

Englewood Public School District
United States History
Grade 8
Second Marking Period

Unit 2 - Industrialization of the North and “Cotton is King” in the South

Overview: *Industrializing “US”* – During this unit, students explore how during 1800-1860’s, industrialization and social reforms transformed American southern and northern societies.

Time Frame: 40 to 45 Days

Enduring Understandings:

The Industrial Revolution transformed the way goods were produced in the United States.

The introduction of factories changed working life for many Americans.

New forms of transportation improved business, travel, and communication in the United States.

Advances in technology led to new inventions that continued to change daily life and work.

“Cotton is King” and America’s tenets of liberty and prosperity for all.

The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.

Southern society centered around agriculture.

The slave system in the South produced harsh living conditions and occasional rebellions.

Essential Questions:

What changes occurred in the North during the 1800’s?

How did slavery and agriculture affect the American economy and society?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Industrialization, Social Reforms, and the Attitudes of Secession (1790-1860)</p> <p>6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p>6.1.8. A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8. C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political</p>	<p>Topics/Objectives</p> <p><i>Students will:</i></p> <p>Explore how new machine inventions in Great Britain led to the beginning of the Industrial Revolution.</p> <p>Identify how new machine development and processes brought the Industrial Revolution to the United States.</p> <p>Summarize the how U.S. manufacturing made rapid improvements during the War of 1812.</p> <p>Show why the spread of mills in the Northwest changed workers' lives.</p> <p>Identify how the Lowell System revolutionized the</p>	<p><u>Skills Development:</u></p> <ul style="list-style-type: none"> History and Geography- Migration and the Americas, Searching for the Northwest Passage Social Studies Skills- Interpreting Diagrams, Framing Historical Questions <p>Focus on Writing-Writing a Travelogue, Writing a Letter (RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.7)</p> <p><u>Graphic Skills:</u></p> <p>Reading Check and Section Assessment (RH.6-8.1)</p> <p><u>Reading Support:</u></p> <ul style="list-style-type: none"> Guided Reading, Spanish and English Vocabulary Builder, general and modified Flash Cards (RL.8.4) <p><u>Online Book Pages:</u></p> <ul style="list-style-type: none"> Animated History- Animated Geography and History-North-Southern Divide 1846 Animated Geography- Election of 1860 Online Research Tool- Evaluating Websites Primary Resources- News Paper 	<p><i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012 Chapters 12 and 13</i></p> <p><u>On Line Book Pages:</u></p> <ul style="list-style-type: none"> Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.) Taking Notes-Graphic organizer idea headers for each section. <p><u>e-Activities:</u></p> <p>Videos- <i>Industrial Revolution, Wild West Tech: Train Tech, The Impact of Mass Transportation, Freedom's Road-Slavery and Opposition, Impact of Regional Economics</i></p> <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> Section Lesson Plan "Do Now"-Daily Bell ringer Transparencies Chapter Power Points Presentation Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented Answer Keys-Enrichment Activities, Reading Support, and Skill Development Quick Facts Transparencies-<i>The North Visual Summary, The South Visual Summary</i> Map Transparencies- <i>Transportation Routes, 1850, The Cotton Kingdom, Nat Turner's Rebellion</i> 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Section Assessments Section Online Quizzes Chapter Review: Pages 407-08 and 431-32 <p>Summative Assessments:</p> <ul style="list-style-type: none"> Standardized Test Practice: Pages 410 and 433 Chapter Review, general and modified Chapter Tests Forms A & B Modified Chapter Test <p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Exact Path <p>Alternative Assessments:</p> <p>Performance-based evaluation using rubrics (http://rubistar.4teachers.org/index.php)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Types of Assessments: https://www.teachthought.com/pedagogy/6-types-assessment-learning</p>

