



# **HOBOKEN PUBLIC SCHOOL**

## **AMISTAD CURRICULUM**

**UPDATED 25-26**



## MISSION & OVERVIEW

The mission of the Amistad Commission and the overview of this curriculum is rooted in resources developed and posted on the Amistad Commission Interactive Curriculum website: <http://www.njamistadcurriculum.net/history/units>. The essential learning outcomes, resources, and alignment to the NJ Student Learning Standards for Social Studies were invaluable to the design and implementation of this curriculum. Additionally, we are proud to utilize the [Amistad Commission's Literacy Components for Primary Grades](#) as we present this critical learning to our youngest learners.

On August 27, 2002, the Governor of New Jersey signed into law the "Amistad Bill" (A1301), sponsored by Assemblyman William D. Payne and Craig A. Stanley. The bill created an "Amistad Commission" in honor of the enslaved Africans who gained their freedom after overthrowing the crew of the slave ship *Amistad* in 1839. The Commission's mandate was to promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society. The Amistad Bill created historic legislation for not only the state of New Jersey but also for opening a revolutionary new chapter for teaching our nation's history. The New Jersey legislation was and remains an important, national landmark event. When the Amistad legislation was introduced and passed, the public as well as many K-12 educators, and even many of the Commissioners, presumed that the goal would be to introduce African-American history into the K-12 curriculum and to develop public programs on African-American history for children, families, and communities. Other states and cities had proposed similar legislation before 2002. In fact, a simple online search reveals curricular materials on African-American history nationwide: in Maryland, Michigan, Pennsylvania, Kansas, the state of Washington, and Georgia.

Instead of following this more obvious strategy, New Jersey took a more complex challenge. The Amistad Commission's goal is to change the landscape for the study of United States and World History by placing Africans and African Americans at the center of the narrative as agents rather than as bystanders or victims who live on the margins of the United States and the world. *Our mandate has shifted from one of inclusion to one of infusion.* Our goals are revolutionary because they challenge the "either-or" notion that if you study African Americans, you have to leave out the important events and people in the national narrative – the people in seats of political and economic power such as George Washington, John Marshall, Henry Ford, and Woodrow Wilson. The New Jersey Amistad Commission's revolutionary goal is to demonstrate that everyone on the national stage not only plays a major role, but also the lives of the powerful and the less powerful are intertwined, sometimes interdependent, and sometimes these

roles are reversed when the meek inherit the earth. In the case of John Marshall, if students truly understand the significance of judicial review, they will also understand the significance of judicial power in the lives of black people whether the case is *Dred Scott v. Sandford* or *Brown v. Board of Education*. We do not exclude the traditional historical narrative or its players. Rather, the Commission's curriculum committee asserts that African Americans, and all others excluded from the national narrative, shaped this nation's trajectory in important ways. We also assert that the significance of African Americans, and others, has been devalued in K-12 classrooms. **The primary work of this Commission is to provide an inclusive social studies curriculum, especially in United States and world history.** The Commission's curriculum committee approached its work with thoughtful urgency.

Our approach also affirms the need for schools to continue to offer separate courses on African Americans as a sub-field of United States history. As in other subfields – women's history, labor history, and ethnic histories – in African-American history, scholars interpret the human story from within the African-American experience, and through that particular lens, scholars reveal universal truths about the human experience. Much of the new interpretations of United States history emanate from knowledge discovered within sub-fields such as African-American history.

The scholarly study of the history of African Americans began after the Civil War with George Washington Williams' *History of the Negro Race in America from 1619 to 1880*, (1883). It was later promoted by Dr. Carter G. Woodson, Harvard graduate and founder of the Association for the Study of Negro Life and History in 1915, and the *Journal of Negro History* in 1916. In 1927 Woodson designated the week between Lincoln's and Frederick Douglass' birthdays as Negro History Week. It was not the study of black history in twenty-eight days it has become for many people. Rather, the week focused on bringing K-12 teachers, scholars, and community leaders together in Washington, D.C., to launch new scholarship and K-12 teaching materials to educate the nation throughout the school year. Woodson began this campaign for scholarship connected to K-12 education and community education. He sought to replace a history that had depicted slavery as benign, the Civil War as regretful, black citizenship under Reconstruction as an affront to American morals and decency, and the Klu Klux Klan as the heroic cavalry that would save the nation from its tragically dangerous mistake of black freedom.

Not until 1947 would historians finally write the entire history of black Americans in the seminal work, *From Slavery to Freedom*. Celebrating its sixtieth anniversary in 2007 and in its ninth edition, this work shifted thinking in colleges and universities about the role black people played in the nation. It was followed in the 1950s and 1960s with works affirming the horrors of slavery; works in the 1970s that identified new ways of hearing the voices of African Americans in the midst of their oppression; scholarship in the 1980s analyzing the variety of African-American experiences by gender, region, and class; and new research in the 1990s making African-American history not only part of the nation's history, but also a part of world history and the African Diaspora.

In New Jersey, Illinois, and elsewhere in the United States, we know that students and their communities regard African-American history as a foreign and alien topic – a threat or topic only black students need to study. The Amistad legislation and its implementation state, "AFRICAN-AMERICAN HISTORY IS AMERICAN HISTORY." Perhaps the nation has denied this truth because it requires us to embrace the great national shame of slavery. It is terrifying, if not unthinkable, for most Americans to confess that slavery defines our national identity as much as freedom. In fact, slavery and freedom are fraternal twins who were born together, developed, and matured together. American slavery contradicts notions about our national identity. How can we talk about slavery, segregation, lynching, and discrimination when we

are a nation that embraces liberty and equality? Historian Eric Foner of Columbia University suggests that to understand freedom, we have to analyze who has access, who is denied access, and how America’s definitions of freedom continually change. It is impossible for students to understand America, its heritage, and the legacy we all have inherited, without understanding all of its truths.

What is the role of the Amistad Commission in helping all of us, but especially our children, know their identity, legacy, and inheritance as Americans? Our job is to be a resource and support for New Jersey classroom teachers who provide our children with an exemplary educational experience that not only imparts knowledge, but also teaches them to think critically and never to stop asking “Why?” This teaches them to be good citizens who care for family, community, nation, and connections to all humanity of whatever gender, nationality, religion, or ethnicity. This teaches them to be unafraid to search for their own truths.

The units of study, as shown below, were developed by *Dr. Colin Palmer* of the Amistad Commission. The units of study are integrated into the Hoboken School District’s Social Studies Curriculum, and are enhanced through speaking, reading and writing learning experiences delivered via English Language Arts. In addition, notable places, people, events and contributions woven into this curriculum are also highlighted during Black History Month celebrations and meaningful rigorous academic activities.

#### **Curriculum Compliance Statement**

This Amistad Curriculum is written in accordance with *N.J.A.C. 6A:8-3.1 and 3.2* and aligns to the *2024 New Jersey Student Learning Standards – Social Studies (NJSLS 6.1, 6.2)*. The curriculum also satisfies statutory mandates including:

- The **Amistad Act (N.J.S.A. 18A:35-4.43)**
- The **Holocaust and Genocide Education Mandate (N.J.S.A. 18A:35-28)**
- The **Diversity, Equity & Inclusion Mandate (P.L. 2021, c.32)**
- The **Asian American and Pacific Islander Contributions Act (P.L. 2021, c.416)**
- The **Civics and Media Literacy Law (P.L. 2021, c.368)**
- **Career Readiness, Life Literacies and Key Skills (NJSLS 9.2)**
- **Digital Citizenship (NJSLS 9.4)**

The Amistad Curriculum fulfills the state requirement that African American history be *infused* across all Social Studies instruction, representing all grade levels and learners in Hoboken Public Schools.

AREA	EXAMPLE ACTIVITY	NJSLS CONNECTION
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ENGLISH LANGUAGE ARTS	COMPARATIVE ANALYSIS OF PRIMARY SOURCES USING EVIDENCE-BASED WRITING	RH.6-8.1; WHST.6-8.2
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VISUAL & PERFORMING ARTS	ARTISTIC INTERPRETATION OF AFRICAN MASKS AND ORAL TRADITIONS	1.5.8.Cr2A
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SCIENCE/ TECHNOLOGY	GIS MAPPING OF MIGRATION PATTERNS	5.1.8.D.1
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MATHEMATICS	USE OF DATA VISUALIZATIONS AND PROPORTIONAL REASONING IN DEMOGRAPHIC ANALYSIS	7.SP.A.1
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## UNIT ONE

### Social Studies Skills



This is a skill-based unit whereby teachers will introduce the students to the historian's craft, interpretation, and narration. This will establish the concept of point-of-view through skill-based learning. This unit will reinforce the skills of interpreting and reading maps, census data, graphs, charts, timelines, primary sources, and secondary sources. These skills apply to all genres of history: social, political, economic, environmental, and cultural. They also apply to intellectual, scientific and technological history. It is important for students to understand an author, individual or institution with a point-of-view is subject to scrutiny when historical materials such as maps, census data, graphs, charts, timelines, primary sources, and secondary sources are created. Therefore, students should question the sources and pose their own questions or analyses.

Maps were created using various projections from the point-of-view of the cartographer. The teacher must lead the students to ask who created the map, the time period in which the map was created, and the nomenclature used. Did the inhabitants of a region create the names given to places, or did the map creators assign the place names? What are the boundaries indicated on the map, and whose purpose do they serve? Do the inhabitants of the region recognize these boundaries, or are they artificial ones that disregard the culture, politics, and economics of the area? Who is represented on the maps, and who

and or what is omitted? Is this important; and if so, why? What does the size of each landmass represent if anything; if so, what does it represent? Are the omissions and inclusions intentional, or are they limited by the technology of the time? By interpreting maps from the point-of-view of the cartographer and the mapped region's inhabitants, what can students understand?

Charts and timelines are useful primary sources for interpreting historical information. What do charts really indicate about the social, political and economic realities of the times and the peoples involved? The students' understanding of timelines helps to create their ability to apply causation to major events in history. It is important for them to understand the adage, "Nothing happens in a vacuum."

Teachers should reinforce that a **primary source is an original, firsthand account containing original data of an event or time period, and it usually was written or created during or close to a particular event or during a specific time period.** Primary sources include creative writing such as diaries, letters, memoirs, journals, speeches, manuscripts, and interviews. They may also include newspaper or magazine articles if the articles were written soon after the event. Photographs, video recordings or works of art may also be primary sources. In comparison, **secondary sources are created after the event to chronicle an analysis of the event or time period.** Primary and secondary sources are tools historians use to interpret the events of the past. As is true with all documents, the author, individual, or institution creates the document with his or her own point-of-view. It is important for students to consider what conflicting versions of the same event tell them about historical writings and interpretation. What is the importance of the evidence included, and what is the importance of those details omitted?

There are many key questions to ask when interrogating primary or secondary sources:

- Was the author present at the event or soon thereafter?
- How does the author know these details (names, dates, and times)?
- What are the sources of this information? Are they from personal experience, eyewitness accounts, or reports others have written?
- Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (*e.g.*, diary entries, along with third-party eyewitness accounts, contemporary observations, newspaper accounts, etc)?
- How do institutions such as government agencies, social organizations, clubs, religious institutions and corporations create evidence?

By introducing them to the skills, concepts, and language of the historian, Unit 1 will prepare students for the questions that are generated and explored in this curriculum.

All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.

Essential Learning Outcome	By the End of Grade	Standard	Strand	Lesson Plan
Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.	4	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	4	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.	4	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Determine how local and state communities have changed over time, and explain the reasons for changes.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
* Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	12	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
<i>Students will apply digital citizenship standards (9.4.12.DC.6, 9.4.8.DC.1) when analyzing and sharing digital maps, ensuring proper attribution and critical evaluation of sources.</i>				

## **DIALOGUES**

- Globalization NJCCCS 6.2.12.D.5.c

## **GUIDED READINGS**

### **Primary**

- Interpreting Census Data

### **Secondary**

- Timelines NJSLS 6.1.4.D.11
- Analyzing Guided Readings
- Analyzing Guided Readings Answer Key

## **LESSON PLANS**

### **Elementary**

- Cardinal Directions NJSLS 6.1.4.B.4

### **Middle School**

- Geography Stations NJSLS 6.1.4.B.4

### **High School**

- Historical Walking Tour

## **LITERATURE CONNECTIONS**

### **NJSLS 6.1.4.B.4; NJSLS 6.1.4.B.10**

- The Need for Geography NJSLS 6.1.4.B.4
- The Middle Passage NJSLS 6.1.4.D.9

## **POWERPOINT PRESENTATIONS**

### **NJSLS 6.1.4.B.4; NJSLS 6.1.4.B.10**

- The Historian's Craft: Sources and Artifacts NJSLS 6.1.4.B.3
- World Geography: Land Areas NJSLS 6.1.4.B.4

## **GALLERY**

### **Ecosystems NJSLS 6.1.4.B.4**

- ✓ Arctic
- ✓ Desert
- ✓ Tundra
- ✓ Wetlands

### **Landforms NJSLS 6.1.4.B.4**

- ✓ Fjord
- ✓ Glacier
- ✓ Hills
- ✓ Island
- ✓ Isthmus
- ✓ Mountain



- ✓ Peninsula
- ✓ Plateau
- ✓ Prairie
- ✓ River
- ✓ River Delta
- ✓ Valley

#### MAPS NJSL 6.1.4.B.10

- ✓ Africa 1890
- ✓ Blank Map of Africa
- ✓ Blank World Map
- ✓ Longitude and Latitude Map of the World
- ✓ The Continental United States
- ✓ Triangle Trade
- ✓ United States Borders Map
- ✓ Africa 1590

#### Assessment & Evaluation for this Unit

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments:* district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments:* visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

#### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

#### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

### UNIT TWO: Indigenous Civilizations of the Americas 1000 – 1600



The fundamental point that must be stressed in this unit is that the **Americas were populated long before the arrival of European colonists in the 1490s.** Students often believe the history of the

Americas began with the European presence, and this misinformation must be dispelled forthrightly.

The teacher should begin the unit with an up-to-date map of the Americas that shows the location of the indigenous peoples prior to the arrival of Christopher Columbus in 1492. These empires and nations should be identified, and their estimated population should be discussed. If convenient, a documentary film on these peoples and their cultures should be shown.

The unit should emphasize the origins of these peoples, their arrival in the Americas over time, and their patterns of settlement. The early peoples, such as the Olmecs and the Toltecs, should be studied; and students should understand how these people's civilizations, nations, and empires evolved. The Maya, Inca, and Aztec peoples should be discussed in considerable depth as well as the Cherokee, Iroquois, Creeks, Choctaws, and Lenape. Students should develop an understanding of the governmental systems these peoples used, their social organization, their religions, their daily lives, and their patterns of settlement. The native cultures should be examined on their own terms and not through the lens of Europeans. It is of the utmost importance that students develop an appreciation of these cultures before students are introduced to the indigenous peoples' interactions with Europeans, and later, Africans.

