghouses try to imagine yourself living in Lowell, Massachusetts during the 1830s. As you learn about your new environment pay careful attention about what it is like to live in Lowell because you will be writing a group editorial to the Lowell Sun answering some Question about the working and living conditions. Below is a list of websites to help you gather information. Simply click on the ones you want to visit.</p> <p style="text-align: center;"> <a href="http://www.historymatters.gmu.edu">www.historymatters.gmu.edu</a>  <a href="http://www.carolhurst.com/titles/lyddie.html">www.carolhurst.com/titles/lyddie.html</a> (Lyddie is a book for young people about Lyddie – one of the Lowell Mill Girls.)  <a href="http://www.berwickacademy.org/millgirls/mill_girls.htm">www.berwickacademy.org/millgirls/mill_girls.htm</a> </p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3 Southern Plantations</u></b> <b><u>6.5 6.4</u></b></p> <p>Assess the significance of cotton and the cotton gin to the South's economy Compare/contrast the lives of the free and the enslaved African Americans in the South</p> <p><b><u>Focus 4: Impact of Growth</u></b> <b><u>6.4 6.5 6.6</u></b></p> <p>Describe the many problems faced by those moving westward Assess the impact of the Erie Canal Assess the debate over slavery and the Missouri Compromise</p>  <p><b>Erie Canal</b></p>	<p>Immigrants Cotton gin Eli Whitney Slave labor Cotton Economy Free and Enslaved African Americans Slave code Spirituals</p> <p>Nat Turner Slave Revolt of 1831</p> <hr/> <p>Westward Movement</p> <p>Daniel Boone</p> <p>Turnpike Corduroy road</p> <p>Erie Canal Hudson River – Lake Erie Canal Challenges</p> <p>Henry Clay Slave and Free States Missouri Compromise Sectional rivalries</p>	<p><b>Plantation Owner Information</b></p> <p>The southern plantation formed the basis of the South's agricultural economy, and much of life in the South revolved around these stately and sprawling institutions. In the best farming areas, where most of the plantations were located, over 50 percent of the population were slaves.</p> <p>As a plantation owner, you would not have to work the fields or gardens. The slave servants, field hands, and skilled laborers did all menial tasks, such as tending the garden, minding the crops in the fields and the livestock, mending the outbuildings when damaged, keeping the mansion clean, and even watching the children. With so much time on your hands, you could afford the luxury of an education and traveling around the United States.</p> <p><a href="http://www.spartacus.schoolnet.co.uk/USA/Splantation.htm">www.spartacus.schoolnet.co.uk/USA/Splantation.htm</a></p>

## UNIT TEN: Age of Reform

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

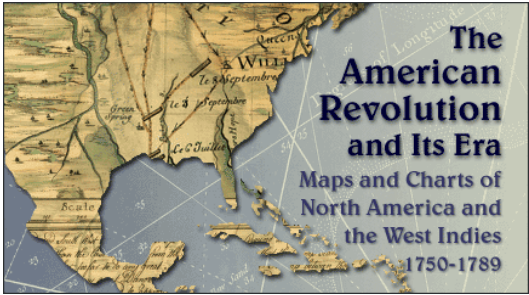
**Essential Question:** *How did reformers and writers inspire change and spark controversy?*



- How did key people bring about reform in education and society?
- How did abolitionists try to end slavery?
- How did the women's suffrage movement begin?
- How did American literature and art have an impact on American life?



