Social Studies Curriculum

Grade 8

Course Description

Where the seventh grade curriculum focuses on World History, eighth grade highlighted selections from American history; specifically the following five units, the Origins of American Democracy and the Founding Fathers, the Declaration of Independence and the Revolutionary War, The Constitution and the Bill of Rights, Native Americans: Tribes, Land and Relationships with Government 1776-1900, and finally Civil Rights: Race, Gender and Equality.

As a means of reinforcing essential content and skill acquisition, the use of grade level appropriate complex thinking types, strategies of critical thinking, creative thinking, problem solving and the metacogative 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 five-unit Eighth Grade curriculum is designed as a full-year (four-marking period) course. As such, each unit breakdown as follows:

Unit 1:   **Origins of American Democracy and the Founding Fathers → 4-5 weeks**

Unit 2:   **Declaration of Independence and the Revolutionary War →6-8 weeks**

Unit 3:   **The Constitution and the Bill of Rights → 5-6 weeks**

Unit 4:   **Native Americans: Tribes, Land and Relationships with Government 1776-1900 → 7-8 weeks**

Unit 5:   **Civil Rights: Race, Gender and Equality in the U.S. → 8-9 weeks**

Educational Technology
Standards
8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

- ➢ **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- ➢ **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

- ➢ **Communication and Collaboration**
  - Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

- ➢ **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

- ➢ **Research and Information Literacy**
  - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

- ➢ **Critical Thinking, Problem Solving, Decision Making**
  - Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

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.

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

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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.3.a:** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

B. Geography, People and the Environment
- **6.1.8.B.3.c:** Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- **6.1.8.B.3.d:** Explain why New Jersey's location played an integral role in the American Revolution.

D. History, Culture, and Perspectives
- **6.1.8.D.3.a**: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- **6.1.8.D.3.b:** Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- **6.1.8.D.3.d:** Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- **6.1.8.D.3.e:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- **6.1.8.D.3.f**: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Common Core State Standards: English Language Arts Standards
Reading - History/Social Studies – Grade 6-8
Key Ideas and Details:
- **RH.6-8.1**: Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6-8.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure:
- **RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:
- **RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6-8.9**: Analyze the relationship between a primary and secondary source on the same topic.

Writing - History/Social Studies – Grade 6-8
Text Types and Purposes:
- **WHST.6-8.1:** Write arguments focused on discipline-specific content.
- **WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Research to Build and Present Knowledge:
- **WHST.6-8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.

Grade: 8	Unit: II Weeks: 6-8 weeks	Topic : Declaration of Independence & the Revolutionary War
		Eighth grade students will be introduced to the causes, events, outcomes and notable people of America's Revolutionary War. Beginning with the motivations and release of the Declaration of Independence, students will analyze America's war against their colonizer and world superpower: Great Britain. The war will be examinzed through not just the macro-lens of the nation-to-be, but also visavie the point of view of varrying socioeconomic, gender, racial and ethnic groups.

NJCCCS: 6.1.8.A.3.a, 6.1.8.B.3.c, 6.1.8.B.3.d, 6.1.8.D.3.a, 6.1.8.D.3.b, 6.1.8.D.3.d, 6.1.8.D.3.e, 6.1.8.D.3.f

CCSS: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.9, WHST.6-8.1, WHST.6-8.2, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Interdisciplinary Connections
Determine the central ideas of the Declaration of Independence and connect those ideas to the fundamental aspects of American democracy. **Standard:** 6.1.8.D.3.b, RH.6-8.1, WHST.6-8.1, WHST.6-8.2	Why, do you think, does the Declaration state people are entitled to the "pursuit of happiness"? What does that mean to you? At what point, in your opinion, do you think leaders of government should be removed? Is the Declaration of Independence still important today? Explain.	**Interpreting & Updating the Declaration:** Students will read the Declaration, in small groups, and underline key points. Then students will re-rewrite the Declaration using "modern day language". **My Own Declaration:** Students will "declare independence" from something negative in their life and write their own document, modeling after the style of the original.	**Declaration of Independence** http://americangovernment.abc-clio.com/Search/Display/1650448?terms=declaration+of+independence **U.S. Democracy** http://americangovernment.abc-clio.com/Search/Display/1650449?terms=democracy **Historical Context of the Declaration**	**English-Language Arts:** Write an essay defending your opinion on the Declaration's "all men are created equal" excerpt. Consider the status of women and minorities at time of signing. **Performance Arts:** As a class, recite the first paragraphs of the Declaration. Assign each student a line or section.