**All lessons that align to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSLs)  
Unit Two**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

exploration of new water and land routes.				
Evaluate the impact of science, religion, and technology innovations on European exploration.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Explain how interactions among African, European, and Native American groups began a cultural transformation.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of the interactions and conflicts between native groups and North American settlers.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>

## DIALOGUES

- Cahokia Mounds of the Mississippi NJSLS 6.1.8.B.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.a

## GUIDED READINGS:

### Primary

- Fall of the Aztec Empire NJSLS 6.1.4.D.1
- Fall of the Inca Civilization NJSLS 6.1.4.D.1
- Squanto NJSLS 6.1.4.D.1

### Secondary

- Fall of Incan Civilization NJSLS 6.2.12.D.1.a; 6.2.12.A.1.a; 6.2.12.B.1.a; 6.1.8.A.1.a
- King Philip's War 6.1.4.D.1.b; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- The Pueblo Revolt of 1680 NJSLS 6.1.8.D.1.b; 6.1.8.A.1.a
- Smallpox NJSLS 6.1.8.D.1.b
- Chief Joseph NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b

## **LESSON PLANS:**

### **Elementary**

- A New World Construct NJSLS 6.1.4.D.14

### **Middle School**

- A New World Construct NJSLS 6.1.8.D.1.b

### **Notable People**

- King Philip NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Pocahontas NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Powhatan NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Samoset NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Squanto NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b

### **High School**

- A New World Construct NJSLS 6.1.12.D.3.b

## **LITERATURE CONNECTIONS**

- How the Chipmunk Got Its Stripes NJSLS 6.1.P.D.4

## **POWERPOINT PRESENTATIONS**

- The Indians of New Jersey: 12,000 Years of History NJSLS 6.1.8.A.1.a; 6.1.8.D.1.b

## **ESSENTIALS**

- American Indians by Region NJSLS 6.1.8.A.1.a; 6.1.8.B.4.b

## **GRIOT**

- Waterloo Village NJSLS 6.1.4.D.10

## **GALLERIES**

### **Places & Events**

- Baptism of Pocahontas NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Death of King Philip NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- Dugout Canoe NJSLS 6.1.4.D.10
- Indian Village NJSLS 6.1.4.D.10
- Longhouse NJSLS 6.1.4.D.10
- The Destruction of Sudbury NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b
- The First Thanksgiving NJSLS 6.1.4.D.1; 6.1.4.D.10; 6.1.8.A.1.a; 6.1.8.D.1.a; 6.1.8.D.1.b

## **PRIMARY SOURCES**

### **Diaries & Journals**

- Dutch Account of the Iroquois NJSLS 6.2.12.C.1.c; 6.1.8.D.1.b; 6.1.8.A.1.a
- Of the Capture of the Villages of the Mission of St. Ignace, in the Month of March of the Year NJSLS 6.2.12.D.1.f; 6.1.8.D.1.b
- Two Accounts of the First Thanksgiving NJSLS 6.2.12.D.1.f; 6.1.8.D.1.b; 6.1.8.A.1.a

### Landmark Documents

- Proclamation of King Ferdinand NJSLS 6.2.12.D.1.a; 6.2.12.A.1.a; 6.2.12.B.1.a; 6.1.8.D.1.b

### Speeches & Correspondence

- A Brief Account of the Destruction of the Indies NJSLS 6.2.12.D.1.f; 6.1.8.D.1.b; 6.1.8.C.1.b
- Benjamin Franklin's Letter to James Parker NJSLS 6.1.8.A.1.a
- Chief Powhatan to Captain John Smith NJSLS 6.2.12.D.1.f; 6.1.8.D.1.b; 6.1.8.A.1.a
- John Smith's Letter to Queen Anne Regarding Pocahontas NJSLS 6.2.12.D.1.f; 6.1.8.D.1.b; 6.1.8.A.1.a

### Assessment & Evaluation for this Unit

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT THREE: Ancient Africa

3000 B.C. - 1492



The continent of Africa has provided the setting for the beginning of the human race. All humans on Earth can trace their origins back 7 million years to Africa. Most archaeologists think that modern man or *Homo sapiens* (wise man) first emerged in Africa around 200,000 years ago and migrated to settle the planet over the subsequent millennia. Their direct ancestor was *Homo habilis* ("handy man"); he can be dated back to about 2.5 million years ago. Some scientists also look to *Homo ergaster* ("work man"), as the direct ancestor of modern man. He can be traced back in Africa to 1.9 million years

ago. Humans' ancestors in Africa first harnessed the use of fire around 1.5 million years ago. *Homo sapiens* in Africa developed the world's oldest human civilization. They first used tools there and created

astronomy, jewelry, fishing, mathematics, crops, art, use of pigments, cutting and other pointed instruments, and animal domestication. In short, Africa gave the world human civilization.

Looking at the broadest definition of civilization, as any complex state society characterized by urban development, social stratification, symbolic communication forms, such as writing and a separation from and a domination over the natural elements, Africans formed the earliest civilizations. Geography had a tremendous influence on the development of civilizations and great civilizations in Africa, as it had in all other regions of the world. The large Sahara Desert separates the fertile and historically prosperous Mediterranean coast, from the savanna lands, jungles, and smaller deserts below the Sahara.

Despite measuring as the second largest continent on the Earth, Africa has a very small, smooth coastline with no natural harbors. It has the shortest coastline of all the continents. Lack of natural harbors inhibits international and intra-continental trade. Furthermore, Africa also has a shallow, sandy coastline that does not allow oceangoing ships easy access. Africa does not have navigable rivers. It also has large, shallow deltas at the mouths of the rivers that do not allow ships to move inland. In addition, within twenty miles from much of the coast a large escarpment rises, blocking access to the high plateau covering the continent and making intracontinental commerce very difficult. Africa has no real mountain ranges that would give the rivers steady flows of water from melting snow and ice. Rivers are usually at their largest and run extremely rapidly during the wet seasons. Conversely, they are nearly nonexistent during the dry seasons. The dearth of steady-flowing deep rivers denies many sub-Saharan Africans access to intracontinental and international trade. This explains the absence of large port cities in Africa's past. The only commodities that held any value when transported from interior Africa to the few available ports are gold, ivory, mahogany in the east, and human chattel. Many sub-Saharan Africans were left isolated from neighboring tribes and settlements, with very few opportunities for commerce or social interaction. The people of Africa speak more unique, different languages than any people on all other continents combined. Isolation denied many Africans the blessings of large-scale commerce, along with outside social, technical, and intellectual interaction. Isolation also left many Africans in weak positions, susceptible to raids from larger tribes. The isolated Africans did not own valuable commodities that could hold worth over hard transportation; thus, human trafficking became a large market in Africa throughout history, as it had with the Slavs in the Balkans the Caucasus, and the Steppe where geography also created many isolated peoples.

The Mediterranean coast of Africa developed much differently than sub-Saharan Africa. The people of both regions had little interaction with one another, except in southern Egypt along the Nile River. The Nile River is one of the few rivers in Africa that has a slow, steady river flow that can enable commerce and interaction. Though the Nile is steady and reliable, it is not a deep river. The river is so shallow that Roman ships would run aground if they ventured too far inland. The slow, steady flow of the Nile however, allowed the people who lived around the Nile to form one of the first great civilizations in history—the Kingdoms of Egypt. Egypt thrived as one of the most powerful civilizations on earth for thousands of years. The people of Egypt relied on the regular flooding of the Nile to irrigate their crops. The surplus produce could be transported north and south on the Nile and to city ports along the Mediterranean coast. Egypt prospered for centuries, with native rulers or foreign rulers such as the Hyksos, Hittites, Nubians, Assyrians, Babylonian, Persians, and the last Greek Ptolemaic pharaohs. Even after the last Greek Pharaoh, Queen Cleopatra had died and the Romans took over, Egypt prospered within the Roman Empire. Alexandria became the second city of the Empire and later Alexandria became the seat of a patriarch of the Catholic Church, second only to Rome.

Besides the Greek city of Alexandria, native Egyptian cities such as Memphis and Thebes continued to flourish. Other major cities also grew along the northern African coast. The Greeks had settled many affluent trading cities such as Cyrene in Libya. The native populations of northern Africa inter-mingled

with many of the colonizers. Numidia kings rose and often supplied superior cavalry to Greek, Roman and Carthaginian armies. The Phoenicians of present-day Lebanon built the major city of Carthage that grew into a major western Mediterranean empire. Carthage challenged Rome for supremacy of the Mediterranean in three Punic (Phoenician) wars that were all won by the Italian power. Nevertheless, the Carthaginian general Hannibal had defeated Roman armies throughout Italy, as he occupied portions of the peninsula for eighteen years. Hannibal finally lost to the Roman general Scipio Africanus in 202 B.C., as he tried to defend Carthage during the Second Punic War.

Centuries later, the Romans still ruled over northern Africa. St. Augustine served as Bishop of Hippo near the city of Carthage. The Catholic Church considers Augustine a doctor in the Church and the father of western Christian theology. As Augustine lay dying in 430 A.D., the Germanic tribe called the Vandals, under Genseric conquered Hippo, then Carthage, and eventually sacked Rome itself. The Vandals ruled northwestern Africa for the next one hundred years until the Romans, under Justinian in Constantinople, re-assembled the Roman Empire during the 6th century. The Arab Moslems swept into northern Africa during the seventh century and the Arab caliphate was eventually supplanted by the Ottoman Turkish Moslem caliphate, during the 16th century. European powers took much of North Africa from the Turks during the 19th and 20th centuries. The European powers of France, Italy, and Britain set up colonies and ruled there until the colonies were granted or won independence in the decades after World War II.

As mentioned, sub-Saharan Africa did not have many great cities because of the continent's geography, especially due to the lack of navigable rivers, which made large-scale commerce and social interaction difficult. A few great cities did emerge because of the ability of caravans of camels to cross the desert to reach various Moslem trading centers in North Africa. They would trade for the gold found in West African mines, which were mined through slave labor. Over time the kingdoms would weaken and fall, as adversaries cut off of their trading routes. Gold held value over distances and the kings of Ghana became very rich through the trade of gold, along with salt. Ghana lasted about 400 years until its trading routes were cut and people rebelled against the weakened leadership. After Ghana fell, the kingdom of Mali rose and became prosperous through the gold and salt trade. Mali was even able to grow cotton and trade the cloth with nearby peoples. Mali was followed by the Kingdom of Songhai, which took control of the gold and salt mines. Songhai was finally defeated by Berbers and Arabs from the North in Morocco, who used gunpowder to destroy the sub-Saharan kingdom.

Other trading centers did appear throughout Africa from time to time. Great Zimbabwe in southeast Africa traded gold with China and the east Africa trading center at Kilwa Kisiwani. Kilwa Kisiwani, an island off of Tanzania, formed as a mixed African Bantu-Arab culture and spoke a language that is today known as Swahili. Other African cities prospered in Ethiopia that traded with the Moslems of Egypt and Arabia. Ethiopia had an ancient civilization that stretched back to the time of the pharaohs.

Africa has a rich heritage that can be traced back to the beginning of man. There are two Africas. One located in the north that was fully engaged with the Mediterranean world and one in the south that in most cases, remained isolated from the outside world because of the continent's geography. With modern transportation, much of Africa's rich resources are now available to the world, and the world is now more available to even the most remote regions of Africans.

All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSL)**

**Unit Three**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
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Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices, and adopting new beliefs and practices.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Explain how interactions among African, European, and Native American groups began a cultural transformation.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>



*Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	8	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	8	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.	8	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.	8	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.	12	6.2 World History/Global Studies	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

*Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
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### DIALOGUES

- Griot NJSLS 6.1.4.D.15
- Imhotep NJSLS 6.2.8.D.2.d
- Silent Trade NJSLS 6.2.8.B.4.b
- The Fall of Hippo NJSLS 6.2.8.D.3.b

### LESSON PLANS

#### Elementary

- Life in Africa NJSLS 6.1.P.D.1

### GUIDED READINGS

#### Primary

- Mansa Musa and the Great Hajj NJSLS 6.2.8.B.4.b
- Nubia NJSLS 6.2.8.B.4.b; NJSLS 6.2.8.B.2.b
- Timbuktu: Center of Knowledge NJSLS 6.2.8.B.4.b
- Great Zimbabwe NJSLS 6.2.8.B.4
- Kilwa Kisiwani NJSLS 6.2.8.B.4.b
- Imhotep NJSLS 6.2.8.B.2.b; NJSLS 6.2.8.D.2.d

#### Secondary

- Great Zimbabwe NJSLS 6.2.8.D.4.g; NJSLS 6.2.8.B.4.f
- Mansa Musa and the Great Hajj NJSLS 6.2.8.B.4.b
- The Aksumite Empire NJSLS 6.2.8.D.4.g; NJSLS 6.2.8.B.4.f
- The Swahili NJSLS 6.2.8.D.4.g; NJSLS 6.2.8.B.4.f
- Timbuktu: Center of Knowledge NJSLS 6.2.8.B.4.b
- Athanasius NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.
- Augustine NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.b; NJSLS 6.2.8.D.3.c
- Tariq Ibn Ziyad NJSLS 6.2.8.D.4.g

#### GRIOT

- Ancient Africa Video NJSLS 6.1.8.A.1.a; NJSLS 6.1.8.D.1.b

### GALLERY

#### Notable People

- Athanasius of Alexandria NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.c
- Augustine NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.c
- Genseric NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.c

- Hannibal NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.c
- Queen Ahmose Nefertari NJSLS 6.2.8.B.1.a; NJSLS 6.2.8.B.2.b
- Queen Nzinga NJSLS 6.2.8.B.4.b; NJSLS 6.2.12.D.1.b
- Shaka Zulu NJSLS 6.1.8.A.1.a
- Swahili Women NJSLS 6.1.8.A.1.a
- Tariq Ibn Ziyad NJSLS 6.2.8.D.4.g

### **Places and Events**

- Caliphate NJSLS 6.2.8.D.4.g
- Great Zimbabwe NJSLS 6.2.8.B.4.b
- Horn of Africa NJSLS 6.2.8.B.4.c
- Kilwa Kisiwani NJSLS 6.2.8.B.4.b
- Nile Valley NJSLS 6.2.8.B.1.a; NJSLS 6.2.8.B.2.b
- Vandals Sack of Rome NJSLS 6.2.8.D.3.d; NJSLS 6.2.8.D.3.c

### **PRIMARY SOURCES**

#### **Diaries and Journals**

- Description of Ghana NJSLS 6.2.8.B.4.b
- Description of Mali NJSLS 6.2.8.B.4.b
- Description of Mansa Musa NJSLS 6.2.8.B.4.b
- Description of Timbuktu NJSLS 6.2.8.B.4.b

#### **Landmark Documents**

- Histories NJSLS 6.2.8.D.3.c
- The Christian Topography NJSLS 6.2.8.D.3.c; NJSLS 6.2.8.D.3.d
- The Martyrdom of Man NJSLS 6.2.12.A.3.e
- The Periplus of the Erythraean Sea NJSLS 6.2.8.D.3.c

### **Assessment & Evaluation for this Unit**

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments:* district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments:* visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### **Pacing Recommendation:**

This unit is designed for **2–3 instructional weeks** within the marking period.

### **Accommodations & Modifications:**

- Provide *leveled primary sources* for ELL and IEP students.

- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

#### **UNIT FOUR: The Emerging Atlantic World (Native Americans, Africans, Europeans)** **1200 – 1700**



Many people contributed to the construction and evolution of the United States. Their cultural backgrounds were notably diverse; their interactions would produce a distinctively American culture. This unit should begin with a review of the indigenous cultures, followed by an introduction to the European peoples who came as colonizers: the English, the Spaniards, the Portuguese, the Dutch and the French. Although Europeans had many similarities, there were marked differences among them. They were not culturally homogeneous; and differences in languages, forms of government, religious practices, etc., should be examined.

Students should develop an understanding of the reasons for the European exploration and colonization of the Americas. They should debate the social, political, cultural, and religious reasons for European exploration and colonization. Was the first interaction between Europeans and indigenous peoples an "encounter," "a contact," a "conquest," or something else? What were the military, political, demographic and other consequences for indigenous peoples of these interactions?

This unit must also examine the various colonial systems Europeans introduced. A comparative approach might prove to be a useful, pedagogical strategy. The teacher should discuss the various exploitative labor systems European colonists implemented: the *encomienda*, indentured, repartimiento, debt peonage and slavery. The indigenous peoples, as well as Africans, were enslaved and Europeans constituted an indentured labor force. The nature of the resistance to colonial exploitation must be discussed.

The unit should address the reasons for the introduction of African slavery. It should be stressed that the need for an exploited labor force in the wake of the decline of the indigenous population did not automatically mean the use of Africans as substitutes. Why were Africans selected to meet this labor shortage?

Students should be introduced to Africa and its diverse peoples. The teacher should begin this part of the unit by focusing on two themes that comprise the intellectual context. The first is the African origins of *Homo sapiens* and its dispersal across the globe. The second involves the reasons for the development of the international trade in Africans. Why did Europeans enslave Africans? Teachers should explain that the enslavement of Africans in the Americas was a continuation of a European practice, although Africans constituted only one of several categories of persons enslaved in Spain, Portugal, and elsewhere. The enslavement of Africans also was based on religious and cultural factors. The Church sanctioned the enslavement of non-Christians, and at a time when "race" was not a part of the discourse, immutable cultural differences were invoked to legitimize the enslavement of the "Other."

These themes should set the stage for a detailed analysis of the peoples and cultures of Africa before the beginning of the Atlantic trade. Students should be introduced to the evolution of African societies, their civilizations, political institutions, religious beliefs, and practices, languages and cultural life. The culturally variegated nature of the continent must be stressed, and the exotic (as seen through Western eyes) should be deemphasized. It is important that these societies be studied on their own terms; and their sciences, art, music, and other aspects of their diverse cultures should be used to help the students to appreciate the heritage of their subjects. An understanding of the cultures of these peoples also will allow the students to realize enslaved Africans hailed from a variety of backgrounds, and their numerous cultural streams contributed much to the formation of the United States.

The ethnic origins of the Africans brought to the Americas should be addressed. A map that shows the ethnic groups and areas of West and West Central Africa from which the majority of them came should be carefully studied. Attention should be paid to the trade patterns over time, *i.e.* – the number of people who were taken from specific geographic areas at different periods.

The organization and structure of human commerce merits considerable attention. The *modus operandi* of the acquisition of the human cargoes must be explored, particularly the wars that became the principal sources of supply. Students must know that the vast majority of the victims of the commerce came from a society other than that of the trader, and they were victims of warfare. The various European trading nations should also be studied, the reasons for their involvement in the trade, and their roles in it. The American participation, principally in the 18th and 19th centuries, deserves extended analysis. Students should study the roles several American ports, such as Newport, Rhode Island, played in the human traffic. Students should become aware of the consumer items exchanged for the enslaved; the emergence of the entrepreneurs, whose fortunes depended on the trade; and the ways in which the profits were invested. The impact of commerce on the African societies must be discussed, as well as its economic consequences for the European nations.