Suffrage Scrapbooks 1897-1911

## UNIT TEN: Age of Reform

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: A Society Upgrade</u></b> <b><u>6.4</u></b></p> <p>Explain the conditions of America that its people sought to improve society in the 1800s</p> <p>Identify and discuss the social problems that reformers tried to solve in the early to mid 1800s</p> <p>Assess the improvements in public education in the early to mid 1800s</p>	<p>Social Reform Second Great Awakening Predestination Charles Finney Utopian Community</p> <p>Revival Temperance Movement Prohibition Prison Reform Reform for the Mentally Ill Dorothea Dix</p> <p>Public Education Horace Mann Public Education for African Americans</p>	<p><b>Library of Congress Website – American Memory</b></p> <p style="text-align: center;"><a href="http://memory.loc.gov/">http://memory.loc.gov/</a></p> <div style="text-align: right;">  <p><b>The American Revolution and Its Era</b> Maps and Charts of North America and the West Indies 1750-1789</p> </div>
<p><b><u>Focus 2: Push Back Against Slavery</u></b> <b><u>6.4</u></b></p> <p>Describe the efforts in the North to end slavery</p> <p>Assess the contributions of William Lloyd Garrison, Frederick Douglas and other abolitionists</p> <p>Describe the purpose and the risks of the Underground Railroad</p> <p>Compare/contrast the views about slavery of the North and the South</p>	<p>End of Slavery in the North Colonization Movement New England Anti-slavery Society African American Abolitionists Abolitionist John Q. Adams</p> <p>Underground Railroad Harriet Tubman William Lloyd Garrison Frederick Douglass</p>	<p>There are so many invaluable resources on the site American Memory. Students should be asked to use the site as home assignments. Give the students a few days to complete the assignment in the event that a few of your students do not have access to the Internet at home. These students would have to make arrangements to use the Internet in school at a scheduled time. But assigning the Internet – with specific sites you choose as age appropriate can and most definitely should be done.</p>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Women Have Rights, Too</u></b> <b><u>6.4 6.2</u></b></p> <p>Describe how the women's suffrage movement began</p> <p>List and discuss the goals of the Seneca Fall Convention in 1848</p> <p>Assess the new opportunities that women gained in the mid 1800s</p>	<p>Sojourner Truth Lucretia Mott</p> <p>Seneca Falls Convention Declaration of Sentiments Elizabeth Cady Stanton Women's suffrage Women's Rights Movement Susan B. Anthony National Woman Suffrage Association</p> <p>Education for women Emma Willard Mary Lyon Mount Holyoke</p>	<p><b>Music: Yankee Doodle</b> <b>Listen to the music, read the facts!</b> <a href="http://kids.niehs.nih.gov/lyrics/yankee.htm">http://kids.niehs.nih.gov/lyrics/yankee.htm</a></p> <p><b>Music of Stephen Foster</b></p>  <p><b>Stephen Foster Stain Glass</b></p> <p><b>Camptown Races</b> <b>Old Folks at Home</b></p>
<p><b><u>Focus 4: Art and Literature of the early and mid 1800s</u></b> <b><u>6.4</u></b></p> <p>Synthesize the common themes in American literature and art in the mid 1800s</p> <p>Discuss the uniqueness of American styles of music and art in the mid 1800s</p>	<hr/> <p>Women's careers</p> <p>Individualism Civil disobedience Herman Melville, <u>Moby Dick</u> Nathaniel Hawthorne, <u>The Scarlet Letter</u> Louisa May Alcott Washington Irving, <u>The Legend of Sleepy Hollow</u> <u>Rip Van Winkle</u></p> <p>James Fenimore Cooper, <u>The Last of the Mohicans</u> Transcendentalism Ralph Waldo Emerson Henry David Thoreau Hudson River Valley School of Painting</p>	 <p><b>Winslow Homer Civil War Drawing</b> <b><i>Thanksgiving Day in the Army. After Dinner: The Wishbone</i></b></p>

## UNIT ELEVEN: Westward, Ho

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did westward expansion change the geography of the nation and demonstrate the determination of its people?*

- What cultures and ideas influenced the development of the West?
- Why did people go west and what challenges did they face?
- What were the causes and effects of the Texas War for Independence and The Mexican- American War?
- How did the Mormon settlement and the gold rush lead to changes in the West?



