Social Studies Curriculum

U.S. History I: Advanced Placement (Unit IV)
Course Description

United States History I Advanced Placement is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam, but also their future educational areas.

The course begins with British colonization of America as students study how the early colonies were created and how early democratic traditions and basic freedoms were instilled into the core values of inhabitants of the New World. When the American Revolution unfolds and the United States is left to form its own government, an understanding of the relevance and importance of those values and freedoms is stressed. As America moves forward into the 19th century, the split in our nation’s values and practices, most demonstrated through issues of slavery and immigration, are highlighted. Even as industrialization and expansion make the U.S. powerful, the students come to see that those inherent cracks will result in Civil War, and soon thereafter, a new rebirth of the core values upon which our nation was founded.

Students will enhance their critical thinking, analyzing and synthesizing skills often through document analysis along with document based question (DBQs) and open answer essay writing. Additionally, the use of maps, charts, time lines and other visual aids will be utilized and skills such as creating power points and outlining and essay writing will be developed.
# AP U.S. History I

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Colonization and Settlement</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 2</td>
<td>The Revolution and New Nation</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Expansion and Reform</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Era of Turmoil</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Reconstruction and Migration</td>
<td>6 Weeks</td>
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</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
### Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
**Career Ready Practices**

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
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<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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</tbody>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

• Adaption of Material and Requirements
• Evaluate Vocabulary
• Elevated Text Complexity
• Additional Projects
• Independent Student Options
• Projects completed individual or with Partners
• Self Selection of Research
• Tiered/Multilevel Activities
• Learning Centers
• Individual Response Board
• Independent Book Studies
• Open-ended activities
• Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Civics, Government, and Human Rights
6.1.12.A.4.a: Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c: Evaluate how political and military leadership affected the outcome of the Civil War.

Geography, People, and the Environment
6.1.12.B.4.a: Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.

Economics, Innovation, and Technology
6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.
History, Culture, and Perspectives
6.1.12.D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
6.1.12.D.4.b: Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Common Core State Standards