The Atlantic passage is of critical importance for any study of human commerce. A map should be used to illustrate the various trade routes between Africa, the Americas, and Europe. The conditions aboard the ships, mortality rates, rebellions, and so on should receive much attention. The Abolitionist Movement and its moral and philosophical underpinnings cannot be ignored.

The unit should engage the students in a discussion of the morality of slavery as well as its social and economic consequences for African, American, and European societies. If taught well, it should illuminate the forced migration experiences of the African peoples and the texture of their cultural backgrounds. Students should understand the enslavement of the African peoples in Europe and the Americas constituted only a part of their larger history, and Africans have played critically important roles in the making of American society as we know it today. Students should also develop an appreciation of the experiences of the indigenous peoples and the fabric of colonialism as it evolved in English America.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
*Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Evaluate the impact of science, religion, and technology innovations on European exploration.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Explain how interactions among African, European, and Native American groups began a cultural transformation.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
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.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Compare the practice of slavery and indentured servitude in Colonial labor systems.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Analyze the impact of triangular trade on multiple nations and groups.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

interaction or isolation with other societies.				
*Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	8	6.2 World History/Global Studies	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.	12	6.2 World History/Global Studies	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>

## DIALOGUES

- The Middle Passage NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.C.2.c

## GUIDED READINGS

### Primary

- Queen Nzinga NJSLS 6.2.8.B.4.f; NJSLS 6.2.8.B.4.f
- Junipero Serra NJSLS 6.1.8.A.2.a

### Secondary

- Estevanico NJSLS 6.1.8.D.1.b
- Queen Nzinga NJSLS 6.2.8.B.4.f; NJSLS 6.2.8.B.4.f



## **LESSON PLANS**

### **Middle School**

- Sea Basketry NJSLS 6.1.8.D.1.c

### **High School**

- The Middle Passage NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.C.2.c

## **POWERPOINT PRESENTATIONS**

- Trans-Saharan Trade NJSLS 6.2.8.B.4.b
- West African Kingdoms NJSLS 6.2.8.B.4.b; NJSLS 6.2.8.B.4.c

## **GRIOT**

- Indentured Servitude NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.C.2.a

## **GALLERY**

### **People**

- Ayuba Diallo NJSLS 6.1.8.C.2.a; NJSLS 6.2.12.D.1.f; NJSLS 6.2.8.B.4.f; NJSLS 6.2.8.B.4.f
- Christopher Columbus NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- Ferdinand Magellan NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- Hernan Cortes NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- Juan Ponce De Leon NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- King Ferdinand and Queen Isabella NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- King Louis XIV NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c

### **Places and Event**

- Columbus Claims the New World NJSLS 6.1.8.C.1.a; NJSLS 6.1.8.C.1.b; NJSLS 6.1.8.D.1.b; NJSLS 6.1.8.D.1.c
- Slave Auction NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Slave Cargo Ship NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Slave Children NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Slave Fortress NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Slave March NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Slave Rebellion NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- The Slave Trade NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a
- Tightly Packed NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.a

## **GRIOT**

- Indentured Servitude NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.C.2.a

## **PRIMARY SOURCES**

### **Diaries and Journals**

- A Description of the Coasts of North and South Guinea NJSLS 6.2.8.B.4.c

### **Landmark Documents**

- Dum Diversas NJSLS 6.2.12.D.1.f; NJSLS 6.2.12.D.1.e; NJSLS 6.2.12.D.1.c
- Inter Caetera NJSLS 6.2.12.D.1.f

- Le Code Noir (The Black Code) NJSLS 6.2.12.D.1.d; NJSLS 6.2.12.D.1.e
- Proclamation of King Ferdinand NJSLS 6.2.12.D.1.f; NJSLS 6.2.12.D.1.c; NJSLS 6.2.12.D.1.e
- Romanus Pontifex NJSLS 6.2.12.D.1.f
- Sicut Dudum NJSLS 6.2.12.D.1.f; NJSLS 6.2.12.D.1.c; NJSLS 6.2.12.D.1.e
- Sublimis Deus NJSLS 6.2.12.D.1.f; NJSLS 6.2.12.D.1.c; NJSLS 6.2.12.D.1.e
- Treaty between Spain and Portugal concluded at Tordesillas NJSLS 6.2.12.D.1.f; NJSLS 6.2.12.D.1.c; NJSLS 6.2.12.D.1.e

### Assessment & Evaluation for this Unit

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments:* district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments:* visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

### ASSESSMENT FRAMEWORK & BENCHMARK TABLE:

ASSESSMENT TYPE	DESCRIPTION	FREQUENCY	EXAMPLE PRODUCT
FORMATIVE	DAILY CHECKS, GUIDED READING	WEEKLY	EXIT TICKET ANALYSIS
BENCHMARK	PERFORMANCE-BASED TASKS	MID-YEAR & END-OF-YEAR	AMISTAD DBQ
SUMMATIVE	CUMULATIVE ESSAY OR PROJECT	QUARTERLY	PRESENTATION: "AFRICA AS THE CRADLE OF CIVILIZATION"
ALTERNATIVE	MULTIMEDIA, ORAL DEFENSE	AS NEEDED	DIGITAL MUSEUM EXHIBIT

## **UNIT FIVE: Establishment of a New Nation & Independence to Republic 1600 – 1800**



This unit is primarily concerned with English colonization of North America, although it is important to frame the study in the context of the Americas as a whole. From a theoretical perspective, the teacher should help the students to understand the differences between colonialism and imperialism. The North American colonies should be classified as colonies of exploitation and settlement, whereas those in the Caribbean were colonies of exploitation (overseers and absentee landlords). Students should understand the violence of the colonial experience as many indigenous peoples were killed and others divested of their land and forced to serve the colonizers.

The political and bureaucratic structures of the English colonies deserve extended discussion. To what extent did representative governments exist? Who exercised the franchise and with what justification? What rights did women possess?

The evolution and structure of the economic system must be analyzed. There were significant variations in the nature of the colonial economies, and students should become familiar with the nature of these variations. Why did the plantation system dominate the economy of the Southern colonies? What explains the nascent industrialization in the North? What were the social and economic ramifications of these variations? How did American Indians structure their economies?

Beginning in the early 17th century, English colonists enslaved African peoples. Slavery eventually became the economic engine of the majority of colonies. Slaves' increasingly important roles in the colonies must be addressed. Students should appreciate that free, wage labor co-existed with coercive forms of labor such as slavery and indentured servitude. They should understand the differences between indentured servitude in all thirteen colonies and slavery.

The careful teacher must emphasize the changes in the nature and structure of the colonial experiences. The students should grapple with various ideological currents such as the Scientific Revolution and the Enlightenment and how they affected the intellectual consciousness of people familiar with these new ways of thinking. It is important that students understand the roots of American nationalism that appeared in the 18th century. What stimulated the emergence of this nationalism, and what were its ideological ingredients? Who were the principal proponents and exponents of these ideas, and what influence did these ideas have on colonial society?

Students should not view the War of Independence in narrowly political terms; its complex roots must be discussed. How did the ideologues of the war reconcile the struggle for political autonomy with the existence of African-American slavery? Students should discuss the principles of the Declaration of Independence and examine whether those principles constituted a reality in the emerging nation. The course of the war should be studied as well as the changing fortunes of the antagonists. What roles did African Americans, enslaved and free; women, and American Indians play?

The unit should end with an assessment of the state of the colonies as they confronted the reality of political independence. What challenges was the new nation likely to confront? What forces did the struggle with England unleash? What was the effect of the war on the consciousness of the various peoples who would comprise the new nation? How did the war and its ideological underpinnings affect slavery and the traffic in slaves? The value of the unit will be enhanced if the teacher engages students in an assessment of the colonial experience through the eyes of the various people who contributed to it.

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Determine the roles of religious freedom and participatory government in various North American colonies.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
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.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Compare the practice of slavery and indentured servitude in Colonial labor systems. (Newly Added)	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Analyze the impact of triangular trade on multiple nations and groups.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</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.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspective	<a href="#">Lesson Plan</a>
*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.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze how gender, property ownership, religion, and legal status affected political rights.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

*Determine the extent to which Natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Assess the impact of the interactions and conflicts between Native Americans and North American settlers.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

### DIALOGUES

- James Armistead Lafayette NJSLS 6.1.8.D.3.e
- The 1st Rhode Island Regiment NJSLS 6.1.8.D.3.e
- The Trial of Anne Hutchinson NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.A.2.c; NJSSCCC 6.1.8.A.2.a; NJSLS 6.1.12.A.1.b

### GUIDED READINGS

#### Primary

- Benjamin Franklin NJSLS 6.1.8.D.3.d
- Colonel Tye NJSLS 6.1.8.D.3.e
- Jupiter Hammon NJSLS 6.1.8.D.3.e
- Peter Salem NJSLS 6.1.8.D.3.e; NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.D.3.d
- The Daughters of Liberty NJSLS 6.1.8.D.3.e
- Tituba NJSLS 6.1.8.D.3.e
- William Penn NJSLS 6.1.8.B.2.a

#### Secondary

- Florida Maroon Societies NJSLS 6.1.8.C.2.a; NJSLS 6.1.12.D.1.a
- The Stono Rebellion NJSLS 6.1.8.A.2.c
- Anthony Johnson NJSLS 6.1.8.C.2.a
- Dorothy Creole NJSLS 6.1.8.A.2.c
- Nathaniel Bacon NJSLS 6.1.8.C.2.a

### LESSON PLANS

#### Middle School

- Free Black Communities NJSLS 6.1.8.D.3.e
- Roads to Revolution NJSLS 6.1.8.D.3.a
- The Road to Jamestown NJSLS 6.1.8.B.2.a; NJSLS 6.1.8.B.2.a

#### High School

- African Americans During Colonial Times NJSLS 6.1.8.D.3.e

- Patriot or Loyalist NJSLS 6.1.8.D.3.d

### **LITERATURE CONNECTIONS**

- An Address to Miss Phillis Wheatly NJSLS 6.1.8.D.3.e
- Bars Fight NJSLS 6.1.8.B.2.b 6.1.8.B.3.a
- The Kind Master and Dutiful Servant NJSLS 6.1.8.D.3.e

### **POWERPOINT PRESENTATIONS**

- Origins of Slavery NJSLS 6.1.8.D.3.e;
- Slavery During the Revolution NJSLS 6.1.8.D.3.e;

### **ESSENTIALS**

- Chronology
- Quotes
- The Thirteen British Colonies

### **GALLERY**

#### **Notable People**

- Abigail Adams NJSLS 6.1.8.D.3.d
- Anne Hutchinson NJSLS 6.1.8.D.2.b; NJSLS 6.1.8.A.2.c; NJSSCCC 6.1.8.A.2.a; NJSLS 6.1.12.A.1.b
- Benjamin Franklin NJSLS 6.1.8.D.3.d
- Black Soldier NJSLS 6.1.8.D.3.e; NJSLS 6.1.8.D.3.d
- Equiano NJSLS 6.1.8.C.2.c
- Joseph Brant NJSLS 6.1.8.B.2.b
- Junipero Serra NJSLS 6.1.8.B.2.a
- Lord Mansfield NJSLS 6.1.8.C.2.c
- Major John Pitcairn NJSLS 6.1.8.D.3.d
- Nathaniel Bacon NJSLS 6.1.12.D.1.a
- Phillis Wheatley NJSLS 6.1.8.D.3.e
- Pocahontas NJSLS 6.1.8.B.2.a; NJSLS 6.1.12.D.1.a
- Portrait of Dido Elizabeth Belle and Lady Elizabeth Murray NJSLS 6.1.8.C.2.c
- Powhatan NJSLS 6.1.8.B.2.a
- Thomas Jefferson NJSLS 6.1.8.D.3.d
- Thomas Paine NJSLS 6.1.8.D.3.d

#### **Places and Events**

- Boston Massacre NJSLS 6.1.8.D.3.a
- Fort Mose NJSLS 6.1.8.B.3.a
- Gullah Carolina NJSLS 6.1.8.D.3.e
- Jamestown Settlement NJSLS 6.1.8.B.2.a; NJSLS 6.1.8.B.2.a; NJSLS 6.1.12.D.1.a
- Triangular Trade NJSLS 6.1.8.C.2.c; NJSLS 6.1.8.D.3.e;
- Washington Crossing the Delaware NJSLS 6.1.8.D.3.d; NJSLS 6.1.8.D.3.c
- Whipping NJSLS 6.1.8.D.3.e
- William Penn's Treaty with the Indians NJSLS 6.1.8.A.2.b

### **GRIOT**

- Valley Forge NJSLS 6.1.8.D.3.c

## PRIMARY SOURCES

### Diaries and Journals

- Diary of Thomas Hutchinson NJSLS 6.1.8.B.2.a; NJSLS 6.1.12.A.1.a
- John Smith's Letter to Queen Anne Regarding Pocahontas NJSLS 6.1.8.B.2.a; NJSLS 6.1.12.D.1.a

### Landmark Documents

- Common Sense NJSLS 6.1.8.A.2.b
- Constitution of the United States of America NJSLS 6.1.8.A.2.b
- Declaration in the Name of the People NJSLS 6.1.8.A.2.b; NJSLS 6.1.8.A.2.c
- East and West Jersey NJSLS 6.1.8.A.2.b
- Eighteenth Century New Jersey Colonial Slave Codes NJSLS 6.1.8.D.3.e
- Fundamental Laws of West New Jersey NJSLS 6.1.8.A.2.b
- *Gregson v. Gilbert* NJSLS 6.1.12.A.1.a; NJSLS 6.1.8.C.2.c
- New Jersey Constitution NJSLS 6.1.8.A.2.b
- Proclamation of Lord Dunmore NJSLS 6.1.12.A.1.a; NJSLS 6.1.8.D.3.e
- Seventeenth Century New Jersey Colonial Slave Codes NJSLS 6.1.8.D.3.e
- *Somerset v. Stewart* NJSLS 6.1.8.C.2.c
- The Crisis NJSLS 6.1.8.C.3.a
- The Declaration of Independence NJSLS 6.1.8.A.2.b; NJSLS 6.1.8.A.3.a

### Speeches and Correspondence

- Lafayette's Letter to George Washington, February 1783 NJSLS 6.1.8.D.3.c
- George Washington's Reply to Lafayette, April 1783 NJSLS 6.1.8.D.3.c
- Lafayette's Letter to George Washington, February 1786 NJSLS 6.1.8.D.3.c
- George Washington's Reply to Lafayette, May 1786 NJSLS 6.1.8.D.3.c

### Assessment & Evaluation for this Unit

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.



- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT SIX: The Constitution and the Continental Congress 1775 - 1800



This unit is central to the students' understanding of the history and structure of their government and the rights and responsibilities of American citizens. It provides the teacher with a wonderful opportunity to engage students in discussions of the concept of "We the people," the principles that define the Constitution, and the meanings of democratic citizenship. The teacher might wish to begin the unit by discussing the thirteen independent governments that created an ineffective, decentralized government under the Articles of Confederation, and providing a history of its replacement by the Constitution.

The debates at the Constitutional Convention should be discussed as well as the ideological streams that shaped the Constitution that resulted from those debates. Emphasis should be placed on the systems of checks and balances it enshrined as well as the delineation of the powers of the legislative, executive, and judicial branches of the government. Students should acquire a thorough familiarity with the provisions of the Constitution and the ratification process. They also should discuss its provisions regarding the status of enslaved peoples. To what extent were people of African descent, women, American Indians, and the landless included in the concept of "We the people"?