## UNIT ELEVEN: Westward, Ho

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Westward, Ho</u></b> <b><u>6.4</u></b></p> <p>Trace and label the destinations of the settlers heading west in the early 1800s            Depict the unique culture of the South West            Define and explain Manifest Destiny</p> <div data-bbox="233 638 571 885" style="text-align: center;"> </div> <p style="text-align: center;"><b>Manifest Destiny</b></p>	<p style="text-align: center;">Frontier            Great Plains            Northwest            Southwest            Native Americans            Missionaries            Junipero Serra            Spanish settlers</p> <p style="text-align: center;">Mexican Independence            Land grant            Rancho</p> <p style="text-align: center;">Expansion            Manifest Destiny</p> <hr/> <p style="text-align: center;">William Bicknell            Santa Fe Trail            John Jacob Astor            Oregon Fur Trade</p> <p style="text-align: center;">Mountain man            Fur trappers            Rendezvous</p>	<p style="text-align: center;"><b>Document Based Question –DBQ</b></p> <p><b><u>What is a document-based question?</u></b></p> <p>Good, sharp, clear, penetrating historical documents are presented with a key question related to a general historical topic. e.g. Pioneers Journey Westward.            Good sharp, clear and penetrating questions are posed for each historical document            The historical documents that you can use:            Pictures, photographs, diary entries, posters, political cartoons, letters, poems, excerpts from stories written at the time of the event...</p> <p>Students are then directed to write a sharp, clear and penetrating essay based on the historical documents</p> <p>Each DBQ should have four historical documents for the question at hand. Each document will connect to the historical topic – Pioneers Journey Westward. Collectively each of the documents will tell a full story of the journey.</p> <p>The historical sources and the accompanying Question should be such that they present the issue from two different perspectives            The two different perspectives for Pioneer Journey Westward might be: Was it right or wrong for the people to risk their lives to travel the unknown roads westward. Tell why.</p> <p>It is the task of the student to synthesize the main themes of the documents and craft an essay that takes a position on the topic/question</p>
<p><b><u>Focus 2: Trail Mates</u></b> <b><u>6.5 6.4</u></b></p> <p>Assess the importance of traders and fur trappers in the opening of the West            List and describe the hardships encountered by the pioneers traveling along the Oregon Trail            Compare/contrast the trials and tribulations of women, Native Americans and new settlers in the West</p>	<p style="text-align: center;">Oregon Trail            Marcus and Narcissi Whitman</p> <p style="text-align: center;">Life in the West            Settlers            Women of the West            Native Americans of Oregon</p>	

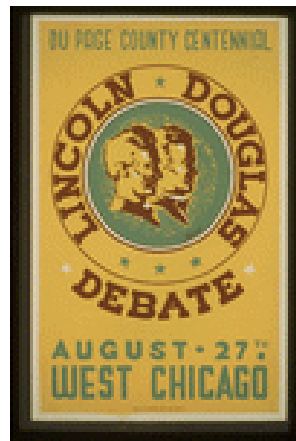
OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Mexican Conflict</u></b> <b><u>6.4</u></b></p> <p>Explain how Texas became independent from Mexico            Depict the issues involved in annexing Texas and Oregon            Summarize the main events in the Mexican-American War            Discuss how the United States achieved Manifest Destiny</p> <p><b><u>Focus 4: Hurry, Hurry Westward</u></b> <b><u>6.4 6.2</u></b></p> <p>Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government            Discuss the effects of the 1849 California gold rush            Depict and describe the many changes in population that California experienced by 1850</p>	<p>Texas Independence            Stephen Austin            Dictatorship</p> <p>Siege            Texas at War            Sam Houston            "Remember the Alamo            Santa Anna</p> <p>Republic of Texas            Annexation            Henry Clay            Tensions in Mexico            Cede</p> <p>Opposition to War            General Taylor            General Zachary Taylor            Rio Grande</p> <p>James K. Polk            Abraham Lincoln            John C. Fremont            Manifest Destiny            Mexican Government</p> <hr/> <p>Joseph Smith            Mormons            Polygamy            Brigham Young            Conflict with the government            Utah            Forty-niner            Water rights            Vigilante            Mining towns            Role of women in the Gold Rush            Chinese Immigrants            African Americans            Native Americans</p>	<p><b>The way the position essay is crafted does matter. Hence, the following tips:</b></p> <p><b><u>Introduction:</u></b></p> <p>Start the essay with a question or exclamatory sentence to attract the reader's attention.            Restate the historical question posed but use your own words.</p> <p><b><u>Body:</u></b></p> <p>You should have at least five good paragraphs in the body of the essay. For each paragraph remember to have but one BIG IDEA with at least five details/sentences            Weave the information from the historical documents into the essay paragraphs. Use historical quotes when possible. If you know interesting and relevant information about the topic weave it into the essay</p> <p><b><u>Conclusion:</u></b></p> <p>Wrap up your essay by restating your opening introduction</p>

