Social Studies Curriculum

Grade 5: Our Nation II
Course Description

As a continuum of the essential content knowledge acquisition process, grade five students in Our Nation II will examine historic events in an even greater depth regarding the territorial expansion of the United States and the cost to Native Americans, the Civil War and the process of Reconstruction. To bring close to the school year, students will examine more current trends in New Jersey/American history regarding industrialization, immigration, and cultural diversity. Threaded throughout this historical journey student will analyze aspects of culture, geography, government, and economics.

As a means of reinforcing essential content acquisition, the use of grade level appropriate complex thinking types, strategies of critical thinking, creative thinking, problem solving and the metacognitive process will be a key component in assisting students to gather and reinforce the essential knowledge being presented throughout the school year.
Pacing Guide

The four-unit Fifth Grade curriculum is designed as a full-year (four-marking period) course. As such, each unit breakdown as follows:

- Unit 1: Westward Expansion ➔ 9 weeks
- Unit 2: Civil War and Reconstructions ➔ 8 weeks
- Unit 3: Industrial Revolution and Technological Change ➔ 9 weeks
- Unit 4: New Jersey History and Diverse Cultures ➔ 8 weeks
Educational Technology Standards

8.1.5.A.1, 8.1.5.A.2, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.2, 8.1.5.D.3, 8.1.5.D.4, 8.1.5.E.1, 8.1.5.F.1

- **Technology Operations and Concepts**
  - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
  - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - Use a graphic organizer to organize information about a problem or issue.

- **Creativity and Innovation**
  - Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.

- **Communication and Collaboration**
  - Engage in online discussion with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

- **Digital Citizenship**
  - Understand the need for and use of copyrights.
  - Analyze the resources citations in online materials for proper use.
  - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
  - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

- **Research and Information Literacy**
  - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

- **Critical Thinking, Problem Solving, Decision Making**
  - Apply digital tools to collect, organize, and analyze data that support a scientific finding.
### Career Ready Practices

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.
Career Ready Practices

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.
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| **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

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<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>
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<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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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<th><strong>Behavior/Attention</strong></th>
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<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<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>
<td></td>
<td>Color code materials</td>
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</table>

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback
## 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, Grade 8

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.

A. Civics, Government, and Human Rights
   - 6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

B. Geography, People, and the Environment
   - 6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
   - 6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
   - 6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
   - 6.1.8.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

D. History, Culture, and Perspectives
   - 6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.
   - 6.1.8.D.4.b: Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
Common Core State Standards
English Language Arts Standards – Grade 5

Reading: Informational Text

Key Ideas and Details:
- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:
- **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Common Core State Standards
English Language Arts Standards – Grade 5

Writing

Text Types and Purposes:
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing:
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:
- W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
**Grade:** 5  
**Unit:** I  
**Weeks:** 9  
**Topic:** Westward Expansion

There will be exposed to the acquisition of the Louisiana Purchase and the strides made towards the exploration of the territory. The principles that guided Americans thirst for more land—Manifest Destiny, is analyzed through the interaction amongst Native Americans and Americans perception of the use of land. As the quarter comes to a close students will also examine the various compromises that prolonged the start of the American Civil War.