The teacher should discuss how the adoption of various amendments has enlarged the Constitution. What factors explain the adoption of these amendments at various times in the nation's history? How did the Bill of Rights emerge, and what were its provisions? In light of contemporary debates, students might benefit from a discussion as to whether the Constitution is a "living document" subject to new interpretations and whether the "original intent" of its framers, to the degree to which they can be ascertained, should shape current judicial decisions.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

### New Jersey Core Content Curriculum Social Studies Standards. (NJSLs)

#### Unit Six

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
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.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

*Compare the practice of slavery and indentured servitude in Colonial labor systems.	8	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Analyze the impact of triangular trade on multiple nations and groups.	8	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</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.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.	8	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	8	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>

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.	8	6.1 U.S. History: American in the World	A: Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	8	6.1 U.S. History: American in the World	A: Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze how gender, property ownership, religion, and legal status affected political rights.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.	12	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Assess the impact of the interactions and conflicts between native groups and North American settlers.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.	12	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Relate events in Europe to the development of American trade and American foreign and domestic policies.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.	12	6.1 U.S. History: American in the World	A: Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

## DIALOGUES

- George Washington: The First President NJSLS 6.1.8.D.3.c; NJSLS 6.1.8.D.3.g
- George Washington's Famous Cook: A Slave Called Hercules NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a

## GUIDED READINGS

### Primary

- Eli Whitney and the Cotton Gin NJSLS 6.1.8.C.3.c
- Mr. Banneker Writes A Letter NJSLS 6.1.8.A.3.a
- Mum Bett NJSLS 6.1.12.A.1.b; NJSLS 6.1.12.D.2.d; NJSLS 6.1.12.A.1.b,

### Secondary

- Alexander Hamilton, Aaron Burr, and Manumissions NJSLS 6.1.8.D.3.g
- Bernardo de Galvez NJSLS 6.1.8.D.3.d
- Mercy Otis Warren NJSLS 6.1.12.A.1.b; NJSLS 6.1.12.D.2.d;
- The Other Lafayette: James Armistead Lafayette NJSLS 6.1.8.D.3d

## LESSON PLANS

### Middle School

- Gabriel Prosser NJSLS 6.1.12.C.1.b
- The Three-Fifths Compromise NJSLS 6.1.8.A.3.c

### High School

- The Constitution and Slavery NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.A.3.c

## LITERATURE CONNECTIONS

- On Being Brought from Africa to America NJSLS 6.1.8.C.2.c

## POWERPOINT PRESENTATIONS

- Constitutional Debate over Slavery NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.A.3.b
- The Demise of Slavery in the North NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a

## **ESSENTIALS**

- Chronology & Quotes

## **GALLERY**

### **Notable People**

- Alexander Hamilton NJSLS 6.1.8.D.3.g; NJSLS 6.1.8.D.3.d
- Benjamin Banneker NJSLS 6.1.8.A.3.a
- Eli Whitney NJSLS 6.1.8.C.3.c
- Equiano NJSLS 6.1.8.C.2.c;
- George Washington NJSLS 6.1.8.D.3.c; NJSLS 6.1.8.D.3.g; NJSLS 6.1.8.D.3.d
- James Armistead NJSLS 6.1.8.D.3.d; NJSLS 6.1.12.D.2.e
- James Madison NJSLS 6.1.8.D.3.g
- Mum Bett NJSLS 6.1.8.A.3.a; NJSLS 6.1.12.A.1.b, NJSLS 6.1.12.D.2.d; NJSLS 6.1.12.D.2.e
- Napoleon Bonaparte NJSLS 6.1.12.D.2.c; NJSLS 6.2.12.A.3.a
- Paul Cuffe NJSLS 6.1.8.A.3.a; NJSLS 6.1.12.D.2.e
- Prince Hall NJSLS 6.1.8.A.3.a; NJSLS 6.1.12.D.2.e
- Richard Allen NJSLS 6.1.8.A.3.a; NJSLS 6.1.12.D.2.e
- Tecumseh NJSLS 6.1.8.B.2.b; NJSLS 6.1.8.D.3.f; NJSLS 6.1.12.D.1.a
- Toussaint Louverture NJSLS 6.2.12.A.3.a

### **Places and Events**

- Bolivar's Apoteosis NJSLS 6.2.12.A.3.a
- Constitution NJSLS 6.1.8.A.3.b
- Fallen Timbers NJSLS 6.1.8.B.2.b; NJSLS 6.1.8.D.3.f; NJSLS 6.1.12.D.1.a
- Revenge Taken by the Black Army for the Cruelties practiced on them by the French NJSLS 6.2.12.A.3.a
- Shays Rebellion NJSLS 6.1.8.C.3.b
- The President's House NJSLS 6.1.12.C.1.b
- Whiskey Rebellion NJSLS 6.1.8.D.3.g; NJSLS 6.1.12.C.2.a

## **PRIMARY SOURCES**

### **Diaries and Journals**

- A Narrative of the Life and Adventures of Venture NJSLS 6.1.8.C.2.a; NJSLS 6.1.8.C.2.c
- An Account of the Slave Trade on the Coast of Africa NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.C.2.c
- The Interesting Life of Olaudah Equiano NJSLS 6.1.8.C.2.c; NJSLS 6.1.8.C.2.c

### **Landmark Documents**

- Alien and Sedition Acts NJSLS 6.1.8.A.3.e
- An Act for the Gradual Abolition of Slavery NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.C.2.c
- An Act to Prohibit the Carrying on the Slave Trade from the United States to Any Foreign Place or Country NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.C.2.c
- Fugitive Slave Law of 1793 NJSLS 6.1.12.C.1.b; NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.A.3.b

- United States Constitution NJSLS 6.1.8.A.3.a; NJSLS 6.1.8.A.3.b

### Speeches and Correspondence

- Benjamin Banneker's Letter to Thomas Jefferson NJSLS 6.1.12.C.1.b
- George Washington's First Inaugural Address NJSLS 6.1.8.D.3.c; NJSLS 6.1.8.D.3.g
- Response to Benjamin Banneker NJSLS 6.1.12.C.1.b

### Assessment & Evaluation for this Unit

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT SEVEN: The Evolution of a New Nation State 1801 – 1860



The extremely difficult task of nation building followed the achievements of political independence. The American government had to consolidate its power in the aftermath of the Revolutionary War and through the adoption of the constitutional principles under which it would operate. The students should become conversant with the debates that ensued among the nation's leaders and the emergence of what has been characterized as the principles of Jeffersonian Democracy: representative government, republicanism, and

the avoidance of foreign entanglements. This should provide a basis for useful discussions among students.

The policies of the various presidential administrations should be examined in light of the challenges the new nation confronted. The reasons for the abolition of the international slave trade should be explored as well as the implications of the Louisiana Purchase and the causes of the War of 1812.

Students should develop some appreciation of the nature of the rapidly industrializing economy in the United States at a time when slavery was also expanding. What were the social consequences of the westward expansion and America's economic expansion? It is also of crucial importance to examine the westward expansion's encroachment on lands belonging to the indigenous peoples, their forced removal, and their brutal treatment. To what extent did these atrocities contradict America's founding promise?

The ascendancy of Andrew Jackson to the presidency saw an expansion of the franchise for white men, an enhancement of executive power, the promotion of a laissez-faire economy, the rise of consumerism and other developments. What were the principles that defined Jacksonian Democracy, and what were the limitations of the concept?

The first decades of the 19th century were also notable for the expansion and entrenchment of slavery, which became increasingly sectional as it was gradually abolished in the North. Students should study the nature of slavery focusing on the lives of the enslaved, their social organizations, their economic roles in society, their coping mechanisms, and their forms of resistance. The lives of free African Americans in the North merit attention, especially the legal and social disabilities they confronted and the important organizations they created to meet their needs.

This unit covers a period that witnessed the emergence of a variety of reform movements. They included abolitionism, temperance, and women's rights. Students should understand the ideological roots, the organizational expressions, the successes, and the failures of these reform movements. These very dynamic years saw much creative vitality in literature and the visual and performing arts. Several new magazines and newspapers appeared. African Americans published many of these new periodicals including *Freedom's Journal*, which began publication in 1827. Study of this unit should set the stage for the sectional and ideological conflicts that led to the Civil War.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSLS)  
Unit Seven**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
*Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain the changes in America's relationships with other nations by	8	6.1 U.S. History: American in the World	A. Civics, Government,	<a href="#">Lesson Plan</a>

analyzing policies, treaties, tariffs, and agreements.			and Human Rights	
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the extent to which voting rights were expanded during the Jacksonian period.	8	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	8	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>



*Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Assess the influence of Manifest Destiny on foreign policy during different time periods in American history	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the role of geopolitics in the development of American foreign relations during this period.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Examine the origins of the anti-slavery movement and the impact of particular events, such as the Amistad decision, on the movement.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of Western settlement on the expansion of United States political boundaries.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>

Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
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## DIALOGUES

- Lowell Mill Girls NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f; NJSLS 6.1.12.C.3.a; NJSLS 6.1.12.D.3.a
- Walker's Appeal NJSLS 6.1.12.D.3.e; NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f; NJSLS 6.1.12.A.3.i; NJSLS 6.1.12.D.3.e
- William and Peter Still NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f ; NJSLS 6.1.12.A.3.i
- Henry "Box" Brown NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f ; NJSLS 6.1.12.A.3.i
- Enrique Esparza: Remember the Alamo NJSLS 6.1.8.A.4.b; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.A.3.a
- Amistad NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.i
- Cherokee Rose NJSLS 6.1.8.B.4.b

## GUIDED READINGS

### Primary

- John Rock NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16; NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b
- Seneca Falls Convention NJSLS 6.1.8.D.4.b
- Sequoyah NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16; NJSLS 6.1.8.B.4.b
- Sojourner Truth NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16; NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b;
- York NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.B.4.a

### Secondary

- Alianza Hispano Americana NJSLS 6.1.8.D.4.a; NJSLS 6.1.12.D.3.b
- Coffin Ships NJSLS 6.1.8.D.4.a; NJSLS 6.1.12.D.3.b
- David Walker NJSLS 6.1.12.D.3.e NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.i
- Frances Harper NJSLS 6.1.12.D.3.e NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.i
- Henry Highland Garnet NJSLS 6.1.12.D.3.e; NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.A.3.i
- Las Gorras Blancas NJSLS 6.1.12.B.3.a
- San Patricios NJSLS 6.1.8.A.4.b; NJSLS 6.1.12.A.3.b; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.
- The Mexican American War NJSLS 6.1.8.A.4.b; NJSLS 6.1.12.A.3.b; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.A.3.a
- The Seminole War NJSLS 6.1.8.A.4.b; NJCCCSS 6.1.8.B.4.b; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.A.3.a

## LESSON PLANS

### Elementary

- Escaping Slavery NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16
- Pre-Civil War America NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16
- Sojourner Truth NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16
- The Underground Railroad NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16

## **Middle School**

- Dred Scott Case NJSLS 6.1.12.A.3.h
- Slave Narrative NJSLS 6.1.8.D.4.b
- Sojourner Truth NJSLS 6.1.8.D.4.b; NJSLS 6.1.8.D.4.c

## **High School**

- Andrew Jackson and Indian Removal NJSLS 6.1.12.A.3.e
- Dred Scott Case NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.A.3.i
- Slave Narrative NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.i
- Sojourner Truth NJSLS 6.1.12.D.3.e; NJSLS 6.1.8.D.4.b; NJSLS 6.1.8.D.4.c; NJSLS 6.1.12.A.3.i
- The War of 1812 NJSLS 6.1.12.A.3.b
- Underground Railroad in New Jersey NJSLS 6.1.8.D.4.c; NJSLS 6.1.12.A.3.i

## **LITERATURE CONNECTIONS**

- Following the Drinking Gourd NJSLS 6.1.12.D.3.e
- Go Down Moses NJSLS 6.1.12.D.3.e
- Hush'd Be the Camps NJSLS 6.1.12.D.3.e
- Michael Row the Boat Ashore NJSLS 6.1.12.D.3.e
- Wade in the Water NJSLS 6.1.12.D.3.e

## **POWERPOINT PRESENTATIONS**

- Abolitionist Movement NJSLS 6.1.12.D.3.e; NJSLS 6.1.8.D.4.b; NJSLS 6.1.8.D.4.c; NJSLS 6.1.12.A.3.f; NJSLS 6.1.12.A.3.i
- Northern Dependence on Southern Slaves NJSLS 6.1.12.A.3.h
- Slave Revolts NJSLS 6.1.8.D.4.c; NJSLS 6.1.12.A.3.i

## **GRIOT**

- Mount Zion NJSLS 6.1.12.D.3.e; NJSLS 6.1.8.D.4.c

## **PRIMARY SOURCES**

### **Landmark Documents**

- 1808 Banning of Slave Trade NJSLS 6.1.12.A.4.b; NJSLS 6.1.12.A.3.h
- 1833 British Abolition of Slavery NJSLS 6.1.12.A.4.b; NJSLS 6.1.12.D.3.e; NJSLS 6.1.12.A.3.f; NJSLS 6.1.12.A.3.i
- An Act to Prevent the Importation of Certain Persons into Certain States, Where, by the Laws Thereof, Their Admission is Prohibited NJSLS 6.1.12.A.3.i
- California Land Claims Act NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.A.3.a
- Compromise of 1850 NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.a
- Cult of Domesticity NJSLS 6.1.12.A.3.f; NJSLS 6.1.12.D.3.e
- Fugitive Slave Act, 1850 NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.A.4.b; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.a
- Fugitive Slave Law of 1850 NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.A.4.b; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.a
- Indian Removal Act NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.A.3.e
- Missouri Compromise NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c
- Star-Spangled Banner NJSLS 6.1.12.A.3.b

- The Declaration of Sentiments NJSLS 6.1.12.A.4.a; NJSLS 6.1.12.A.4.b; NJSLS 6.1.8.D.4.b NJSLS 6.1.12.A.4.b
- Treaty of Guadalupe-Hidalgo NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.a
- Treaty of Payne's Landing NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.e

### Speeches and Correspondence

- Ain't I a Woman? NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f
- Call to Rebellion – An Address to the Slaves of the United States of America NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.A.3.i
- Discourse On Woman NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.f
- John Brown's Final Address to the Court NJSLS 6.1.12.A.3.h
- Lecture at the Franklin Hall NJSLS 6.1.8.D.4.b
- On the Death of John Brown NJSLS 6.1.12.A.3.h
- The Confessions of Nat Turner NJSLS 6.1.8.D.4.c; NJSLS 6.1.8.D.4.b; NJSLS 6.1.12.A.3.h; NJSLS 6.1.12.A.3.i
- The Hypocrisy of American Slavery NJSLS 6.1.12.A.3.h
- The Meaning of July Fourth for the Negro NJSLS 6.1.12.A.3.h
- The White Man Will Never Be Alone NJSLS 6.1.12.B.3.a; NJSLS 6.1.12.D.3.c; NJSLS 6.1.12.A.3.a

### Assessment & Evaluation for this Unit

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments:* district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments:* visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

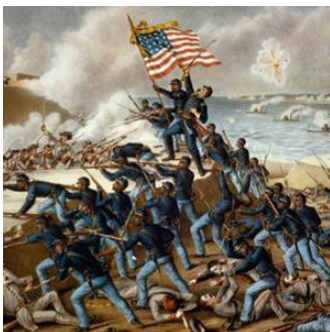
### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT EIGHT: The Civil War and Reconstruction 1861 – 1877



This challenging and complex unit on the Civil War and Reconstruction addresses the factors that led to the secession of eleven states, a bloody

war, the emancipation of the enslaved, and the efforts to reconstruct the nation after the Civil War.

At the outset of this unit, the teacher should review the issues that inflamed emotions in America in the decades preceding the Civil War. To what extent were these problems irreconcilable and why? Why did they find expression in sectional tensions? Were differences over slavery the principal cause of the Civil War? The teacher should also underscore the regional and ideological imperatives that precipitated the war. Why, for example, were the territories acquired from Mexico the source of such acrimony?

Attention should be paid to the views and actions of the growing free black population located in the North. What roles did they play in the Abolitionist Movement? What strategies did they employ? The objectives of the black abolitionists and their white counterparts should be compared. At the end of the unit, the students should acquire a deep understanding of the national disputes of this period. They should be able to address questions such as whether the Civil War was inevitable and whether it reflected a failure of national leadership.

The outbreak and course of the Civil War should be explored. Its impact on the day-to-day and domestic lives of citizens must be examined, as well as the horrible cost in lives and the social consequences of the war. Students should understand that 180,000 African Americans fought in the war, and students should examine the reasons these men fought. They should also debate the reasons President Lincoln issued a limited Emancipation Proclamation and the reasons for the Union's eventual victory. What were the consequences of the war for the South and the North?

The teacher should discuss the problems America confronted at the end of the Civil War. Special attention should be paid to the experiences of the four million newly freed African Americans and their lives in freedom. What institutions did these men and women create to meet their needs? Similarly, there should be some analysis of the ways in which white Southerners coped with the defeat of the Confederacy.

The unit also should address the different meanings of Reconstruction. While the national leaders attempted to reconstruct America after the ravages of the Civil War, African Americans had to construct new lives in freedom. Thus, the history of the nation — as a political entity — should not be seen as the same for all citizens, particularly African Americans.

The objectives and long-term consequences of the Thirteenth, Fourteenth, and Fifteenth amendments to the United States Constitution should be explored. The introduction of modified forms of slavery such as the Black Codes, the convict lease system, and sharecropping, deserve attention. Equally important should be an analysis of extra-legal organizations such as the Ku Klux Klan that were formed to intimidate black citizens. How did African Americans respond to them? How did the nation respond? The reasons for the end of Reconstruction must be examined. Given its objectives, what did it accomplish? What problems were left in the wake of this rapprochement between the North and the South? When and why did *de jure* segregation emerge?

A sophisticated approach to this unit cannot avoid an assessment of the strength African Americans displayed constructing their lives after slavery. The students need to study the attempts by African Americans to rebuild families broken during enslavement and war, the vast array of institutions they created, the emergence of professional organizations, the construction of schools and universities, the formation of business, the acquisition of land, the establishment of towns, etc. There was much disillusionment as well, and in 1879 thousands of African Americans abandoned the South in quest of a

better life elsewhere. The euphoria of emancipation had ended; and these Exodusters, as they were called, were inaugurating a new era in their people's history.