## UNIT TWELVE: The Nation Divided (1846 – 1861)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action



**Essential Question:** *How did the nation try but fail to deal with growing sectional differences?*


- How did the question of admission of new states to the Union fuel the debate over slavery and states' rights?
- What was the Compromise of 1850 and why did it fail?
- Why did Lincoln-Douglas debates and John Brown's raid increase tensions between the North and South?
- Why did the election of Abraham Lincoln spark the secession of southern states?



Lincoln - Douglas Debate Handbill

## UNIT TWELVE: The Nation Divided (1846 – 1861)

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Slavery Tensions</u></b> <b><u>6.4</u></b></p> <p>Assess the conflict that arose over the issue of slavery in the territories after the Mexican-American War Chart the goals of the Free-Soil Party Diagram and explain the compromise Henry Clay proposed to settle the issues that divided the North and the South</p>	<p>Wilmot Proviso Antislavery Party Popular sovereignty Whigs Democrats General Zachary Taylor Secede John C. Calhoun Daniel Webster Free-Soil Party Fugitive Henry Clay</p>	<div style="text-align: center;">  <p><b>John Curry Artist</b></p> </div> <p><b>Alfred Wad</b> was recognized as the best of the Civil War sketch artists who drew the war for the nation's pictorial press. Wad could render a scene quickly and accurately, with an artist's eye for composition and a reporter's instinct for human interest.</p>
<p><b><u>Focus 2: Compromises Fail to Settle the Issues of Slavery</u></b> <b><u>6.4</u></b></p> <p>Summarize the main points of the Compromise of 1850 Connect the main themes of <u>Uncle Tom's Cabin</u> to the divide over slavery Assess the impact of the Kansas-Nebraska Act</p>	<p>Compromise of 1850 Popular sovereignty</p> <p><u>Uncle Tom's Cabin</u> Harriet Beecher Stowe</p> <p>Kansas-Nebraska Act Stephen Douglas Free or slave territory John Brown</p> <p>Propaganda</p>	<div style="text-align: center;">  <p><b>Uncle Tom's Cabin</b></p> <p><b><u>Uncle Tom's Cabin</u></b></p> <p>In 1852, <b>Harriet Beecher Stowe</b> wrote <u>Uncle Tom's Cabin</u> to show slavery as a thing so cruel and unjust. In the first year over 300,000 copies of her book were sold. In 1856, over two million copies were sold. Her book was printed in 13 different languages.</p> </div>