		Graphic Organizer: After highlighting the central ideas found within the Declaration, students will then create a graphic organizer connecting said ideas to fundamental aspects of American democracy (after discussion of what democracy "looks like").	http://www.historytoday.com/robert-hole/american-declaration-independence-july-4th-1776 **National Archives: the Declaration** http://www.archives.gov/exhibits/charters/declaration.html	
Compare and contrast the verbiage of the Declaration of Independence to the extent those ideals were applied for women, African Americans and Native Americans during the Revolutionary War era. **Standard:** 6.1.8.A.3.a, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, WHST.6-8.8, WHST.6-8.9	Are all people "created" equal? Explain. Why did the authors use "men" and not "people" or "men and women"? Hypothesize. What do you think the author(s) of the Declaration of Independence would think about the current status of freedom in present day America? Hypothesize.	**Counter-Declaration:** Write a Declaration of Independence, as if it were written by a specific minority group (or all minorities), as a counter/revision to the document that was originally released. How would it be different? **Underground "Zine":** Develop an underground magazine, or "zine", that would appear to have been written by a specific minority group during the Revolution. Analyze issues from their viewpoint. **Graphic Organizer:** Using women, African Americans and Native Americans, compare and contrast their social and political/legal experiences in America at the time of the Revolution. Then, cross-	**Equal Rights for Some** http://www.historyforkids.org/learn/northamerica/after1500/government/excluded.htm **The Declaration of Independence and African Americans** http://www.africanafrican.com/folder12/african%20african%20american3/Atlantic%20slave%20trade/Ch4_sec_2.pdf **The Revolutionary War – The Home Front:** http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/homefrnt/	**Art:** Create a painting, drawing or collage that deals with the juxtaposition of the Declaration and the reality many minority groups faced at that time. **English-Language Arts:** Read narratives or diary entries of minorities during the Revolutionary era. Compare and contrast their self-identified experiences.

			reference those experiences with	
Compile and arrange the events that led the American colonies to revolt against their British colonizers. **Standard:** 6.1.8.D.3.a, RH.6-8.1, RH.6-8.7, RH.6-8.9, WHST.6-8.7	What does "revolution" mean to you? When is it time to end a relationship with someone? Why can standing up for what you believe in be hard to do? Explain.	**Debate:** Moderate a debate in which students argue, as colonists, to either declare independence or stay loyal to England. **Essay:** Write an essay identifying, in your opinion, the three most significant events or circumstances, which led the colonists to formally revolt. **Event Web:** Create a web of events, in which the student depicts the branching out, expanding and escalation of events, which led colonists to declare their independence.	**Timeline of Revolutionary War** http://www.ushistory.org/declaration/revwartimeline.htm **French and Indian War** http://americanhistory.abc-clio.com/Search/Display/282154?terms=french+and+indian+war **The Albany Congress** http://www.u-s-history.com/pages/h789.html **Proclamation Line of 1763** http://americanhistory.abc-clio.com/Search/Display/1881267?terms=proclamation+of+1763 **The Sugar Act** http://ahp.gatech.edu/sugar_act_bp_1764.html **The Quartering Act o 1765** http://americanhistory.abc-clio.com/Search/Display/298809?terms=quartering+act **Virginia Stamp Act Resolutions** http://www.history.org/history/teaching/tchcrvar.cfm **The Stamp Act Congress** http://www.ushistory.org/us/	**Art:** Create a protest sign that a Patriot would have likely made or supported during the pre-Revolution era. **Performing Arts:** Using and applying research, recreate the events of the Boston Massacre. For added rigor, portray the events as seen by both the colonists and the Loyalists (two separate productions).