As the teacher addresses this unit, he or she must remain cognizant of the following question: How does the inclusion of white women and African-American men and women in the narrative of the Civil War and Reconstruction change the traditional, interpretive picture of American history?

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSLS)  
Unit Eight**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Describe how culture is expressed through and influenced by the behavior of people.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain how and why the	8	6.1 U.S. History: American in the World	A. Civics, Government,	<a href="#">Lesson Plan</a>

Emancipation Proclamation and the Gettysburg Address continue to impact American life.			and Human Rights	
*Assess the role of various actors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.	8	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Analyze the economic impact of Reconstruction on the South from different perspectives.	8	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Prioritize the causes and events that led to the Civil War from different perspectives.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Examine the roles of women, African Americans, and Native Americans in the Civil War.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	8	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
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.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the impact of population shifts and migration patterns during the Reconstruction period.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>

*Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

## DIALOGUES

- Abraham Lincoln NJSLS 6.1.8.B.5.a; NJSLS 6.1.12.B.4.a
- From Slave to Slavecropper NJSLS 6.1.8.C.5.b

## GUIDED READINGS

### Primary

- Clara Barton NJSLS 6.1.4.D.6
- Fanny Jackson Coppin NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15
- Harriet Tubman NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15
- Mary Edwards Walker NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15

### Secondary

- The Institute for Colored Youth in the Civil War Era NJSLS 6.1.12.A.5.b
- Buffalo Soldiers NJSLS 6.1.12.A.5.b
- Colfax Massacre 73 NJSLS 6.1.12.A.5.b
- Fanny Jackson Coppin NJSLS 6.1.8.D.5.c
- Mary Surratt NJSLS 6.1.8.D.5.c
- Black Southerners in the Confederate Army NJSLS 6.1.8.D.5.c

## LESSON PLANS

### Elementary

- Civil War and Reconstruction NJSLS 6.1.8.C.5.b
- Frederick Douglass NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15
- Frederick Douglass: A Man With A Stand NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15
- Reconstruction NJSLS 6.1.8.C.5.b
- Slave Narratives NJSLS 6.1.4.D.18; NJSLS 6.1.4.D.15

### Middle School

- 54th Massachusetts Regiment NJSLS 6.1.8.D.5.c
- African Americans in the Civil War NJSLS 6.1.8.D.5.c
- Freedman's Bureau NJSLS 6.1.8.C.5.b
- Western Migration NJSLS 6.1.12.B.4.b

### High School



- African American Institutions NJSLS 6.1.8.D.5.c
- Forty Acres and a Mule NJSLS 6.1.8.C.5.b
- Freedman's Bureau NJSLS 6.1.8.C.5.b
- Hayes-Tilden NJSLS 6.1.12.D.4.c; 6.1.12.D.4.d
- Reconstruction NJSLS 6.1.8.C.5.b
- Women in the Civil War NJSLS 6.1.8.D.5.c

## **HIGH SCHOOL**

- Hayes-Tilden Activity NJSLS 6.1.12.D.4.c; 6.1.12.D.4.d
  1. Cartoon Analysis Worksheet
  2. Cartoon: "A National Game That Is Played Out"
  3. Cartoon: "The Same Snap - 'Reform' Slavery"
  4. Cartoon: The Champions of the People's Rights
  5. Cartoon: The Political Farce of 1876 Questions

## **POWERPOINT PRESENTATIONS**

- African Americans in the Civil War NJSLS 6.1.8.D.5.c
- Buffalo Soldiers NJSLS 6.1.12.A.5.b

## **LITERATURE CONNECTIONS**

- O Captain! My Captain! NJSLS 6.1.4.D.12; NJSLS 6.1.4.D.13
- Swing Low Sweet Chariot NJSLS 6.1.4.D.12; NJSLS 6.1.4.D.13
- Free at Last NJSLS 6.1.4.D.12; NJSLS 6.1.4.D.13
- Bob Ledbetter NJSLS 6.1.4.D.12; NJSLS 6.1.4.D.13

## **PRIMARY SOURCES**

### **Landmark Documents**

- Black Codes of Louisiana NJSLS 6.1.12.A.4.b
- Black Codes of Mississippi NJSLS 6.1.12.A.4.b
- Black Codes of Ohio NJSLS 6.1.12.A.4.b
- Civil Rights Act of 1866 NJSLS 6.1.12.A.4.b
- Fifteenth Amendment NJSLS 6.1.8.D.5.d; NJSLS 6.1.12.A.4.c; NJSLS 6.1.12.A.4.b
- Fourteenth Amendment NJSLS 6.1.8.D.5.d; NJSLS 6.1.12.A.4.c; NJSLS 6.1.12.A.4.b
- General Howard Oliver's Circular Orders #s 13 and 15 NJSLS 6.1.12.A.4.b
- General Orders, No. 143 NJSLS 6.1.12.A.4.b
- Men of Color, To Arms! Now or Never! NJSLS 6.1.12.A.4.b; NJSLS 6.1.8.D.5.c
- Morrill Act NJSLS 6.1.12.A.4.b; NJSLS 6.1.12.B.4.b
- The District of Columbia Compensated Emancipation Act NJSLS 6.1.12.A.4.b
- Thirteenth Amendment NJSLS 6.1.8.D.5.d; NJSLS 6.1.12.A.4.c; NJSLS 6.1.12.A.4.b

### **Speeches and Correspondences**

- Abraham Lincoln's First Inaugural Address NJSLS 6.1.12.A.4.b
- Cornerstone Speech NJSLS 6.1.12.A.4.b
- Gettysburg Address NJSLS 6.1.8.A.5.a; NJSLS 6.1.12.A.4.b
- Letter from a Missouri Black Soldier to His Enslaved Daughters  
NJSLS 6.1.12.A.4.b; NJSLS 6.1.8.D.5.c
- Letter from Missouri Black Soldier to His Daughter's Owner  
NJSLS 6.1.12.A.4.b; NJSLS 6.1.8.D.5.c

- The Emancipation Proclamation NJSLS 6.1.8.A.5.a; NJSLS 6.1.12.A.4.b

## GALLERY

### Notable People

- Abraham Lincoln NJSLS 6.1.8.B.5.a
- Buffalo Soldiers NJSLS 6.1.12.A.5.b
- Frederick Douglass NJSLS 6.1.8.B.5.a
- Harriet Tubman NJSLS 6.1.8.D.5.c
- Hiram Revels NJSLS 6.1.8.C.5.b
- John Brown NJSLS 6.1.8.D.5.a
- Marcus M. "Brick" Pomeroy NJSLS 6.1.8.D.5.a
- Oliver Howard NJSLS 6.1.8.B.5.a
- Thaddeus Stevens NJSLS 6.1.8.C.5.b

### Places and Events

- 54th Massachusetts Regiment NJSLS 6.1.8.D.5.c
- Emancipation Proclamation NJSLS 6.1.8.A.5.a; NJSLS 6.1.12.A.4.b
- Freedman Bureau NJSLS 6.1.8.C.5.b
- Harper's Ferry Insurrection NJSLS 6.1.8.D.5.a
- National Colored Convention 1872 NJSLS 6.1.8.C.5.b
- Voting NJSLS 6.1.8.D.5.d; NJSLS; 6.1.12.A.4.c; NJSLS 6.1.12.A.4.b

### Assessment & Evaluation for this Unit

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT NINE: Post-Reconstruction and the Origins of the Progressive Era 1878 – 1900



Ideally, this unit should begin with a brief review of the state of the United States in 1877. With the national divisions the Civil War had caused and Reconstruction seemingly resolved, the country could now confront other challenges. The students should be introduced to the fundamental changes that would occur in the nation's economy over the next four decades. America became a very powerful industrialized nation by 1900 and saw the emergence of mass production and distribution, the rise of huge corporations and economic empires, as well as significant technological innovations. Students should explore the impact of these

developments on society and pay special attention to the massive rural-urban migration that came in their wake as well as the increasing urbanization of the nation.

These economic changes produced an ever-expanding demand for workers. There were numerous labor conflicts resulting in major strikes such as the Homestead Strike in 1892. Workers organized to protect their interests and formed such unions as the American Federation of Labor in 1886 and the Industrial Workers of the World in 1905. The unit should underscore the nature and significance of the contests between labor and capital.

This unit covers the years that saw the arrival of vast numbers of immigrants from Southern and Eastern Europe. These increasing numbers stimulated a resurgence of nativism and xenophobia. Asian immigrants received hostile receptions, and the passage of the Chinese Exclusion Act in 1882 reflected these attitudes. Students should address the reasons for the responses to these immigrants as well as the ways in which these new Americans helped to shape the culture and the economy of their new home.

With the end of Reconstruction, white Southerners sought to reclaim their control over African Americans by developing and implementing legally sanctioned racial segregation. The roots of this behavior should be analyzed as well as their legal and extra legal expression. The responses of African Americans to the violation of their rights should be explored. The teacher should emphasize the enormous vitality and creativity African Americans manifested during these difficult times. This vitality and creativity was reflected in the numerous institutions they created, their notable ventures in entrepreneurship, and their debates over the way forward. African Americans also challenged their mistreatment by resorting to the courts, but segregation was upheld in the *Plessy v. Ferguson* decision. Students will profit from a discussion of the reasons for the upsurge of racial and ethnic intolerance in the last quarter of the century and the larger implications for the United States.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSL)**  
**Unit Nine**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Trace how the American identity evolved over time.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Compare and contrast economic development of the North, South, and West in the post-Civil War period.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Analyze the economic impact of Reconstruction on the South from different perspectives.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	12	6.1 U.S. History: America in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19 <sup>th</sup> Amendment.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

## **DIALOGUES**

- Buffalo Soldiers NJSLS 6.1.12.B.5.a
- Hull House NJSLS 6.1.12.A.6.a; NJSLS 6.1.12.A.6.b

## **GUIDED READINGS**

### **Primary**

- Booker T. Washington NJSLS 6.1.4.D.14; NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16;
- George Washington Carver NJSLS 6.1.4.D.14; NJSLS 6.1.4.D.15; NJSLS 6.1.4.D.16;

### **Secondary**

- Booker T. Washington NJSLS 6.1.12.A.6.c
- Italian and Mexican American Lynchings NJSLS 6.1.12.D.5.d
- Scientific Racism NJSLS 6.1.12.D.5.d
- Ida B. Wells NJSLS 6.1.12.D.6.c
- Mother Drexel NJSLS 6.1.12.D.6.c

## **LESSON PLANS**

### **Elementary**

- Black Inventors and Inventions NJSLS 6.1.12.D.5.a

### **Middle School**

- Plessy v. Ferguson NJSLS 6.1.12.A.6.c

### **High School**

- The Rise of Labor Unions NJSLS 6.1.12.C.6.a

## **LITERATURE CONNECTIONS**

- We Wear the Mask NJSLS 6.1.12.D.5.d
- Carry Me Back to Old Virginny NJSLS 6.1.12.C.5.b

## **POWERPOINT PRESENTATIONS**

- African American Inventors NJSLS 6.1.12.D.5.a
- The African American Church NJSLS 6.1.12.A.6.c

## **GALLERY**

### **Notable People**

- African American Piano Lesson NJSLS 6.1.12.D.5.d
- Andrew Carnegie NJSLS 6.1.12.C.5.a
- Bismarck Indian School NJSLS 6.1.12.A.5.b
- Booker T Washington NJSLS 6.1.12.A.6.c
- Chief Joseph NJSLS 6.1.12.B.5.a
- Ellen Gates Starr NJSLS 6.1.12.D.6.c
- Geronimo NJSLS 6.1.12.B.5.a
- Helen Hunt Jackson NJSLS 6.1.12.D.6.c
- Horatio Alger Jr. NJSLS 6.1.12.C.5.a
- Ida Wells NJSLS 6.1.12.D.6.c
- J.P. Morgan NJSLS 6.1.12.C.5.a

- Jane Addams NJSLS 6.1.12.A.6.a; NJSLS 6.1.12.A.6.b
- President Theodore Roosevelt NJSLS 6.2.12.A.3.e
- Statue of Liberty NJSLS 6.1.12.D.6.c
- W.E.B. DuBois NJSLS 6.1.12.A.6.c

### **Places and Events**

- American Progress NJSLS 6.1.12.A.5.b
- Anti-Immigration NJSLS 6.1.12.A.8.c
- Anti-Chinese Immigration NJSLS 6.1.12.A.8.c
- Chinese Immigrants NJSLS 6.1.12.A.8.c
- Lynching NJSLS 6.1.12.D.5.d
- Rough Riders NJSLS 6.2.12.A.3.e
- Sharecropper NJSLS 6.1.12.C.5.b
- The American River Ganges NJSLS 6.1.12.D.5.d

## **PRIMARY SOURCES**

### **Landmark Documents**

- A Century of Dishonor NJSLS 6.1.12.A.5.b
- Amendment to New Jersey Public School Legislation NJSLS 6.1.12.A.5.b
- Chinese Exclusion Act NJSLS 6.1.12.A.8.c
- Dawes Act NJSLS 6.1.12.A.5.b
- New Jersey Civil Rights Law NJSLS 6.1.12.A.5.b
- Plessy v. Ferguson NJSLS 6.1.12.A.6.c
- Shall Negro Majorities Rule? NJSLS 6.1.12.A.6.c
- Sharecropping Agreement NJSLS 6.1.12.A.5.b
- State Laws on Race and Color, 1865-1927 NJSLS 6.1.12.A.5.b
- The Significance of the Frontier in American History NJSLS 6.1.12.B.5.a

### **Speeches and Correspondence**

- A Chinese View of the Statue of Liberty NJSLS 6.1.12.A.8.c
- Atlanta Exposition Speech NJSLS 6.1.12.A.5.b
- President Benjamin Harrison's Third Annual Message to Congress NJSLS 6.1.12.A.8.c
- President Grover Cleveland's Special Message to Congress NJSLS 6.1.12.A.8.c
- Senator Tillman Speech on Race NJSLS 6.1.12.A.5.b
- President Grover Cleveland's Third Annual Message to Congress NJSLS 6.1.12.A.8.c
- Surrender Speech NJSLS 6.1.12.A.5.b
- The Constitutional Rights of the Women of the United States NJSLS 6.1.12.D.6.c
- What it Means to be Colored in the Capital of the United States NJSLS 6.1.12.A.6.c

### **Assessment & Evaluation for this Unit**

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.

- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

**Pacing Recommendation:**

This unit is designed for **2–3 instructional weeks** within the marking period.

**Accommodations & Modifications:**

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

**UNIT TEN: America Confronts the 20th Century and the Emergent Modern America  
1901 - 1920**



This unit should begin with a review of the major developments in American society during the twentieth century. Students should discuss the continuing problems the nation faced, and understand that the new century did not mean a fundamental break with the one that preceded it.

The new century saw the United States emerge as a world power, owing principally to its participation in the Spanish-American War. The causes and course of the conflict should be examined, as well as the nation's emergence as a colonial power at war's end.

Students should debate the implications of the nation's new international role and responsibilities as an imperial power. America's entry into World War I constitutes an issue of considerable importance. The reasons for the conflagration should be explored, along with America's role in it, the contributions of African-American soldiers to the war effort, their objectives for participating, the contents of the treaty that ended the war, and the formation of the League of Nations.

Domestic issues also assume great importance in this unit. It should address the Progressive Era, which spanned the years 1890–1929. Students should understand the social, political, and economic reforms associated with the era. Students should become familiar with the ideological tenets that animated the Progressive Movement, such as the belief in the efficacy of science and technology to address and solve contemporary problems, the capacity of human beings to protect and improve the environment, and the government's role as an arbiter of competing interest groups.

The years covered by the unit witnessed the intensification of the Jim Crow legislation, lynching, and segregation. The class should investigate the reasons for these developments. On the other hand, it should examine the objectives of the various civil rights organizations, such as the National Association for the Advancement of Colored People, the Urban League, and others that emerged. The *modus*



*operandi* of these organizations also should be examined. Special attention should be paid to the organizations black women founded to promote racial uplift. The race riots that occurred between 1898 and 1921 (Wilmington to Tulsa) and their causes and consequences should be carefully analyzed.

Students constantly *should* be reminded that fundamental changes in society characterized the years covered in this unit. The identification of these societal motions should stimulate animated discussion. What, for example, was “modern” about the period?