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: The Slavery Crisis Deepens</u></b> <b><u>6.4</u></b></p> <p>Assess the rise of the Republican Party in the 1850s            Chart and explain the issues that arose from the Dred Scott decision            Compare/contrast Abraham Lincoln's and Stephen Douglas's view on slavery            Contrast the reactions in the North and the South to John Brown's raid</p>  <p><b>Nat Turner - North American Slave Revolts</b></p> <p><b><u>Focus 4: Civil War on the Horizon</u></b></p> <p>Assess the results of the election of 1860            Chart and explain the reasons why the southern states seceded from the Union            Summarize the events that led to the outbreak of the Civil War</p>	<p>Antislavery Party            Republican Party</p> <p>James Buchanan            Dred Scott Decision            Roger B. Taney</p> <p>Abraham Lincoln</p> <p>Lincoln – Douglas Debates  <i>"A House Divided..."</i></p> <p><i>"If slavery is not wrong, nothing is wrong."</i>  <i>Abraham Lincoln</i></p> <p>John Brown's Raid            Pottawatomie Massacre            Harpers Ferry, VA            Colonel Robert E. Lee</p> <hr/> <p>Secession            Abraham Lincoln            Republicans            Stephen Douglas            Confederate States of America</p> <p>Fort Sumter            Major Robert Anderson</p> <p>Civil War</p>	<p><b>Interview with a slave owner</b></p> <ul style="list-style-type: none"> <li>• What he thinks about slavery</li> <li>• Why slavery is important to the South's economy</li> <li>• What would happen if slavery were abolished?</li> <li>• Are you right in what you are doing?</li> <li>• Are there any benefits to being a slave?</li> </ul> <p><b>Interview with an escaped slave</b></p> <ul style="list-style-type: none"> <li>• Reasons for slave's escape</li> <li>• How he/she became a slave</li> <li>• How he/she escaped the plantation</li> <li>• Are there any benefits to being a slave</li> <li>• What should be done about slavery</li> <li>• What are you going to do now that you are no longer a slave</li> </ul> <p><b><u>Lincoln-Douglas Debate:</u></b></p> <p><a href="http://www.alincolnlearning.us/debates.html">http://www.alincolnlearning.us/debates.html</a></p>

## UNIT THIRTEEN: Civil War (1861 – 1865)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *How did people, places and things affect the outcome of the Civil War?*

- Why did each side in the Civil War think the war would be won easily?
- How did each side in the war try to gain an advantage over the other?
- What were the causes and effects of the Emancipation Proclamation?
- How did the war affect people and politics in the North and South?
- How did Lincoln and his generals turn the tide of the war?



**First Reading of the Emancipation Proclamation**



OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Emancipation Proclamation</u></b> <b><u>6.4 6.5</u></b></p> <p>Summarize the reasons Abraham Lincoln issued the Emancipation Proclamation Assess the effects of the Emancipation Proclamation Contrast the conditions of African American soldiers from those of white soldiers Assess the contributions of African Americans to the Union</p> <p><b><u>Focus 4: American Way of Life and the Civil War</u></b> <b><u>6.4 6.5</u></b></p> <p>Assess how opposition to the war caused problems on both sides of the war Describe and defend the reasons both sides gave for passing the draft laws Assess the economic hardships that war caused in the North and in the South Describe the contributions of women to the war efforts</p>	<p>Emancipate Horace Greeley Abolitionist</p> <p>Robert E. Lee Battle at Antietam</p> <p>Enlist African American soldiers</p> <hr/> <p>Georgia and North Carolina Copperheads Desertion</p> <p>Abraham Lincoln Jefferson Davis Habeas corpus Draft laws Draft Income Tax Inflation</p> <p>Women and the war Elizabeth Blackwell Dorothea Dix Harriet Tubman Clara Barton</p> <hr/>	<p><b><u>Letters from Soldiers</u></b></p> <p><a href="http://www.28thmass.org/letters.htm">http://www.28thmass.org/letters.htm</a></p> <p><b>Harriet Beecher Stowe</b> <a href="http://www.harrietbeecherstowecenter.org">http://www.harrietbeecherstowecenter.org</a></p> <p><b>National endowment for the Humanities Website</b></p> <p>Incredible resources</p> <p><a href="http://edsitement.neh.gov">http://edsitement.neh.gov</a> Hit: History and Social Studies</p>

## OUTCOMES

## VOCABULARY

## RESOURCES

Stonewall Jackson

### The Task

### Focus 5: Decisive Battles

#### 6.4

Depict the significance of the battles of Vicksburg and Gettysburg  
Assess the manner of war employed by the generals to defeat the Confederacy  
Diagram and explain the steps that led to the end of the Civil War

Siege

General Grant  
General Lee

Battle of Gettysburg  
Fall of Vicksburg

Gettysburg Address  
“...government of the people, for the people, by the people.”