**CCSS:** RI.5.1, R.5.2, RI.5.3, RI.5.5, RI.5.7, W.5.1, W.5.2, W.5.3, W.5.4, W.5.7, W.5.8

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<th>NJDOE Student Learning Objectives</th>
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| Describe and map the continuing territorial expansion and settlement of the frontier, including the acquisition of new territories and conflict with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush. | Who traveled with Lewis and Clark? What virtues did these people possess?  
Focusing on one individual, what did they contribute to the journey? Why were they chosen?  
If the Louisiana Purchase had not taken place, how would U.S. history be different?  
Do the political, economic, and territorial gains of the “New Republic” equal progress for all Americans? | **Louisiana Purchase Map:** On a photocopy map of the United States, have students color in the land that was obtained in the Louisiana Purchase. Explain how expensive it was to make that purchase and compare what could be bought for that same amount of money today.  
**Gold Rush Football:** Introduce the San Francisco 49ers football team. Show the logo and team colors. Show them on a map where the team is located. Lead | Louisiana Purchase: [http://www.ducksters.com/history/westward_expansion/louisiana_purchase.php](http://www.ducksters.com/history/westward_expansion/louisiana_purchase.php)  
Lewis and Clark Game: [http://www.nationalgeographic.com/west/](http://www.nationalgeographic.com/west/) | **English-Language Arts:** Write a journal entry taking on the role of Sacajawea, exploring the Lewis and Clark expedition?  
**Art:** After reading about the explorations and encounters of Lewis and Clark, create a “sketch report”, summarizing their experiences in a mock sketch book, in the same manner they would have documented their experiences. |
| Explain the concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition | Why did people choose to move West?  
What hardships were endured to help our nation grow?  
How did life change for Native Americans as a result of white settlers moving west? | Editorial:  
Write an editorial expressing your opinion about the war with Mexico. It should be from the point of view of a reporter in 1846 and should include both opinions and facts. | Manifest Destiny:  
http://www.socialstudiesforkids.com/articles/ushistory/manifest destiny.htm  
Purchase of Florida:  
http://www.history.com/this-day-in-history/the-us-acquires-spanish-florida  
Adams-Onis Treaty:  
http://www.history.com/this-day-in-history/the-us-admits-teresa-juanita-and-joaquin-de-adams-onis  
Economics:  
Track and tracer the purchase of Florida and estimate the cost per acre. Do you think it was a "good" deal? What do you think it would be valued for in today's market? What is the level of appreciation of the property? |
| --- | --- | --- | --- |
| students to answering questions about the historical inspiration of the NFL team.  
**Native American Perspective:**  
Write an opinion piece, supporting the point-of-view of Native Americans. Reflect on the westward expansion of Americans into Native American territory. | Lewis and Clark Expedition Interactive Journey Log:  
http://www.nationalgeographic.com/lewisandclark/  
Sacajawea:  
http://www.biography.com/people/sacajawea-9468731#early-life  
California Gold Rush:  
http://www.kidport.com/reflib/usahistory/calgoldrush/calgoldrush.htm  
49ers:  
http://americanhistory.about.com/library/weekly/aa090901a.htm  
Marshall, Sutter, and Sam Brannan:  
http://www.nhusd.k12.ca.us/Pioneer/pages/classrooms/FourthGrade/4thGradeGold/pages/GoldIntro.html | --- | --- |
resulting from the Mexican War (1846-1848).

**Standard:** RI.5.1, RI.5.3, W.5.4, 6.1.8.D.1.b, 6.1.8.A.4.b

Which were the two most important effects of the gold rush and defend your view?

documents that finalize the acquisition of new territory. Identify the main idea by locating a specific quote from the text.

**Manifest Destiny Political Cartoon:**
Create and color a political cartoon what could have been run in a newspaper from this era. Analyze the topic of manifest destiny in your assessment of territorial expansion; you may be either for or against said expansion.

**The Annexation of Texas:**
http://www.american-historama.org/1841-1850-westward-expansion/texas-annexation.htm

**Battle of San Jacinto:**
http://www.history.com/topics/battle-of-san-jacinto

**Antonio Lopez de Santa Anna:**
http://www.britannica.com/EBchecked/topic/522742/Antonio-Lopez-de-Santa-Anna

**Acquisition of the Oregon Territory:**

**James K. Polk:**
http://www.biography.com/people/james-polk-9443616

**The Mexican War:**
http://www.socialstudiesforkids.com/articles/ushistory/mexicanamericanwar1.htm

**Territorial Acquisition from the Mexican War:**
http://www.ducksters.com/history/westward_expansion/mexican_cession.jpg

**Performing Arts:**
Write and stage a brief one-act play about the United States’ belief in manifest destiny. Present characters both in support and opposition.
Discuss sectional compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820) and the continued resistance to slavery by African Americans (e.g. Amistad Revolt).