<p>development of the country.</p> <p>6.1.8. C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8. C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8. D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p>textile industry in the Northeast.</p> <p>Outline how workers organized to reform working conditions.</p> <p>Review how the Transportation Revolution affected trade and daily life.</p> <p>State how the steamboat was one of the first developments of the Transportation Revolution.</p> <p>Review how Railroads were a vital part of the Transportation Revolution.</p> <p>Distinguish how railroads were a vital part of the Transportation Revolution.</p> <p>Demonstrate how the Transportation Revolution brought many changes to American life and industry.</p>	<p>Advertisement-<i>Family Wanted</i>, Magazine Article-<i>Sarah G. Bagley and Women's Worker's</i>, Letter <i>Nat Turner's Rebellion</i>, Political Cartoon-The Embargo Act</p> <ul style="list-style-type: none"> • Outlining and History (RH.6-8.7, 8.1.8.A.1) <p><u>Holt McDougal Social Studies, e-Activities</u></p> <ul style="list-style-type: none"> • Animated Geography- Election of 1860 • Animated History- An American Textile Mill • Animated Geography and History- Transportation Systems • Emigration to America 1831-60, North-South Divide 1846. (8.1.8.A.1) <p><u>Primary Resources</u></p> <ul style="list-style-type: none"> • Life in the Mills • <i>Industrial Revolution</i> • <i>Samuel Slater</i> • <i>Lowell Scrapbook</i> • <i>Freedom Diary</i> • <i>Tredegear Iron Works</i> • <i>Slavery and Housing</i> (CRP2, 9.2.8.B.3) <p><u>Enrichment Activities (See Student Resources):</u></p>	<p><u>Holt McDougal Social Studies e-Chapter Enrichment Links</u></p> <p><u>The North</u></p> <p>Section 1 Samuel Slater Read this account of Slater's journey to the United States and learn more about his role in the Industrial Revolution.</p> <p>Section 2 Sarah Bagley Sarah Bagley was a millworker, writer, union organizer, and telegraph operator. The page links to Web sites about the Lowell mills and has a picture of early telegraph operators.</p> <p>Section 3 Robert Fulton An essay and photos of Robert Fulton and his</p>
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6.1.8. D.4.b
Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8. D.4.c
Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8. D.5.a
Prioritize the causes and events that led to the Civil War from different perspectives.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by

Express how the telegraph made swift communication possible from coast to coast.

Recognize how with the shift to steam power, businesses built new factories closer to cities and transportation centers.

Review how improved farm equipment and other labor-saving devices made life easier for many Americans.

Recall how new inventions changed lives in American homes.

Express how the invention of the cotton gin revived the economy of the South.

Describe how the cotton gin created a boom in which

- Biographies - John Deere, Sarah Bagley, Mark Twain Pilots a Steamboat, Eli Whitney, Nat Turner, Mary Boykin Chestnut, Denmark Vesey
- Literature- Mark Twain Pilots a Steamboat, *Plantation Life Before the Emancipation* by R.Q. Mallard D.D
- Primary Resources- Lucy Larcom, Working in a Lowell Mill, Francis Anne Kemble, Jacob Stoyer, *My Life in the South Denmark Vesey Conspiracy* Political Cartoon- Fears of the Railroad, Temperance Reform, and Anti-Slavery Poster
- History and Geography- The Transportation Revolution, Cotton and the South
- Social Studies Skills Activity-Personal Conviction and Bias, Interpreting Graphs
- Focus on Writing- Newspaper Advertisement, Biographical Sketch **(CRP4, RH.6-8.9, RH.6-8.7)**

E- Activities,

inventions are on this Web site.

Section 4 Samuel F.B. Morse Papers

An exhibit containing primary-source documents about the telegraph and diagrams of it, letters by Samuel F. B. Morse, and other interesting information related to the telegraph.

The South

Section 1 Eli Whitney's Patent for the Cotton Gin

Visit this Web site to see Eli Whitney's

working collaboratively to address the challenges that are inherent in living in an interconnected world.)

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related

farmers grew little to nothing else.

Discuss how some people encouraged southerners to focus on other crops and industries.

Explore how Southern society and culture consisted of four main groups.

Identify how free African Americans in the South faced a great deal of discrimination.