			10a.asp	
			The Declaratory Act http://www.landofthebrave.info/declaratory-act.htm	
			The Townshend Acts http://americanhistory.abc-clio.com/Search/Display/1597209?terms=townshend+act	
			Boston Non-Importation Agreement http://www.bostonteapartyship.com/boston-non-importation-agreement	
			The Boston Massacre http://www.bostonmassacre.net	
			The Gaspee Affair http://www.kidport.com/reflib/usahistory/americanrevolution/Gaspee.htm	
			The Tea Act http://americanhistory.abc-clio.com/Search/Display/298847?terms=tea+act	
			The Boston Tea Party http://www.historyplace.com/unitedstates/revolution/teaparty.htm	
			Intolerable Acts http://www.ushistory.org/us/9g.asp	

			First Continental Congress http://americanhistory.abc-clio.com/Search/Display/253420?terms=first+continental+congress **Galloway's Plan** http://www.ushistory.org/declaration/related/planforunion.htm **Give Me Liberty or Give Me Death Speech** http://avalon.law.yale.edu/18th_century/patrick.asp **Paul Revere rides** https://www.paulreverehouse.org/ride/real.html **Lexington and Concord** http://americanhistory.abc-clio.com/Search/Display/252852?terms=lexington+concord **Second Continental Congress** http://americanhistory.abc-clio.com/Search/Display/253421?terms=second+continental+congress **Battle of Bunker Hill** http://americanhistory.abc-clio.com/Search/Display/370863?terms=bunker+hill **Thomas Paine's Common**	

			Sense http://www.ushistory.org/paine/commonsense/ **Virginia Declaration of Rights** http://americanhistory.abc-clio.com/Search/Display/255232?terms=virginia+declaration+of+rights **Declaration of Independence** http://americanhistory.abc-clio.com/Search/Display/349291?terms=declaration+of+independence	
Appraise the impact geography had on the events and outcome of the Revolutionary War. **Standard:** 6.1.8.B.3.c, RH.6-8.1, RH.6-8.2, RH.6-8.7, WHST.6-8.8, WHST.6-8.9	What types of geographic features can be helpful during a war? What types of geographic features can prove difficult to manage during a war? How can climate and weather play a role in the planning and execution of a battle plan?	**Label Map:** Using resource (right) to label the sites of Revolutionary War battles on an American map. **Map Layering:** Create a map of the areas in which the Revolutionary War took place. Develop a key and label "hot spots" in which the geography of specified areas could have impacted fighting or seen as "valuable" for either side. **Role-play Journaling:** Take on the role of a British soldier fighting in America. Write a journal entry discussing how geographic or climate factors have	**Library of Congress: American Revolution – Maps and Charts** http://www.loc.gov/teachers/classroommaterials/connections/amrev-maps/file.html **Revolutionary War Battle Geography Activity** http://mrnussbaum.com/revolutionary-war-battle-geography/ **Geographic Feature that Influenced the War** http://www.studyzone.org/testprep/ss5/c/geofeaturesl.cfm **Animated Atlas of the Revolutionary War** http://www.pyramidmedia.co	**Geography:** Create a map of a specific battle from the Revolutionary War. Use a key to label various geographic items, as well as troops and troop movements, etc. **Art:** Create a three-dimensional model of a specific Revolutionary War battle or location in which a battle took place. Be sure to demonstrate geographic or climatic impact.