Key Ideas and Details
CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure
CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas
CCSS.ELA-LITERACY.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Text Type and Purposes
CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on discipline-specific content.
CCSS.ELA-LITERACY.WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Production and Distribution of Writing
CCSS.ELA-LITERACY.WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-LITERACY.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
CCSS.ELA-LITERACY.WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
<table>
<thead>
<tr>
<th>Grade: 10</th>
<th>Unit: IV Approximately 6 weeks</th>
<th>Topic: Era of Turmoil: In this unit the focus is on the growing issues between the North and South. It covers the causes of the Civil War and the war itself.</th>
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<tr>
<th><strong>NJDOE Student Learning Objectives</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Sample Activities</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
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<tbody>
<tr>
<td>Describe the growing differences between the North and South.</td>
<td>How did the issue of slavery play a role in causing the Civil War?</td>
<td><strong>Venn Diagram:</strong> Students will be broken up into 3 large groups. Each group will brainstorm and compare and contrast the economic, social and cultural differences between the North and South. The groups will present their findings to the class during a discussion.</td>
<td><a href="http://cicerosystems.com/history/unit/antebellum-america/section/2415">Cicero Graph Activity: Slavery in the U.S</a></td>
<td><strong>Math:</strong> Students will be creating graphs with different data and statistics and analyzing these for patterns.</td>
</tr>
<tr>
<td>Standards: NJCCCS: 6.1.12.A.4.a</td>
<td>What were the economic, social and cultural differences between North and the South?</td>
<td></td>
<td><a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=28">Our Documents: Kansas Nebraska Act</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
</tr>
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<td>CCSS: RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.6; RH.9-10.7</td>
<td>What was the Wilmot Proviso?</td>
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<td><a href="http://mappinghistory.uoregon.edu/english/US/map20.html">NetTrekker: Compromise of 1850</a></td>
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| Explain the causes for the secession of the Southern states. | **Why did new political parties form?** | **Cicero Graph Activity: Slavery in the U.S**  
Students will study and analyze two graphs that depict data about slavery in the United States and cotton production. They will work to answer questions about the data and make inferences based on what they observe. | **NetTrekker: The Missouri Compromise**  
http://teachingamericanhistory.org/static/neh/interactives/sectionalism/lesson1/sectionalism.swf | | **ELA:** Reinforce skills of reading and interpreting informational text and responding to questions about their reading.  
**Technology:** Students will be using different types of technology to complete interactive learning activities online. |
| **Standards:** NJCCCS: 6.1.12.A.4.a; 6.1.12.A.4.b | **What is secession?**  
**What caused the South to secede from the union?**  
**What was the Confederacy?**  
**Who made up the Confederacy?**  
**How did the actual fighting begin?** | **SAS Curriculum Pathways Activity: Causes of the Civil War**  
Students will use the computer and internet to complete the interactive activity about the causes of the Civil War. | **SAS Curriculum Pathways Activity: Causes of the Civil War**  
http://www.sascurriculumpathways.com/portal/Launch?id=1337 | | |
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|                                  |                   | **Map Activity:** Students will create maps that identify who made up the Union and who made up the Confederate States of America. They will also be tasked at detailing where major battles took place on their maps. | **Blank Maps for recreation**  
**PBS: Causes of the Civil War**  
http://www.pbs.org/opb/historydetectives/feature/causes-of-the-civil-war/ | **Geography:** Students will be using geography skills by creating maps that identify Union and Confederate territories and battles. |
|                                  |                   | **Cicero Activity: Civil War Perspectives**  
Students will read and analyze two primary sources that discuss the same event. After reading they will answer questions comparing and contrasting the two speeches.  
http://cicerosystems.com/history/unit/civil-war/content/3695/6344 | | |
|                                  |                   | **Soldier’s Diary:** Students will be researching what life was like for soldiers during the Civil War. They will then create a diary were they will describe what life was like in a journal format. | **Civil War Statistics:**  
http://www.americancivilwar.com/cwstats.html  
**National Park Service: Civil War Battles**  
http://www.nps.gov/hps/abpp/battles/bystate.htm | |
|                                  | Evaluate the different factors affecting the course of the Civil War.  
**Standards:** NJCCCS: 6.1.12.A.4.c; 6.1.12.B.4.a; 6.1.12.C.4.a; 6.1.12.D.4.a | What were the strengths and weaknesses of the Union and Confederate forces during the Civil War? | | |
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<p>|                                  |                   | <strong>ELA:</strong> Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates. | | |</p>
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<tr>
<td>CCSS: WHST.9-10.4; WHST.9-10.5; WHST.9-10.6; RH.9-10.1; RH.9-10.2; RH.9-10.3; RH.9-10.4; RH.9-10.7</td>
<td>What were the military strategies for the North and the South?</td>
<td><strong>DBQ: The Battle of Gettysburg</strong> Why was it a Turning Point Students will complete this Mini-Q. They will analyze a variety of documents to answer a larger question. This DBQ is from the DBQ Project and you can get it from the supervisor.</td>
<td>Civil War Trust: Civil War Battles <a href="http://www.civilwar.org/battlefields/">http://www.civilwar.org/battlefields/</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading. <strong>Math:</strong> Students will be creating graphs with different data and statistics and analyzing these for patterns.</td>
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<td></td>
<td>What new weapons and technology impacted the war?</td>
<td><strong>Create Graphs:</strong> Students will take Civil War casualty statistics from 6 major battles and create bar graphs that depict lives lost for both the Union and Confederate troops.</td>
<td>Civil War Story: Technology and Innovation <a href="http://www.americancivilwarstory.com/civil-war-inventions.html">http://www.americancivilwarstory.com/civil-war-inventions.html</a></td>
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<tr>
<td></td>
<td>Did other countries get involved in the Civil War?</td>
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<td>National Archives: <a href="http://www.archives.gov/education/lessons/blacks-civil-war/">http://www.archives.gov/education/lessons/blacks-civil-war/</a></td>
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<td></td>
<td>What role did African Americans and women play in the Civil War?</td>
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<td>What was life like for soldiers during the Civil War?</td>
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<td></td>
<td>Which battles were considered significant?</td>
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What were the economic costs of the Civil War? **Biography Activity:** Students will select an important key figure from the Civil War Era. They will complete research on them and trace their lives from before the war to after the end. **Civil War Effects:** [http://www.ket.org/civilwar/primary.html](http://www.ket.org/civilwar/primary.html) **Legacies of the Civil War:** [http://www.tredegar.org/legacies-civil-war.aspx](http://www.tredegar.org/legacies-civil-war.aspx) **ELA:** Reinforce writing skills by constructing and editing writing tasks, both their own and their classmates.
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<td>How did the war affect American families?</td>
<td><strong>Essay:</strong> Students will evaluate the “costs” of war by detailing in a 5 paragraph essay the political, economical and social costs of the Civil War.</td>
<td>Economic Effects of Civil War: <a href="http://eh.net/encyclopedia/the-economics-of-the-civil-war/">http://eh.net/encyclopedia/the-economics-of-the-civil-war/</a></td>
<td><strong>ELA:</strong> Reinforce skills of reading and interpreting informational text and responding to questions about their reading.</td>
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<tr>
<td></td>
<td>How did Abraham Lincoln die?</td>
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<td></td>
<td>How did Lincoln’s death impact the country?</td>
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Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. [http://www.njamistadcurriculum.net/](http://www.njamistadcurriculum.net/)

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2. Activities</td>
<td>7. Griot</td>
<td></td>
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<tr>
<td>3. Assessments</td>
<td>8. Library</td>
<td></td>
</tr>
<tr>
<td>4. Essentials</td>
<td>9. Links</td>
<td></td>
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<td>5. Gallery</td>
<td>10. Rubrics</td>
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All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
DBQ (Required)

Students will complete DBQ from *Mini-Q’s in History*. The topic of the DBQ for this unit is:

- What was Harriet Tubman’s Greatest Achievement

DBQ resources are available from supervisor.
<table>
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<tr>
<th>Unit Project (Suggested)</th>
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<tr>
<td><strong>National Park Service Battle Site Brochure:</strong> Students will work either by themselves or with a partner to develop a brochure for a Civil War Battle site. Students will complete research for battle and can create the brochure either on the computer or by hand.</td>
<td><strong>Museum Project:</strong> Students will select partners for this particular project. They will be creating a museum exhibit for this project. They will get to select any topic that we learned about this unit to research further and create a museum exhibit. Students will have to create a tri-fold poster board with visuals, write an essay that describes their project in detail and do a presentation to the class on their project.</td>
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