William Tecumseh Sherman  
Atlanta, Georgia  
Total war

Surrender at Appomattox

Your assignment is to cover a battle of the Civil War from the perspective of a **journalist**. Though good journalists make efforts to be impartial in their reporting of the news, the fact that you live in either the North or the South will certainly color the story you tell. It will determine the people you are able to interview. Remember that propaganda has played a part in all wars in our history and journalists have often fueled the “propaganda effort.”

**“The first casualty of War is Truth”?”**

**--Senator Hiram Johnson, 1917**



Sunrise at Gettysburg



**THE BATTLE OF GETTYSBURG, 7: JULY 3<sup>RD</sup> 1863.**  
*This terrific and bloody conflict between the gallant "Iron Brigade," commanded by their great General George G. Meade, and the hosts of the rebel "Pillars of the South," was commenced on Wednesday July 1<sup>st</sup> and ended on Friday the 3<sup>rd</sup> at 2 P.M. The decisive battle was fought on Friday, ending in the complete annihilation of the Rebel Army. A Union charge and victory came across the front of the heroic soldiers, who fought with such unflinching tenacity and desperate fight.*

**Pennsylvania - Gettysburg - 1863**

## UNIT FOURTEEN: Reconstruction and the New South (1863 – 1896)

**Big Idea:** The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thought and action

**Essential Question:** *What were the short-term and long-term effects of the Civil War?*


- How did the government try to solve key problems facing the nation after the war?
- How did disagreements over Reconstruction lead to conflict in government and in the South?
- What were the effects of Reconstruction?



**The Reconstruction**

## UNIT FOURTEEN: Reconstruction and the New South (1863 – 1896)

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 1: Reconstruction Begins</u></b> <b><u>6.5 6.4</u></b></p> <p>Summarize and categorize postwar challenges that faced the nation after the war's end</p> <p>Compare/contrast Lincoln's and Congress' plan for Reconstruction</p> <p>Chart and explain the goals of the Freedmen's Bureau</p> <p>Summarize the immediate impact of Lincoln's assassination</p>	<p>Abraham Lincoln Amnesty Freedman John Wilkes Booth</p> <p>Physical destruction Wounded Soldiers Financial Ruin</p> <p>Ten Percent Plan Wade-Davis Bill</p> <p>Freedmen's Bureau Public education and African Americans Assassination</p>	<p style="text-align: center;"><b>Group Task</b></p> <p><b>Students will write an essay on the status of Blacks in the South at the end of the Civil War.</b></p> <p>Students will compare and contrast the three Reconstruction plans by making a chart and then determining:</p> <ul style="list-style-type: none"> <li>● Which favored the south</li> <li>● Which favored the newly freed people                             <ul style="list-style-type: none"> <li>▪ (Give reasons to back up each position)</li> </ul> </li> </ul> <p>Explain the roles that each of the following groups played during this era, whether positive, negative, or both:</p> <ul style="list-style-type: none"> <li>● Carpetbaggers</li> <li>● Scalawags</li> <li>● Ku Klux Klan</li> <li>● Freedmen</li> </ul> <p>Give a five minute presentation in which you explain the Election of 1876 and the resulting Compromise of 1877 and its consequences on race relations in the South</p> <p>Write a critical essay on what you think would have happened to Afro-Americans following the Civil War if Lincoln had lived</p> <p>Create a screenplay dealing with some aspect of this period.</p> <p>Study cartoons 37-49 from Harper's Weekly 1876, then write an interpretation of the 1876 Election</p>
<p><b><u>Focus 2: Reconstruction Isn't Easy</u></b> <b><u>6.4</u></b></p> <p>Depict the conflicts that arose over the Reconstruction Plans</p> <p>Assess the changes in the South brought about by Radical Reconstruction</p> <p>Describe and assess the impeachment plans for the removal of President Johnson</p> <p>Describe and assess how the Ku Klux Klan tried to prevent the African Americans from exercising their rights.</p>	<p>Andrew Johnson Black codes Hiram Revels Blanche Bruce Scalawag Carpetbagger Impeachment</p> <p>Johnson v Radical Republicans' plan for Reconstruction Reconstruction Act</p>	