**Standard:** RI.5.2, RI.5.6, RI.5.7, W.5.1, W.5.2, W.5.4, 6.1.8.B.4.a, 6.1.8.D.4.c

| Discuss American cultural, religious, and social reform movements in the antebellum period (e.g.) | How significant was the Missouri Compromise in staving off the Civil War? What were some of the implications regarding the United States government and its policies toward the treatment of African Americans in the United States? What were some of the economic dynamics of slavery in the United States? | Map-Making: On a piece of construction paper, trace the United States of America. Taking a big, dark colored marker draw the line established by the Missouri Compromise. Color all free states in blue and all slave states in yellow. Then examine what areas would have great power and explain why. | Missouri Compromise: [http://www.socialstudiesforkids.com/articles/ushistory/missouricompromise1.htm](http://www.socialstudiesforkids.com/articles/ushistory/missouricompromise1.htm) Missouri Compromise Speech: Assume you’re participating in the debate which led to the Missouri Compromise. After being assigned a “side”, write an opening or closing speech, with the goal of convincing the rest of the participating members to agree with you. | English-Language Arts: Read the story of the Amistad Revolt. Determine two or more main ideas of the text and explain how they are supported by key details; summarize the text. English-Language Arts: Write an informative/explanatory text examining the ideas found within the Amistad Revolt story read (above). |
| abolitionists, the Second Great Awakening, the origins of the labor and women’s movements) | What was the lasting significance of the temperance movement and how did it impact women’s role in society? | temperance movement. Share a brief story about the life of the one who interests you the most and explain why. | Abolition Movement: [http://www.american-historama.org/1829-1841-jacksonian-era/abolitionist-movement.htm](http://www.american-historama.org/1829-1841-jacksonian-era/abolitionist-movement.htm) |
| Standard: RI.5.2, RI.5.3, RI.5.5, W.5.7, 6.1.8.D.4.b | How did the Second Great Awakening affect the wealthy to the poorer classes of society and how were these reactions manifested within society? | Venn Diagram: Compare and contrast strategies used by women during the temperance movement and the women’s rights movement. | Nat Turner: [http://www.biography.com/people/nat-turner-9512211](http://www.biography.com/people/nat-turner-9512211) |
| | | | Frederick Douglass: [http://www.ducksters.com/history/civil_rights/frederick_douglass.php](http://www.ducksters.com/history/civil_rights/frederick_douglass.php) |
| Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movements, the abolition movement, and the women’s rights movement. | What is the significance of a state constitution and how is it reflective of the belief/principles of the United States government? | Graphic Organizer: Compare and contrast three reform movements, explain how and who they impacted and why. | 1844 New Jersey State Constitution: [http://www.nj.gov/state/archives/docconst44.html](http://www.nj.gov/state/archives/docconst44.html) |
| --- | What is the difference between the abolitions’ movement and antislavery? | Primary Source Analysis: Analyze the New Jersey State Constitution. Explain how the author draws inspiration from earlier documents. | The Temperance Movement in New Jersey: [http://www.njwomenshistory.org/discover/topics/temperance/](http://www.njwomenshistory.org/discover/topics/temperance/) |
| **Art:** Create a comic book about famous New Jersey women from the period. Provide a list of sources on the final page. | **English-Language Arts:** Write a brief report on either a social reform movement that took place in New Jersey. Use no less than 3 sources. |
## Unit Vocabulary

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<tr>
<th>Abolitionist</th>
<th>Secede</th>
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<td>Gold Rush</td>
<td>Seneca Falls Convention</td>
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<td>Forty-niners</td>
<td>States’ rights</td>
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<td>Louisiana Purchase</td>
<td>Treaty of Guadalupe Hidalgo</td>
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<td>Pioneer</td>
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<td>Manifest destiny</td>
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<td>Missouri Compromise</td>
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<td>Mountain Men</td>
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<td>Prejudice</td>
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## Suggested Project - Choose 1

### Suggested Project 1:

Create a PowerPoint presentation of one of the many reform movements covered in this unit. Be sure to include no less than 5 sources and differing perspectives/opinions.

### Suggested Project 2:

On a poster board-sized paper, create a map of the United States, tracking its growth, as covered in this unit. Be sure to accurately label and document where and how territory was acquired.

## The Women’s Movement in the New Jersey:

http://www.state.nj.us/hango/ut_nj/200303_womens_history_p4.html

## Abolition, Temperance and Women’s Movements:

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:
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<td>5. Gallery</td>
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All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.