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

#### New Jersey Core Content Curriculum Social Studies Standards(NJSLS) Unit Ten

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Trace how the American identity evolved over time.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	12	6.1 U.S. History: American in the World	B. Geography, People, & the Environment	<a href="#">Lesson Plan</a>
*Compare and contrast economic development of the North, South, and West in the post-Civil War period.	12	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Analyze government policies and other factors that promoted innovation, entrepreneurship, and	12	6.1 U.S. History:	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

industrialization in New Jersey and the United States during this period.		American in the World		
Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Prioritize the causes and events that led to the Civil War from different perspectives.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19 <sup>th</sup> Amendment.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Assess the immediate and long-term impact of women and African-Americans entering the workforce in large numbers during World War I.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

## DIALOGUES

- Red Summer NJSLS 6.1.12.C.8.a; NJSLS 6.1.12.D.8.a
- Alice Paul NJSLS 6.1.12.A.6.b; NJSLS 6.1.12.D.6.c

## **GUIDED READINGS**

### **Primary**

- Alice Paul NJSLS 6.1.4.D.14; NJSLS 6.1.5.D.15; NJSLS 6.1.4.D.16
- Eugene Bullard NJSLS 6.1.4.D.14; NJSLS 6.1.5.D.15;
- Hershey School NJSLS 6.1.4.D.14
- The Blues NJSLS 6.1.4.D.14
- Comparative Essay NJSLS 6.1.4.D.14

### **Secondary**

- Madison Grant NJSLS 6.1.12.D.5.d
- Angel Island NJSLS 6.1.12.D.5.d
- Bordentown School for African Americans NJSLS 6.1.12.A.5.b
- Historic Lawnside NJSLS 6.1.12.D.8.b
- Madam C. J. Walker NJSLS 6.1.12.D.5.a; NJSLS 6.1.12.C.8.b
- Marcus Garvey NJSLS 6.1.12.A.5.b
- Resisting Segregation in the Early 20th Century (Street Cars) NJSLS 6.1.12.A.5.b
- The Birth of a Nation NJSLS 6.1.12.D.8.b
- W.E.B. Du Bois NJSLS 6.1.12.A.5.b

## **LESSON PLANS**

### **Elementary**

- Suffrage Sing Along NJSLS 6.1.4.D.14; NJSLS 6.1.5.D.15; NJSLS 6.1.4.D.16

### **High School**

- NAACP Movement NJSLS 6.1.12.A.5.b; NJSLS 6.1.12.A.6.c

## **LITERATURE CONNECTIONS**

- Lift Every Voice and Sing NJSLS 6.1.12.D.8.b

## **POWERPOINT PRESENTATIONS**

- 20th Century Race Riots NJSLS 6.1.12.C.8.a; NJSLS 6.1.12.D.8.a
- African Americans in Radio and TV NJSLS 6.1.12.D.8.b
- The Great Migration NJSLS 6.1.12.C.8.a; NJSLS 6.1.12.D.8.a

## **GALLERY**

### **Notable People**

- Alice Paul NJSLS 6.1.12.A.6.b
- Archduke Ferdinand NJSLS 6.2.12.D.4.a
- Bismarck Indian School NJSLS 6.1.12.A.5.b
- Fisk Jubilee Singers NJSLS 6.1.12.D.8.b
- Ford, Edison, Harding, and Firestone NJSLS 6.1.12.D.5.a
- George Washington Carver NJSLS 6.1.12.D.5.a
- Ida Wells NJSLS 6.1.12.A.6.b; NJSLS 6.1.12.D.6.c
- Jack Johnson NJSLS 6.1.12.A.5.b

- Jim Thorpe NJSLS 6.1.12.A.5.b
- Madame CJ Walker NJSLS 6.1.12.D.5.a; NJSLS 6.1.12.C.8.b
- Marcus Garvey NJSLS 6.1.12.A.5.b
- Mary Church Terrell NJSLS 6.1.12.A.6.b; NJSLS 6.1.12.D.6.c
- Mother Jones NJSLS 6.1.12.A.6.b; NJSLS 6.1.12.D.6.c
- President Theodore Roosevelt NJSLS 6.1.12.D.6.b
- Statue of Liberty NJSLS 6.1.12.D.5.d
- Woodrow Wilson NJSLS 6.1.12.D.7.a

### **Places and Events**

- 19th Amendment NJSLS 6.1.12.D.6.c
- African American Colored School NJSLS 6.1.12.A.5.b; NJSLS 6.1.12.A.6.c
- Black Troops in WWI NJSLS 6.1.12.C.7.b
- Child Labor NJSLS 6.1.12.D.5.b; NJSLS 6.1.12.C.5.a
- Ellis Island Immigration NJSLS 6.1.12.A.5.b
- Great Migration NJSLS 6.1.12.C.8.a
- Lynching NJSLS 6.1.12.D.5.d
- Philippine Insurrection NJSLS 6.2.12.C.3.b; NJSLS 6.2.12.A.3.e
- Sharecropper NJSLS 6.1.12.C.5.b
- The Birth of a Nation NJSLS 6.1.12.D.8.b
- The Crisis NJSLS 6.1.12.A.5.b; NJSLS 6.1.12.A.6.c
- Tulsa Race Riots NJSLS 6.1.12.C.8.a; NJSLS 6.1.12.D.8.a
- Women's Suffrage Parade NJSLS 6.1.12.A.6.b
- World War I NJSLS 6.1.12.D.5.d

### **PRIMARY SOURCES**

#### **Landmark Documents**

- California Alien Land Act NJSLS 6.1.12.D.5.d
- Chapter 190 - New Jersey's Sterilization Law NJSLS 6.1.12.D.5.d
- Cotton Pickers in Northern Counties NJSLS 6.1.12.C.8.a; NJSLS 6.1.12.D.8.a
- Declaration of Principles NJSLS 6.1.12.A.5.b; NJSLS 6.1.12.A.6.c
- Immigration Act of 1917 NJSLS 6.1.12.D.5.d; NJSLS 6.1.12.A.8.c
- Jones - Shafroth Act Puerto Ricans NJSLS 6.1.12.D.7.a; NJSLS 6.2.12.C.3.b
- Keating-Owen Child Labor Act NJSLS 6.1.12.D.5.b; NJSLS 6.1.12.C.5.a
- Newlands Reclamation Act NJSLS 6.1.12.B.5.a; NJSLS 6.1.12.B.6.b
- Platt Amendment NJSLS 6.2.12.C.3.b
- Smith v. Board of Examiners NJSLS 6.1.12.D.5.d
- Webb - Haney Act NJSLS 6.1.12.D.5.d
- Why Women Should Vote NJSLS 6.1.12.A.6.b
- Woman and the New Race NJSLS 6.1.12.A.6.b

#### **Speeches and Correspondence**

- Fourteen Points NJSLS 6.1.12.D.7.a; NJSLS 6.1.12.D.7.a
- Joint Address to Congress Leading to a Declaration of War against Germany NJSLS 6.1.12.D.7.a; NJSLS 6.1.12.D.7.a
- The Talented Tenth NJSLS 6.1.12.A.5.b
- Zimmermann Telegram NJSLS 6.1.12.D.7.a; NJSLS 6.1.12.A.7.a; NJSLS 6.1.12.D.7.a

## Assessment & Evaluation for this Unit

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

## Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

## Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## UNIT ELEVEN: America in the 1920s and 1930s; Cultural, Political, and Intellectual Development & The New Deal, Industrialization, and Global Conflict

### 1921 - 1945



The years covered by Unit 10 constituted the best of times and the worst of times for the United States. They were filled with much promise, energy, reform, and disillusionment. Students must be exposed to the multifaceted developments during those years as seen through the optic of elites and non-elites comprising an increasingly diverse society. They should be introduced to how these people coped with the aftermath of World War I and the energies that were unleashed in its wake.

Teachers should consider the pedagogical strategy of introducing the students to these tumultuous years by first discussing the state of America at the end of World War I and the problems the nation confronted. Special care should be taken to avoid painting a homogeneous view of the society since whites, blacks, and other ethnic groups were not treated as equal partners. The teacher should address the reasons for these disparities, but at the same time not ignore the roles of all peoples in constructing the nation. In order to assess the pulse of the society and to be cognizant of its problems and challenges, the teacher should examine the significant national developments in the 1920s. This should include a survey of party politics and the principal social issues of the time. Students should know that white women could vote in 1920, but the franchise for black people was restricted in many states. Teachers should emphasize that the 1920s was a period of enormous national prosperity, but most people did not share in it. The teacher might wish to provide statistics on the distribution of

income in America and engage the students in a discussion of the reasons that all Americans did not have an equal share of this economic prosperity. The rise of mass production and consumerism — and their societal consequences — should receive some attention.

It is also important to address the impact of the new technology that characterized the 1920s — automobiles, radios, electrical power — on American society. If time permits, social experiments such as Prohibition should be discussed. Although these important changes and developments should be emphasized, students should also know these years produced a resurgence of extra-legal organizations such as the Ku Klux Klan. They should be aware of the Tulsa Riot of 1921, the continuation of Jim Crow, and lynching. The responses of blacks to these atrocities must be emphasized, particularly the rise of Garveyism, boycotts of businesses that practiced racial discrimination, and court cases led by the National Association for the Advancement of Colored People.

The cultural moorings of the period should form a major part of the unit. The Harlem Renaissance in literature, music, and art deserves serious attention in this regard, as does the impact of motion pictures on society. Students should also discuss the themes that the major writers and poets emphasized in their work.

In preparing the students for the developments of the 1930s, the reasons for the Crash of 1929 should be explored. A discussion of the ensuing Great Depression cannot be avoided. The class should understand its causes and its disproportionate impact on the most vulnerable members of the society, especially African Americans and American Indians. There should be a thorough discussion of the federal government's responses to the crisis, President Franklin Roosevelt's inauguration of the New Deal and the federal programs he introduced. Students should not get the impression that all of these programs were colorblind in their construction and implementation — appropriate examples of racial prejudice should be cited. The class should examine the variety of self-help programs that citizens generated. Workers, it should be noted, increasingly unionized to promote and protect their interests. Teachers also should address the timing and the reasons for the end of the Depression.

The nation's engagement on the international stage during this period allows the students to examine America's role in the League of Nations and its responses to such problems as the Italian-Ethiopian War. The Second World War requires special attention; its causes, course, and consequences. The reasons for American intervention should be of particular interest to the students, as well as the nation's role in designing the peace. Students should recognize that despite mistreatment at home, African Americans participated enthusiastically in the war. Their reasons for doing so should be examined.

The unit should end with a summary of the major issues and developments during the period. As in the case of previous units, this one must be inclusive of the roles of *all* peoples in the narrative, recognizing all of their voices in the nation's evolution during those complex years. The teacher should, once again, consider how the inclusion of all of America's peoples transforms the narrative of this period.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Trace how the American identity evolved over time.	4	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze how the actions and policies of the United States government contributed to the Great Depression.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	12	6.1 U.S. History: American in the World	B. Geography, People, & the Environment	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	12	6.1 U.S. History: American in the World	C: Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Evaluate the arguments regarding the role of the federal government during the New Deal era.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>



Assess the effectiveness of New Deal programs designed to protect the environment.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	12	6.1 U.S. History: America in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze how other nations responded to the Great Depression	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze the decision to use the atomic bomb and the consequences of doing so.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

Explain the role that geography played in the development of military strategies and weaponry in World War II.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

### DIALOGUES

- A Culture That Thrives Gulla NJSLS 6.1.4. D.14

### GUIDED READINGS

#### Primary

- Eleanor Roosevelt NJSLS 6.1.12.D.10.c
- Ella Sings at the Apollo NJSLS 6.1.12.D.11.c
- Seabrook Farms NJSLS 6.1.12.D.11.b; NJSLS 6.1.12.A.11.c

#### Secondary

- African American Troops in the Italo-Ethiopian War NJSLS 6.2.12.D.4.e
- Concentration Camps NJSLS 6.1.12.D.11.c
- POW Camps in Japan During WWII NJSLS 6.1.12.A.11.e
- Treatment of Italian and German Americans During World War II NJSLS 6.1.12.A.11.c
- Gordon Kiyoshi Hirabayashi NJSLS 6.1.12.A.11.c
- Josh Gibson NJSLS 6.1.12.D.11.c
- League of United Latin American Citizens NJSLS 6.1.12.A.11.c. NJSLS 6.1.12.D.9.b
- Port Chicago Disaster NJSLS 6.1.12.C.11.b
- Santiago Iglesias NJSLS 6.1.12.D.11.c; NJSLS 6.1.12.D.7.a; NJSLS 6.2.12.C.3.b
- Zoot Suit Riots NJSLS 6.1.12.A.11.c

### LESSON PLANS

#### Middle School

- Carter G. Woodson: Black History Week NJSLS 6.1.12.D.8.b; NJSLS 6.1.12.D.3.e
- Marian Anderson NJSLS 6.1.12.D.11.c

#### High School

- Tuskegee Airmen NJCCCS 6.1.12.D.11.c

### LITERATURE CONNECTIONS

- I, Too, Sing America NJSLS 6.1.12.D.8.b; NJSLS 6.1.12.D.3.e
- Lonely Eagles NJSLS 6.1.12.D.11.c

### GALLERY

#### Notable People

- A Philip Randolph NJCCCS 6.1.12.D.9.b
- Claude McKay NJSLS 6.1.12.D.8.b
- Eleanor Roosevelt NJSLS 6.1.12.D.10.c
- F. Scott Fitzgerald NJSLS 6.1.12.D.8.b

- Franklin D. Roosevelt NJSLS 6.1.12.D.10.b
- Joe Louis NJSLS 6.1.12.D.11.c
- Langston Hughes NJSLS 6.1.12.D.8.b
- Marian Anderson NJSLS 6.1.12.D.11.c
- Mary McLeod Bethune NJSLS 6.1.12.D.9.b
- Oscar Stanton DePriest NJSLS 6.1.12.D.9.b
- Ralph Bunche NJSLS 6.1.12.D.11.c
- Zora Hurston NJSLS 6.1.12.D.10.c

### **Places and Events**

- 1936 Olympics NJSLS 6.1.12.D.11.c
- Atomic Bomb Blast NJSLS 6.1.12.D.11.c; NJSLS 6.1.12.A.11.d
- Dust Bowl NJSLS 6.1.12.B.9.a
- Great Depression NJSLS 6.1.12.A.9.a
- Invasion of Normandy NJSLS 6.1.12.D.11.a; NJSLS 6.1.12.B.11.a; NJSLS 6.1.12.A.11.b
- Iwo Jima NJSLS 6.1.12.D.11.a; NJSLS 6.1.12.B.11.a; NJSLS 6.1.12.A.11.b
- Migrant Mother NJSLS 6.1.12.B.9.a
- Rosie the Riveter NJSLS 6.1.12.D.11.c
- Scottsboro Boys NJSLS 6.1.12.A.4.c
- Soup Kitchen NJSLS 6.1.12.D.9.b; NJSLS 6.1.12.C.10.a
- Tehran Conference NJSLS 6.1.12.D.11.a
- Wizard of Oz NJSLS 6.1.12.C.6.a

### **GRIOT**

- Henry Browne Farmer, 1942 NJSLS 6.1.12.D.9.b; NJSLS 6.1.12.C.10.a
- My Country Tis of Thee, Marian Anderson, 1939 NJSLS 6.1.12.D.11.c
- Tuskegee Airmen NJSLS 6.1.12.D.11.c
- We Work Again, 1937 NJSLS 6.1.12.D.9.b; NJSLS 6.1.12.C.10.a

### **PRIMARY SOURCES**

#### **Landmark Documents**

- Boulder Canyon Project NJSLS 6.1.12.A.10.c
- Buck v. Bell NJSLS 6.1.12.A.11.e
- Emergency Quota Act of 1921 NJSLS 6.1.12.A.8.c; NJSLS 6.1.12.D.5.d
- Executive Order 8802 NJSLS 6.1.12.A.4.c
- Executive Order 9066 NJSLS 6.1.12.A.11.c
- Immigration Act of 1924 NJSLS 6.1.12.A.8.c; NJSLS 6.1.12.D.5.d
- Wannsee Conference Minutes NJSLS 6.1.12.D.11.d
- What Does American Democracy Mean to Me? NJSLS 6.1.12.D.9.b

#### **Speeches and Correspondence**

- Address at Howard University: "The Progress of a People" NJSLS 6.1.12.A.4.c; NJSLS 6.1.12.D.8.a
- If You Believe the Negro Has a Soul NJSLS 6.1.12.D.11.c
- President Harding and Social Equality NJSLS 6.1.12.A.4.c
- Speech in Defense of the Second New Deal NJSLS 6.1.12.C.10.a

### **Assessment & Evaluation for this Unit**

- *Formative Assessments*: exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments*: Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments*: district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments*: visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

**Pacing Recommendation:**

This unit is designed for **2–3 instructional weeks** within the marking period.

**Accommodations & Modifications:**

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

**UNIT TWELVE: America in the Aftermath of Global Conflict: Domestic and Foreign Challenges, Implications and Consequences & The Era of Reform  
1946 - 1970**



Tumultuous changes came in the aftermath of World War II. The restoration of peace between the warring nations involved the task of reconstructing their polities and meeting the new societal challenges the war had unleashed. Students should understand that the ideological rivalries between capitalism and communism led by the United States of America and the Union of Soviet Socialist Republics, respectively, followed World War II. They should acquire an understanding of the basic tenets of the two ideologies and their political expressions.