OUTCOMES	VOCABULARY	RESOURCES
<p><b><u>Focus 3: Reconstruction is Complete</u></b> <b><u>6.4 6.5</u></b></p> <p>Assess the decline in support for Reconstruction</p> <p>Explain how African Americans in the south lost many of their newly gained rights?</p> <p>Describe the sharecropping system and how it trapped many people in a cycle of poverty</p> <p>Chart and explain the growth in the South's economy by the 1880s</p>  <p><b>Poverty in the South in 1880</b></p>	<p>Poll tax Literacy test Grandfather clause Segregation Homer Plessy Plessy v. Ferguson Segregation Laws</p> <p>'separate but equal'</p> <p>Sharecropper</p> <p>President Grant Amnesty Self-rule</p> <p>Rutherford B. Hayes Samuel J. Tilden</p> <p>Popular vote Electoral votes</p>	<p><b>Amendments for kids</b></p> <p><a href="http://www.usconstitution.net/constkids.html">http://www.usconstitution.net/constkids.html</a></p> <p><b>Congress for Kids</b></p> <p><a href="http://www.conressforkids.net/">http://www.conressforkids.net/</a></p> <p><b>Amendment Interactive Game</b></p> <p><a href="http://www.quia.com/cc/73685.html">http://www.quia.com/cc/73685.html</a></p> <p><b>Task</b></p> <p>The task before you is to help convince the population of your state, and thus the state legislature of the importance of the <b>13<sup>th</sup>, 14<sup>th</sup>, or 15<sup>th</sup> amendment</b>. You will create a newspaper ad or poster informing the public about the amendment and the need for its passage. The public's opinion will influence the state legislature's future vote on the amendment and thus the outcome for the entire nation.</p> <p><b>The American Presidency from Scholastic</b></p> <p><a href="http://ap.grolier.com">http://ap.grolier.com</a></p>

## Social Studies Standards: Strategies and Assessments

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/listen/respond: Legends, myths, stories, narrative poems of Native Americans	Describe: Story grammar(theme, plot...) of <u>Send Down the Moon</u>	Compare/contrast: Myths with same theme/character about the Iroquois Indians	Compose/create: Prayer of Green Corn Festival	Assess/critique: Forms of government of Iroquois Confederation
<b>LOGIC</b>	Map/globe: Contour map of geographic features of the Northeast region	Apply: Venn diagram – individual ownership with patronship	Categorize: Achievement of Dutch settlers in the northeast	Case Study: Daily life of a 12 year old in Jamestown	Decide: Impact of ideas from Mayflower Compact
<b>PICTURE</b>	View movies from PBS – Ken Burns – Revolutionary War	Illustrate: Valley Forge in Winter	Contrast: Uniforms of British and American soldiers	Infer: What it was like for a tax collector from England working in America	Choose: Favorite scene from narrative poem about Paul Revere
<b>BODY</b>	Construct: Diorama of new settlements during the time of Jackson	Dramatize: Biographical sketch of person of importance during the Homespun Age	Generate Question: Prepare to interview Andrew Jackson	Create: Picket signs in protest of Native American Reservations	Panel: Contributions of Andrew Jackson
<b>MUSIC</b>	Listen/sing: Music from the score <u>1776</u>	Record feelings: Respond to the lyrics of <u>1776</u>	Compare/contrast: Music from America the Beautiful and Amazing Grace	Compose: Rap advertising the coming of the Bill of Rights	Evaluate: Raps about the Preamble to the Constitution
<b>PEOPLE</b>	Discuss: Effects of the Spoils System on good government	Game: Name the major contributions in the new era of transportation	Investigate: Role of slavery in the Age of Homespun	Produce: Commercial for or against women's rights at this time	Conclude: Survival tactics of Native Americans during this era
<b>SELF</b>	Write: Book review about the life of an important person in the Age of Homespun	Record: Reactions to the story of Andrew Jackson	Analyze: Varied and unusual circumstances that led to Native American policies of Jackson	Plan: Trip to an outstanding site in Washington, D.C.	Grade: Narrative poems you wrote about the people of the Age of the Homespun