		impacted your experience fighting abroad.	m/homepage/search-by-title/science/geography/animated-atlas-revolutionary-war-detail.html	
Trace and appraise the causes, major events, outcome and individuals of the American Revolutionary War. **Standard:** 6.1.8.B.3.c, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.9, WHST.6-8.2, WHST.6-8.8, WHST.6-8.9	What made the American Revolution "revolutionary"? How would you address remaining Loyalists at the conclusion of the war, if you were sitting at the head of the new American government? What, do you believe, is the biggest lesson that can be learned from the Revolutionary War?	**Timeline Activity:** Trace the evolution of the Revolutionary War, from its onset to its conclusion, by creating a detailed timeline. Add citations, pictures or primary sources for added depth and rigor. **Baseball Cards:** Design and create Revolutionary War "baseball cards". Students may be assigned or choose from people or events. On the front, **Motivational Speech:** Write and preform a motivational speech, as Gen. Washington speaking to the Continental Army in the early stages of the war. Try to convince the army to re-enlist despite insurmountable odds.	**American Revolution – List of People** http://www.theamericanrevolution.org/peopledetails.aspx **Battle of Long Island** http://americanhistory.abc-clio.com/Search/Display/289514?terms=battle+of+long+island **Battle of Brooklyn** http://www.socialstudiesforkids.com/wwww/us/brooklyndef.htm **Washington Crosses the Delaware, Battle of Trenton** http://www.eyewitnesstohistory.com/washingtondelaware.htm **Battle of Princeton** http://www.historycentral.com/Revolt/Princeton.html **Battle of Brandywine** http://americanhistory.abc-clio.com/Search/Display/1300628?terms=battle+of+brandywine **Battles of Saratoga** http://americanhistory.abc-	**Art:** Recreate the famous painting of George Washington crossing the Delaware. Feel free to add a personal twist for artistic expression. **English-Language Arts:** Write an essay in which you analyze a battle in which the Patriots lost. Develop a tactical plan to win said battle, basing your offering off of what we know today.

			clio.com/Search/Display/252726?terms=battle+of+saratoga **Winter at Valley Forge** http://www.ushistory.org/us/11f.asp **French Alliance** http://www.americaslibrary.gov/jb/revolut/jb_revolut_francoam_1.html **Siege of Charleston** http://www.history.com/this-day-in-history/americans-suffer-worst-defeat-of-revolution-at-charleston **Battle of Camden, SC** http://americanhistory.abc-clio.com/Search/Display/370852?terms=battle+of+charleston **Articles of Confederation** http://www.archives.gov/historical-docs/document.html?doc=2&title.raw=Articles%20of%20Confederation **Siege of Savannah** http://www.historynet.com/siege-of-savannah-during-the-american-revolutionary-war.htm **Treaty of Paris** http://americanhistory.abc-	

			clio.com/Search/Display/288 579?terms=treaty+of+paris	
Determine the role and influence New Jersey had on the American Revolutionary War. **Standard:** 6.1.8.B.3.d, RH.6-8.2, RH.6-8.6, RH.6-8.7, WHST.6-8.2, WHST.6-8.9	Revolutionary War? How did New Jersey's location make it an important location during the Revolutionary War? What role does New Jersey play in today's society?	**New Jersey Map-Making:** Create a map of New Jersey, during the Revolutionary-era. Be sure to label it appropriately with areas of interests concerning the Revolutionary War. **NJ Brochure:** Create and design a brochure for tourists looking to visit significant Revolutionary War sites in New Jersey. **Activity:** Write an acrostic poem about New Jersey's role in the Revolutionary War, spelling out "New Jersey" vertically and beginning each line with the coordinating letter.	**New Jersey during the Revolution:** http://www.doublegv.com/gg v/ **Revolutionary War New Jersey** http://www.revolutionarywar newjersey.com **New Jersey and the Revolution, Timeline** http://www.revolutionarywar newjersey.com **Historical New Jersey Revolutionary War Maps** http://mapmaker.rutgers.edu /HISTORICALMAPS/REVO LUTIONARYWAR/Revolutio nary_War.html	**Art:** Inside the perimeter of New Jersey's border, draw or collage words and pictures that highlight the state's role in the Revolutionary War. **English-Language Arts:** Write a fictional story that takes place in Revolutionary War era New Jersey, using historical accuracies as a backdrop.
Distinguish the impact the American Revolutionary War had on various socioeconomic, ethnic, racial and gender groups, as well as their perspectives and contributions during this era. **Standard:** 6.1.8.D.3.e, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, WHST.6-8.2, WHST.6-8.7,8	How has the treatment of varying socioeconomic, racial and gender groups changed in American since the end of the Revolutionary War? Was the Revolutionary War a positive or negative experience for gender and racial minorities in America? Should political minorities	**Role-Play Discussion:** Moderate a discussion about experiences in the Revolutionary War among students. Assign each a role with the understanding they are to research their demographic and respond to questions as if they belong to that group. Be sure to include varying socioeconomic, ethnic, racial and gender groups.	**Economics of the American Revolutionary War** https://eh.net/encyclopedia/t he-economics-of-the-american-revolutionary-war-2/ **Women's Service with the Revolutionary Army** http://www.history.org/histor y/teaching/enewsletter/volu me7/nov08/women_revarmy	**Performing Arts:** Write and preform a brief skit, as if a television or radio news broadcast was sent to the past to interview various groups of people at the conclusion of the Revolutionary War. **Geography:** On a Revolutionary War-era map, highlight contributions of varying socioeconomic,