The emergence of the Cold War and the alignment of nations into Eastern and Western blocs must be explored. Teachers should pay substantial attention to the various arenas of conflict between the East and the West — Korea, Vietnam, Cuba, and others. Students should examine the human costs of these ideologically driven conflicts and the ways in which the Cold War exacerbated domestic tensions.

The rivalry between the two ideological and political blocs also had domestic implications. The fear of communism in the United States stimulated the persecution of individuals deemed to be contaminated by the ideology. Students should examine how the government and anti-communist organizations silenced dissent and created blacklists of suspected domestic communists. They should be exposed to the biographies of some of the victims of these fears such as Ethel and Julius Rosenberg, Paul Robeson, and W.E.B. Du Bois. The role of the House Un-American Activities Committee should be studied.

The end of the war also saw an intensification of the struggle of African Americans for their rights as citizens. The teacher should discuss the ingredients of racism as an ideology and how its principles legitimized the rise of Jim Crow and the denial of rights to African Americans. The unit should address the origins of the modern Civil Rights Movement, its male and female leaders, its organizational structures, strategies, and its evolution in the 1950s and the 1960s. Special attention should be paid to the critically important roles students and women played, as well as the nature of resistance. The narrative should be enriched through documentary films and photographs.

The legislative successes of the Civil Rights Movement deserve attention, principally the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Students should know that the implementation of these laws would spark some white opposition. They should understand that these laws did not address inequalities in the distribution of wealth, despite the economic boom World War II stimulated. Dissatisfaction with their condition led some African Americans to resort to violence in cities such as Detroit, Los Angeles, and Newark, New Jersey. The social and economic roots of these disturbances must be explored. The rise of the Black Power Movement was a response to the systemic problems that continued to plague the United States.

The Civil Rights Movement spawned other demands for social justice not only for women's rights but also for sexual freedoms, epitomized most clearly by the Stonewall Rebellion of 1969. This was an age of social reform, and the successes the Women's Movement achieved would transform American culture. It is also important to examine the cultural vitality of the time as reflected in art, literature, music, dance, and sartorial styles.

As in the previous units, the teacher should focus on the ways in which the historical narrative changes when the experiences of all peoples are included. How does addressing the principles and *modus operandi* of the Civil Rights Movement enrich and transform the American narrative? How does the inclusion of the struggle for women's rights and those of other marginalized peoples alter the fabric of America's story?

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSLs)  
Unit Twelve**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.	12	6.1 U.S. History: American in the World	B. Geography, People, and the Environment	<a href="#">Lesson Plan</a>
*Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
*Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

*Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Relate the changing role of women in the labor force to changes in family structure.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	12	6.1 U.S. History: America in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

## DIALOGUES

- Testament: The Little Rock Nine NJSL 6.1.12.A.13.b

## GUIDED READINGS

### Primary

- Little Rock Nine NJSL 6.1.12.A.13.b
- Wilma Learns to Run NJSL 6.1.12.D.11.c

## **Secondary**

- Kent State NJSLS 6.1.12.D.12.d; NJSLS 6.1.12.D.12.e
- Cesar Chavez NJSLS 6.1.12.C.12.b
- Chicano Movement NJSLS 6.1.12.D.13.c
- Girard College NJSLS 6.1.12.A.13.b
- Grace Lorch NJSLS 6.1.12.A.13.b
- Hernandez v. Texas NJSLS 6.1.12.D.13.a
- La Raza Unida Party NJSLS 6.1.12.D.13.c
- Mendez v. California NJSLS 6.1.12.D.13.a
- Paul Robeson and the House Un-American Activities Committee NJSLS 6.1.12.D.12.b; NJSLS 6.1.12.A.12.a
- Prince Edward County Virginia NJSLS 6.1.12.A.13.b; NJSLS 6.1.12.A.13.b
- The Counterculture NJSLS 6.1.12.D.13.d
- William Levitt NJSLS 6.1.12.B.13.a

## **LESSON PLANS**

### **Middle School**

- Mendez v. Westminster NJSLS 6.1.12.D.13.a

## **LITERATURE CONNECTIONS**

- Emmett Till NJSLS 6.1.12.D.13.a

## **POWERPOINT PRESENTATIONS**

- Desegregation NJSLS 6.1.12.A.13.b
- Forms of Protest NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b

## **GRIOT**

- Ballot or the Bullet, Malcolm X, 1964 NJSLS 6.1.12.D.14.e; NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b
- Civil Rights Museum NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b
- The New Negro, 1957 NJSLS 6.1.12.D.14.e; NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b

## **GALLERY**

### **Notable People**

- Berry Gordy NJSLS 6.1.12.D.14.f
- Betty Friedan NJSLS 6.1.12.D.13.c
- Cesar Chavez NJSLS 6.1.12.C.12.b
- Constance Baker Motley NJSLS 6.1.12.D.13.a
- Curtis Mayfield NJSLS 6.1.12.D.14.f
- Elijah Muhammad NJSLS 6.1.12.D.14.e
- Elvis Presley NJSLS 6.1.12.D.14.f
- Fannie Lou Hamer NJSLS 6.1.12.D.13.a
- Gloria Steinem NJSLS 6.1.12.D.13.c
- Harry Truman NJSLS 6.1.12.D.12.c
- J. Edgar Hoover NJSLS 6.1.12.D.12.b
- Jackie Robinson NJSLS 6.1.12.D.13.a
- John F. Kennedy NJSLS 6.1.12.A.12.a



- Joseph McCarthy NJSLS 6.1.12.D.12.b
- Martin Luther King Jr. NJSLS 6.1.12.D.14.e
- Medgar Evers NJSLS 6.1.12.D.13.a
- Rosenbergs NJSLS 6.1.12.D.12.b
- Shirley Chisholm NJSLS 6.1.12.D.13.a
- Stokely Carmichael NJSLS 6.1.12.D.13.a
- Thurgood Marshall NJSLS 6.1.12.A.13.b
- Wilma Rudolph NJSLS 6.1.12.D.11.c

### **Places and Events**

- 1964 Civil Rights Act NJSLS 6.1.12.D.13.a
- American Indian Movement NJSLS 6.1.12.D.13.c
- Black Panthers NJSLS 6.1.12.D.13.a
- Black Troops Korea NJSLS 6.1.12.D.13.a
- Bloody Sunday NJSLS 6.1.12.D.13.a
- Cuban Missile Crisis NJSLS 6.1.12.A.12.a; NJSLS 6.1.12.D.12.b
- House Committee on Un-American Activities NJSLS 6.1.12.D.12.b
- Integration of Baseball NJSLS 6.1.12.D.13.a
- Integration Troops NJSLS 6.1.12.D.13.a
- Iron Curtain NJSLS 6.1.12.D.12.b
- Little Rock Nine NJSLS 6.1.12.A.13.b
- March on Washington NJSLS 6.1.12.D.13.a
- Orangeburg Massacre NJSLS 6.1.12.D.13.a
- Rosa Parks Bus Boycott NJSLS 6.1.12.C.13.a
- Segregation NJSLS 6.1.12.D.13.a

### **PRIMARY SOURCES**

#### **Landmark Documents**

- Alabama Literacy Test NJSLS 6.1.12.D.13.a
- Black Panther Party Platform NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b
- Brown v. Board of Education, 347 U.S. 483 NJSLS 6.1.12.A.13.b
- Civil Rights Act of 1964 NJSLS 6.1.12.A.13.b
- Cold War Alliances NJSLS 6.1.12.A.12.a
- Elizabeth Eckford's Testimony to the FBI NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.A.13.b
- Executive Order 10730 NJSLS 6.1.12.A.13.b
- Executive Order 9981 NJSLS 6.1.12.D.13.a
- Federal-Aid Highway Act of 1956 NJSLS 6.1.12.B.13.a
- How to Tell if Your Child is a Potential Hippie, and What You Can Do About It NJSLS 6.1.12.D.13.d
- International Convention on the Elimination of All Forms of Racial Discrimination NJSLS 6.1.12.D.13.a; NJSLS 6.1.12.D.13.b
- MENDEZ et al. v. WESTMINSTER SCHOOL DIST. OF ORANGE COUNTY et al. NJSLS 6.1.12.D.13.a
- Powell Press Release NJSLS 6.1.12.A.13.b
- Republican National Committee News Release on the Civil Rights Act NJSLS 6.1.12.A.13.b
- Senate Resolution 301: Censure of Senator Joseph McCarthy NJSLS 6.1.12.A.12.a
- The Marshall Plan NJSLS 6.1.12.A.12.a
- Voting Rights Act NJSLS 6.1.12.A.13.b

### Speeches and Correspondence

- A Call for Unity NJSLS 6.1.12.D.13.b
- Black Power NJSLS 6.1.12.D.13.b
- Civil Rights Message NJSLS 6.1.12.A.13.b
- Domino Theory NJSLS 6.1.12.A.12.a
- Equal Rights for Women NJSLS 6.1.12.D.13.b; NJSLS 6.1.12.D.13.f
- I Have a Dream NJSLS 6.1.12.D.13.b
- Inaugural Address of Governor George C. Wallace NJSLS 6.1.12.D.13.a
- Letter from Birmingham Jail NJSLS 6.1.12.D.13.b
- Message to the Grassroots NJSLS 6.1.12.D.13.b
- On the Death of Martin Luther King Jr. NJSLS 6.1.12.D.13.b
- Port Huron Statement NJSLS 6.1.12.D.13.d
- The Civil Rights Movement: Fraud, Sham, and Hoax NJSLS 6.1.12.A.13.b
- The Sharon Statement NJSLS 6.1.12.A.12.a
- We Shall Overcome NJSLS 6.1.12.D.13.b

### Assessment & Evaluation for this Unit

- *Formative Assessments:* exit tickets, map analysis, guided reading annotations, and pair-share debates.
- *Summative Assessments:* Document-Based Questions (DBQs), primary-source comparative essays, or timeline creation projects.
- *Benchmark Assessments:* district-created cumulative Amistad performance tasks administered mid-year and end-of-year.
- *Alternative Assessments:* visual galleries, oral histories, and digital exhibits for students with IEP/ELL accommodations.

### Pacing Recommendation:

This unit is designed for **2–3 instructional weeks** within the marking period.

### Accommodations & Modifications:

- Provide *leveled primary sources* for ELL and IEP students.
- Offer *audio/visual options* for reading-intensive tasks.
- Extend timelines for *504 students*.
- Include *extension projects* for gifted/talented learners (e.g., research on local Hoboken abolitionist movements).

## **UNIT THIRTEEN: National and Global Debates, Conflicts, and Developments & America Faces the 21st Century**

### **1970 - Present**



This unit emphasizes the developments in American society as the 20th century ends and a new one begins. Students should have acquired a thorough understanding of the evolution of American society, the challenges it confronted, periods of domestic and foreign crises, the varieties of reform movements it spawned, the wars it fought, its advances, and its unfulfilled promises. Building upon this foundation, the teacher should analyze the principal developments that characterized the society as the 20th century came to a close.

The teacher should consider employing a thematic approach to what is essentially contemporary history. It may be convenient to divide the topics into domestic issues and foreign policy issues. However, it is essential that the dialectic relationship between the two be always recognized.

The United States was involved in a series of wars and military interventions since the 1960s, necessitating an enormous expenditure of lives and resources. The causes of these wars differed, but they were a function of America's assumption of the role of a superpower. The war in Vietnam directly related to the contest with communism, while the wars in Iraq and Afghanistan were described as part of the struggle against terrorism and the desire to establish democratic institutions in those countries.

The nation intervened militarily in Grenada, Panama, Haiti, Bosnia, and other places, usually for different reasons. Students must examine these conflicts, placing them in the context of America's military strength and its perceived global responsibilities.

The domestic issues this unit covers are varied, numerous, and complex. They can be divided under political, economic, social, cultural, and technological headings, although they are all interrelated. Care should be taken to include all ethnic groups and women in the narrative. Women, for example, began to have their rights of citizenship respected, and they began to be recognized for their significant role in American society. African Americans gained, in large measure, their civil rights and participated more fully in national life at all levels. Latinos grew in significant numbers superseding African Americans demographically. They, too, enhanced their roles in society. The good teacher will ensure that America's history is not told entirely from the perspective of the elite groups.

Students should develop an appreciation of America's diverse cultural streams and an understanding of the richness of its heritage. There should be useful debates over continuing challenges, both domestic and foreign. This unit affords the teacher an unusual opportunity to engage the students in issues of the moment, allowing them to express their opinions freely on the national and international problems that animate them. This is a chance for them — based upon a year or more immersion in the course content — to imagine the future of the United States of which they constitute an important part.

**All lessons that align to the curricular crosswalks to the social studies curriculum have a blue star next to the essential learning outcome.**

**New Jersey Core Content Curriculum  
Social Studies Standards. (NJSLS)  
Unit Thirteen**

Essential Learning Outcome	Grade	Standard	Strand	Lesson Plan
Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.	12	6.1 U.S. History: American in the World	C. Economics Innovation, and Technology	<a href="#">Lesson Plan</a>
*Assess the actions taken to address the causes of continuing urban tensions and violence.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>

*Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Relate the role of America's dependence on foreign oil to its economy and foreign policy.	12	6.1 U.S. History: American in the World	C. Economics, Innovation, and Technology	<a href="#">Lesson Plan</a>
Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Examine the impact of media and technology on political and social issues in a global society.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Analyze the impact of American culture on other world cultures from multiple perspectives.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

*Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v.Trenton Board of Education), and New Jersey's law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	12	6.1 U.S. History: American in the World	A. Civics, Government, and Human Rights	<a href="#">Lesson Plan</a>
*Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
Analyze the role that the media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>
*Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	12	6.1 U.S. History: American in the World	D. History, Culture, and Perspectives	<a href="#">Lesson Plan</a>

## DIALOGUES

- Land of Opportunity? NJSLS 6.1.12.B.14.a; NJSLS 6.1.12.A.13.c

## GUIDED READINGS

### Primary

- Hank "The Hammer" Aaron NJSLS 6.1.12.D.14.d
- Jesse Louis Jackson Sr. NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.D.14.e
- Shirley Chisholm NJSLS 6.1.12.D.14.d
- Tiger Woods NJSLS 6.1.12.D.14.d

### Secondary

- Amy Tan Joy NJSLS 6.1.12.B.14.a; 6.1.12.D.14.d
- Antonia Novello NJSLS 6.1.12.D.14.d
- Antonin Scalia NJSLS 6.1.12.A.14.a; NJSLS 6.1.12.A.14.b
- Christopher Gardner NJSLS 6.1.12.D.14.d
- Colin Powell NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Condoleeza Rice NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Cory Booker NJSLS 6.1.12.D.14.d

- Dan Savage NJSLS 6.1.12.D.14.d
- Hank Aaron and the Pressure of Breaking Babe Ruth's Record NJSLS 6.1.12.D.14.d
- Hillary Clinton NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Mario Molina NJSLS 6.1.12.D.14.d
- Matthew Shepard NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.14.f
- Michelle Obama NJSLS 6.1.12.D.14.d
- Roberto Clemente NJSLS 6.1.12.D.14.d
- Samuel Alito NJSLS 6.1.12.A.14.a; NJSLS 6.1.12.A.14.b
- Senator Menendez NJSLS 6.1.12.D.14.d
- Sonia Sotomayor NJSLS 6.1.12.D.14.d
- Susana Martinez (Governor of New Mexico) NJSLS 6.1.12.D.14.d
- The Black Power Salute NJSLS 6.1.12.D.14.d
- The National Black Feminist Organization NJSLS 6.1.12.D.14.d

## **LESSON PLANS**

### **Middle School**

- Writing the American Story

## **LITERATURE CONNECTIONS**

- Black Family Pledge NJSLS 6.1.12.D.14.d

## **POWERPOINT PRESENTATIONS**

- Gaining Political Power NJSLS 6.1.12.D.14.d
- Racism on Campus NJSLS 6.1.12.D.14.d

## **GRIOT**

- 1968: Martin Luther King, Jr. Mountaintop Speech NJSLS 6.1.12.D.14.e
- 2009: Barack Obama Inaugural Address NJSLS 6.1.12.D.14.d
- 2013: Barack Obama Second Inaugural Address NJSLS 6.1.12.D.14.d
- Barack Obama - Election Night Victory Speech (2008) NJSLS 6.1.12.D.14.d

## **Gallery**

### **Notable People**

- Al Sharpton NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.D.14.e
- Assata Shakur NJSLS 6.1.12.D.15.d
- Barack Obama NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.b
- Bell Hooks NJSLS 6.1.12.D.14.d
- Bill Clinton NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Condoleezza Rice NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Cornel West NJSLS 6.1.12.D.14.d
- George H. W. Bush NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.d; NJSLS 6.1.12.A.15.c
- George W. Bush NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.a; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Gerald Ford NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Jesse Jackson NJSLS 6.1.12.D.14.d
- Jimmy Carter NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Mae Jemison NJSLS 6.1.12.D.14.d