Explain how slaves worked at a variety of jobs on the plantation.

Describe how life under slavery was torture and dehumanizing.

Illustrate how slave culture centered on family, community, and religion.

Writing About History:

- Biographical Narratives and Rubric
- Response to Literature
- Research Reports I& II
- Business Writing
- Technical Writing
- Current Events (**CRP8, W3, 9.2.8.B.3**)

Student Premium

Resources

Multimedia Connections:

- Industrial Revolution
- Cotton and Slavery (**8.1.8.A.1**)

patent for the cotton gin. This site also explains why a cotton gin was needed and the effects of Whitney's invention.

Section 2

Holt Graph: Southern Population, 1850

A pie chart breaks down southern population by race and condition of servitude.

Section 3

Nat Turner's Rebellion

This Web site provides a brief description of Turner's Rebellion. Click on the links at the bottom of the page to view illustrations of Turner and newspaper articles about the rebellion.

Teacher's One Stop Planner-
Internet Resources, Teacher Resources,
Fold Notes Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two- Panel Flip Chart, and Tri-Fold

Primary Source docs:

<http://www.loc.gov/exhibits/>

Common Lit:

Life of a Slave on a Southern Plantation:
https://www.commonlit.org/en/texts/life-of-a-slave-on-a-southern-plantation?search_id=4756526

The Niger Expedition of 1841:

to history/social studies.

RH.6-8.7:
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9:
Analyze the relationship between a primary and secondary source on the same topic.

State how slave uprising led to stricter slave codes in many states.

https://www.commonlit.org/en/texts/the-niger-expedition-of-1841?search_id=4756704

Virtual Tour, Historic Jamestown:

<https://historicjamestowne.org/visit-virtually/>

Growing a Nation: A Timeline of American Agriculture:

<https://www.agclassroom.org/gan/timeline/1800.htm>

6.1.8.A.2.b
Explain how and why early government structures developed, and determine the impact of these early structures on the evolution

Students will learn about Sojourner Truth and her fight for equal rights.

The students will work in pairs and choose five rights and freedoms they would miss if they were denied to them. The students will then identify a problem within their school and challenge that problem. This will be presented in electronic format. **(W3, CRP12)**

The New Jersey Amistad Commission Interactive Curriculum, Unit Seven – The Evolution of a New Nation State: Primary Source documents of the unit time period, such as Landmark Documents, Diaries and Journals, and Speeches and Correspondence: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/navigations/3544>

Summative Assessment:

Students will be assessed based on the quality of their presentations, using a teacher-created rubric.

of American politics and institutions.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Key Vocabulary: Industrial Revolution, textiles, Richard Arkwright, Samuel Slater, technology, Eli Whitney, interchangeable parts, mass production, Rhode Island system, Francis Cabot Lowell, Lowell system, trade unions, strikes, Sarah G. Bagley, Transportation Revolution, Robert Fulton, *Clermont*, *Gibbons v. Ogden*, Peter Cooper, Samuel F. B. Morse, telegraph, Morse code, John Deere, Cyrus McCormick, Isaac Singer, cotton gin, planters, cotton belt, factors, Tredegar Iron Works, yeomen, Second Great Awakening, Charles Grandison Finney, Lyman Beecher, temperance movement, Dorothea Dix, common-school movement, Horace folktales, spirituals, Nat Turner's Rebellion

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language

Special Education

At-Risk

Gifted and Talented

<p>Learners</p> <ul style="list-style-type: none"> ● Provide ELL students with multiple literacy strategies. ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Provide lower level text ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Provide lower level text ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Use project-based learning ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
<p>Career Ready Practices:</p>			

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12: Work productively in teams while using cultural global competence.

Integration of 21st Century Standards NJSL 9:

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards NJSL 8:

8.1.8.A.1: Demonstrate knowledge of a real-world problem using digital tools.

Interdisciplinary Connections: ELA-NJSL/ELA:

Reading History and Social Studies Companion Standards:

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard:

NJSLA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.