	support a war for a nation in which they are underrepresented?	**Jigsaw Graphic Organizer:** Assign students a specific socioeconomic, ethnic, racial or gender group. Have them completed a graphic organizer, in small groups, detailing their perspectives and contributions during the American Revolution. Have students breakout and share with students from other groups. **Mini-Report:** Select an American Revolution-era person whom belongs to a minority socioeconomic, ethnic, racial or gender group and develop a mini-report, PowerPoint or poster board presentation.	.cfm **The Roles of Women in the Revolutionary War** http://historyofmassachusetts.org/the-roles-of-women-in-the-revolutionary-war/ **African Americans in the Revolution** http://fas-history.rutgers.edu/clemens/AfricanAmericansRevolution.html **Native Americans' Role in the American Revolution: Choosing Sides** http://edsitement.neh.gov/lesson-plan/native-americans-role-american-revolution-choosing-sides	ethnic, racial and gender groups by plotting their geographic locations in which they took place.
Assess the outcomes of the Treaty of Paris and examine its' effects on various groups of people. **Standard:** 6.1.8.D.3.f, RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.9, WHST.6-8.1, WHST.6-8.8, WHST.6-8.9	When making a treaty or agreement, what parties should be included? Are treaties always fair? Explain. Are there ever any winners in war? Explain.	**Pros-Cons Analysis:** Analyzing the Treaty of Paris, develop a list of what students perceived to be pros and cons. Discuss. **Re-Write the Treaty:** Ask students to rewrite the Treaty of Paris if it could be re-written to lessen weaknesses and strengthen its impact. **Graphic Organizer:** Create a graphic organizer depicting how the Treaty affected various groups of	**Treaty of Paris** http://americanhistory.abc-clio.com/Search/Display/288579?terms=treaty+of+paris **National Archives, Treaty of Paris** http://www.archives.gov/historical-docs/todays-doc/?dod-date=903 **Treaty of Paris and Its Impact** http://www.ushistory.org/us/8d.asp	**Music:** Students will write and perform a song about how the Revolutionary War came to an end. **English-Language Arts:** Analyze the text of the Treaty and highlight main ideas and circle words that students find difficult to understand. Procure list of said words on board and discuss.

		people.	

Unit Vocabulary

Ben Franklin	Monarch
Boycott	Naturalization
Citizen	Parliament
Colony	Patriot
Common Sense	Precedent
Delegate	Repeal
Democracy	Representative democracy
Dictatorship	Roger Sherman
Direct Democracy	Sam Adams
First Continental Congress	Second Continental Congress
George Washington	The Boston Massacre
Government	The Intolerable/Coercive Acts
Immigrant	The Proclamation of 1763
Independence	The Stamp Act
John Adams	The Tea Act
John Hancock	The Townshend Act
Legislature	Thomas Jefferson
Loyalist	Thomas Paine
Majority rule	Virginia House of Burgesses

Suggested Project - Choose 1

Suggested Project 1:	**Suggested Project 2:**
Select what you to believe is the most important event from the American Revolution-era. Write a 3-5-page paper justifying it as critical with regards to its immediate and long-term impact.	Select a prominent individual from the American Revolution. Be prepared to speak, dress and act as that person in a Revolution talk show, hosted by your teacher.

Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.
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)
12. America in the Aftermath of Global Conflict, Domestic and Foreign Challenges, Implications and Consequences in an ERA of reform. (1946-1970)
13. National and Global Debates, Conflicts, and Developments & America Faces in the 21st Century (1970-Present)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:

1. Intro   6. Gallery   11. Tools
2. Activities   7. Griot
3. Assessments   8. Library
4. Essentials   9. Links
5. Gallery   10. Rubrics

All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.