- Nelson Mandela NJSLS 6.1.12.A.15.b
- Oprah Winfrey NJSLS 6.1.12.D.14.d
- Richard Nixon NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.a; NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.A.15.c
- Roberto Clemente NJSLS 6.1.12.D.14.d
- Ronald Reagan NJSLS 6.1.12.A.14.d; NJSLS 6.1.12.A.15.a; NJSLS 6.1.12.A.15.b; 6.1.12.A.15.d; NJSLS 6.1.12.A.15.c
- Sally Ride NJSLS 6.1.12.D.14.d
- Shirley Chisholm NJSLS 6.1.12.D.14.d
- Toni Morrison NJSLS 6.1.12.D.14.d
- Wilson Goode NJSLS 6.1.12.D.14.d; NJSLS 6.1.12.A.14.d

### **Places and Events**

- 1973 Oil Embargo NJSLS 6.1.12.D.15.c
- AIDS Quilt NJSLS 6.1.12.A.14.c; NJSLS 6.1.12.A.16.a; NJSLS 6.1.12.A.14.f
- Apartheid NJSLS 6.1.12.A.15.b
- Hip Hop NJSLS 6.1.12.D.16.a
- Jackson Five NJSLS 6.1.12.D.16.a
- Million Man March NJSLS 6.1.12.A.14.c; NJSLS 6.1.12.A.14.f
- Million Mom March NJSLS 6.1.12.A.14.c; NJSLS 6.1.12.A.14.f
- September 11th NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.D.15.d
- Watergate NJSLS 6.1.8.A.3.b
- Woodstock NJSLS 6.1.12.D.16.a

### **PRIMARY SOURCES**

#### **Landmark Documents**

- Abbott Decision NJSLS 6.1.12.C.14.d; NJSLS 6.1.12.A.13.a
- Combahee River Collective Statement NJSLS 6.1.12.D.14.d
- Economic Opportunity Act NJSLS 6.1.12.D.14.d
- Equal Education Opportunities Act NJSLS 6.1.12.C.14.d
- Moynihan Report NJSLS 6.1.12.A.14.c; NJSLS 6.1.12.D.14.b
- Proposed Equal Rights Amendment NJSLS 6.1.12.D.14.d
- Southern Burlington County NAACP v. Township of Mount Laurel NJSLS 6.1.12.A.14.f
- Swann v. Charlotte-Mecklenburg Board of Education NJSLS 6.1.12.C.14.d
- The Gary Declaration NJSLS 6.1.12.A.14.c
- University of California v. Allan Bakke NJSLS 6.1.12.A.14.f

#### **Speeches and Correspondence**

- Address to the U.N. Security Council NJSLS 6.1.12.D.15.a
- Impeachment Hearing Speech NJSLS 6.1.12.A.14.a
- Inauguration Speech of Governor Deval Patrick NJSLS 6.1.12.D.14.d
- Just Words NJSLS 6.1.12.D.14.d
- Let's Roll NJSLS 6.1.12.A.15.b; NJSLS 6.1.12.D.15.d
- Minister Farrakhan Challenges Black Men at the Million Man March NJSLS 6.1.12.D.14.e
- Pardon of Richard Nixon NJSLS 6.1.8.A.3.b
- President Clinton's Speech on Race Relations NJSLS 6.1.12.D.14.d
- Senator Barack Obama's "A More Perfect Union" Speech NJSLS 6.1.12.D.14.d
- Women's Rights Are Human Rights NJSLS 6.1.12.D.14.d



**Career Readiness, Life Literacies, and Key Skills (NJSLS 9.2):**

Students engage in historical inquiry and source evaluation, mirroring skills in data analysis, communication, and civic leadership.

- 9.2.8.CAP.3 – Identify transferable skills in research and historical interpretation.
- 9.2.12.CAP.6 – Analyze the impact of social issues on career pathways (e.g., historian, museum educator, civil rights advocate).
- 9.4.12.IML.2 – Evaluate information for credibility and bias in digital resources.

**New Jersey Learning Standards & Resources**

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand
6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

**STRANDS****A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

### English Language Arts Connections

Vibrant classroom libraries and core literature selections are essential to integrating the history and contributions of African-Americans and the descendants of the African Diaspora into Hoboken Public School District's Curriculum.

The following titles are used as resources, self-selected readings, and core literature:

Titles
Harriet Tubman
Ruby Bridges
George Washington Carver
My First Kwanzaa Book
Frederick Douglass Fights for Freedom
Nelson Mandela
A Band of Angels
Barack Obama
You Wouldn't Want to Be a Civil War Soldier
Picture Book of Jesse Owens
Kwanzaa
Voyage of Mae Jemison
Young Frederick Douglas
Ruby's Wish
K is for Kwanzaa
Flossie and the Fox
Enemies of Slavery
When Marian Sang
Fifty Cents and a Dream: Young Booker T.
Harlem
Two Tickets to Freedom
Who Was Jackie Robinson
The Boy Who Harnessed the Wind
If You Lived When There Was Slavery in America
Escape North: The Story of Harriet Tubman
If You Traveled on the Underground Railroad
Rosa Parks
Looking Like Me
Nelson Mandela

I am Harriet Tubman
Duke Ellington
Who Was Frederick Douglass
Before I Made History: Leaders of Freedom
Who Conducted the Underground Railroad
Heroes for Civil Rights
Through My Eyes
Brown vs. the Board of Education
The Civil War
The Confederate States of America
Slavery in America
Portraits of African American Heroes
10 Days: Martin Luther King Jr.
Stealing Home: Stories of Jackie Robinson
Barack Obama: U.S. President
Why Mosquitoes Buzz in People's Ears
Rosa
Gettysburg
Rosa Parks My Story
Get on Board: The Story of the Underground Railroad
Wilma Unlimited
Civil Rights Movement in America
Queen of the Track
If You Lived During the Civil War
Jackie Robinson: American Hero
Ida B. Wells
Voices of the Civil War
I am: Martin Luther King Jr.
What Was the Battle of Gettysburg
Marching for Freedom
Civil Rights Movement
The Underground Railroad
Martin's Big Words
Jackie Robinson Breaks the Color Line
The Day Gogo Went to Vote
Bigmama's (Comprehension Club)
Aunt Flossie's Hats (And Crab Cakes Later)
Peter's Chair
Tar Beach
Chicken Sunday
The Story of Ruby Bridges
Looking Like Me

The Hatseller and the Monkeys
Daddy Calls Me Man
Anansi the Spider
Meet Danitra Brown
A Chair for My Mother
Donovan's Word Jar
The Gold Cadillac
Twice Toward Justice
Forty Acres and Maybe a Mule
Roll of Thunder Hear My Cry

### **Black History Month Celebrations within the Hoboken Public Schools**

The origins of Black History Month were provided to all schools in order to teach all students of the background centered on this historical time of year. The following is a snapshot of the background provided to all schools to begin this intellectual journey. Black History Month began as "Negro History Week," which was created in 1926 by Carter G. Woodson, a noted African American historian, scholar, educator, and publisher.

#### **Negro History Week (1926)**

The precursor to Black History Month was created in 1926 in the United States, when historian Carter G. Woodson and the Association for the Study of Negro Life and History announced the second week of February to be "Negro History Week". This week was chosen because it coincided with the birthday of Abraham Lincoln on February 12 and of Frederick Douglass on February 14, both of which dates black communities had celebrated together since the late 19th century.

From the event's initial phase, primary emphasis was placed on encouraging the coordinated teaching of the history of American blacks in the nation's public schools. The first Negro History Week was met with a lukewarm response, gaining the cooperation of the Departments of Education of the states of North Carolina, Delaware, and West Virginia as well as the city school administrations of Baltimore and Washington, D.C.. Despite this far from universal acceptance, the event was regarded by Woodson as "one of the most fortunate steps ever taken by the Association", and plans for a repeat of the event on an annual basis continued apace.

By 1929, *The Journal of Negro History* was able to note that with only two exceptions, officials with the State Departments of Educations of "every state with considerable Negro population" had made the event known to that state's teachers and distributed official literature associated with the event". Churches also played a significant role in the distribution of literature in association with Negro History Week during this initial interval, with the mainstream and black press aiding in the publicity effort.

Negro History Week was met with enthusiastic response; it prompted the creation of black history clubs, an increase in interest among teachers, and interest from progressive whites. Negro History Week grew in popularity throughout the following decades, with mayors across the United States endorsing it as a holiday.

On February 21, 2016, 106-year Washington D.C. resident and school volunteer Virginia McLaurin visited the White House as part of Black History Month. When asked by the president why she was there,

McLaurin said, "A black president. A black wife. And I'm here to celebrate black history. That's what I'm here for."

### **The Emergence of Black History Month (1976)**

Black History Week became a month-long celebration in 1976. The month of February was chosen to coincide with the birthdays of Frederick Douglass and Abraham Lincoln. From the event's initial phase, primary emphasis was placed on encouraging the coordinated teaching of the history of American blacks in the nation's public schools. The expansion of Black History Week to Black History Month was first proposed by the leaders of the Black United Students at Kent State University in February 1969. The first celebration of the Black History Month took place at Kent State one year later, in February 1970.

In 1976 as part of the United States Bicentennial, the informal expansion of Negro History Week to Black History Month was officially recognized by the U.S. government. President Gerald Ford spoke in regards to this, urging Americans to "seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history.

### **Sample Message to Principals Regarding Black History Month**

Good Day Principals,

As you are aware, Black History Month begins on February 1<sup>st</sup>. It is expected that as the leaders of your buildings that you promote awareness to our students through school wide assemblies as well as artifacts that can be displayed throughout your schools. Students in music classes should be exploring the music of the Harlem Renaissance Period for example. Discussing the period and listening to the music as well as playing the music. This is potentially one of the scenes that can be featured at your district wide assembly. Below, you will find a listing of creative ideas (more can be thought of in teams during your related arts teachers' common planning.).

In terms of assemblies, the productions that were created for Hispanic Heritage Month should be echoed for Black History Month. Your related arts staff members are creative members of our school community and are able to put on sound productions with classroom teacher support and input. We are certain you have been planning for these months. In closing, please provide the dates of your Black History Month Assemblies at your respective buildings.

Possible Creative Ideas:

- Creation of Grade Level Quilts-Quotes of Notable Women and African-Americans
  - Vision Boards-How do the visions of Notable Women and African-American align to your thinking?
  - Debates/Fishbowls
  - Creation of Timeless for Display
  - Learning of Different Genres of Music (Students to perform these at assemblies that will take place at the building level)
1. A Brief History of the Blues (All About Jazz.com, August 16, 2005)
  2. History of Jazz (Scholastic, [teacher.scholastic.com](http://teacher.scholastic.com))
  3. Jazz: A History of America's Music (PBS.org)

4. Classic Motown (classic.motown.com) A History of Gospel Music (NPR.org)
5. History of Hip-Hop: 1925–Present (About.com)
6. Negro Spirituals History (NegroSpirituals.com)

Exploration of Art by famous African-Americans and Women-Students to create renditions of these powerful art pieces. These should be on display in school foyers as well as throughout the hallways. Creation of African-American Museums should be explored as well.

During school morning announcements: Quotes and music of the times must be explored during your daily morning announcements. Allow your students to be a part of these activities.

Utilize common planning periods in order to delve into the activities and ensure that they provide rigor of instruction for the students at each building location.

### **Additional Supplemental Resources to Strengthen the Curriculum**

Teachers are encouraged to utilize the below referenced sites to strengthen the content pedagogy and practice. Additionally, the information embedded allows for students to delve into the understanding of tolerance and diversity through the historical and current lens. These sites are rich in content and should be used as a vehicle to drive instruction.

- Amistad Commission Website: <http://www.njamistadcurriculum.net>
- New York Times Upfront: <http://upfront.scholastic.com/>
- Gilder Lehrman Institute for American History <https://www.gilderlehrman.org/>
- Hamilton Education Program:  
<https://www.gilderlehrman.org/content/hamilton-education-program>
- Stanford History Education Group: Reading Like a Historian: <https://sheg.stanford.edu/>
- Discovery Education (video clips to support Stanford History Education Group lessons)
- Learning for Justice: [www.learningforjustice.org](http://www.learningforjustice.org)



# LEARNING FOR JUSTICE

**All teachers of the Hoboken Public School System are to review the social justice standards and teaching tolerance anti-bias framework by clicking the links below:**

**[https://www.tolerance.org/sites/default/files/201706/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/201706/TT_Social_Justice_Standards_0.pdf)**

**This framework outlines identity, diversity, justice and action anchor standards that are woven across the curriculum:**

**Identity Anchor Standards:**

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

**Diversity Anchor Standards**

1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4. Students will respond to diversity by building empathy, respect, understanding and connection.
5. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**Justice Anchor Standards**

1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
3. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
4. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
5. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

**Action Anchor Standards**

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

The following are required lessons from Learning for Justice. Teachers are encouraged to infuse new lessons, as presented by Learning for Justice, in all subject areas to enhance the essential learning outcomes found in the Amistad and Holocaust/Genocide Curricula, and all other curriculum documents used in the district:

- **Social Studies Grade 1**  
**What is Community?**  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-community> In this lesson students will identify people and places that make their own neighborhoods special.
  - **Social Studies Grade 3**  
**The Civil Rights Memorial**  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/the-civil-rights-memorial> In this lesson, students will work from core readings and then apply creative and critical thinking skills to design a monument for one of these later movements.
  - **Social Studies Grade 7**  
**A Time for Justice - A Civil Rights Timeline**  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/a-time-for-justice-a-civil-rights-timeline> This timeline accompanies the film "America's Civil Rights Movement: A Time for Justice."
- Understanding the Message of The Civil Rights Memorial**  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-the-message-of-the-civil-rights-memorial>
- In this lesson students will identify key facts and details about the importance and symbolism of the Civil Rights Memorial.
- **U.S. History I (CP & Pre-AP)**  
**Slavery as a Form of Racialized Social Control**  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/slavery-as-a-form-of-racialized-social-control> How did racial hierarchy adapt and persist after Emancipation? Throughout its history, the United States has been structured by a racial caste system. From slavery to Jim Crow to mass incarceration, these forms of racialized social control reinvented themselves to meet the needs of the dominant social class according to the constraints of each era.
  - **U.S. History II (CP & AP)**



## Using Photographs to Teach Social Justice | Exposing Racism

<https://www.tolerance.org/classroom-resources/tolerance-lessons/using-photographs-to-teach-social-justice-exposing-racism> Photographs can sometimes capture important moments in American history. This lesson is part of the Using Photographs to Teach Social Justice series.

**Text-Dependent Questions for “The Color of Justice”** [Text-Dependent Questions for “The Color of Justice”](#) Text-Dependent Questions accompany “The Color of Justice.”

## **People Who Have Shaped the World – High School Elective Course** **Standing Up Against Discrimination** [Standing Up Against Discrimination | Learning for Justice](#)

People sometimes look the other way when they see an act of discrimination because they do not know how to stop it. This lesson provides students with real-world examples to help them identify peaceful ways to respond.

- **Art Grade 7** Art and Racial Justice: What is in a Self-Portrait? <https://www.tolerance.org/classroom-resources/tolerance-lessons/art-and-racial-justice-what-is-in-a-selfportrait> In this lesson, students will look at a few self-portraits of people of color and think about the role of art in struggles for racial justice. Then students will consider what they might want to show about themselves or their various identity groups through a self-portrait.
- **Language Arts Grade 4** Examining Stereotypes in Books [Examining Stereotypes in Books | Learning for Justice](#)  
This lesson is intended to help guide children to respond to literature with an eye toward social justice.

### **Additional Supplemental Resources to Strengthen the Curriculum**

Category	Resource / Platform	Purpose	NJSLS Connection
Core	Amistad Commission Interactive Curriculum	Primary resource for state-aligned Amistad instruction	6.1, 6.2
Supplemental	Gilder Lehrman, PBS, Discovery Ed	Enrichment & multimedia	6.1.12.D.14
Digital Tool	Google Workspace, Prezi, Coggle	Collaboration and presentation	9.4.12.DC.6
Career Readiness	Historical research, public presentation, digital archives	Develops communication, data literacy, and civic engagement	9.2.12.CAP.1, 9.2.12.CAP.5

**Pacing Guide: K–12 Amistad Integration**

<b>Grade Band</b>	<b>Unit Focus</b>	<b>Timeframe</b>	<b>Major Project/ Assessment</b>	<b>Interdisciplinary Links</b>
K–2	Family, Community, and Heroes	2–3 weeks per marking period	“Community ABC Book”	ELA, Visual Arts
3–5	Geography, Early Civilizations	3 weeks	“Map of My World”	ELA, Technology
6–8	Indigenous Civilizations to the Atlantic World	4 weeks	“Triangular Trade Simulation”	ELA, Math
9–12	Ancient Africa to Modern America	6 weeks per unit	“Cultural Infusion Research Project”	ELA, Civics, Technology