

**Englewood Public School District**  
**United States History**  
**Grade 8**  
**Third Marking Period**

**Unit 3 - Social Reforms, and the Attitudes of Secession**

**Overview:** During this unit, students will explore how during 1815-1860's, new social movement and attitudes of secession permeate southern and northern societies.

**Time Frame:** 40 to 45 Days

**Enduring Understandings:**

*The population of the United States grew rapidly in the early 1800's with the arrival of millions of immigrants.*

*New movements in art and literature influenced many Americans in the early 1800s.*

*Reform movements in the early 1800s affected religion, education, and society.*

*In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.*

*Reformers sought to improve women's rights in American society.*

*Antislavery literature and the annexation of new lands intensified the debate over slavery.*

*The Kansas-Nebraska Act heightened tensions in the conflict over slavery.*

*The split over the issue of slavery intensified due to political division and judicial decisions.*

*The United States broke apart due to the growing conflict over slavery.*

**Essential Questions:**

*What goals did American Social Reformers have on the early 1800's?*

*How did the issue of Slavery affect the politics in the United States?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>Industrialization, Social Reforms, and the Attitudes of Secession (1815-1860)</b>  <b>6.1.8.A.3.f</b>	<b>Topics/Objectives</b>	<b>Skills Development:</b>	<i>United States History - Grades 6-8, William Deverell, Holt McDougal, 2012</i> Chapters 14 and 15	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Section Assessments</li> <li>Section Online Quizzes</li> <li>Chapter Review: Pages 469-70, &amp; 499-500</li> </ul>
	<i>Students will:</i>  Recognize how millions of immigrants, mostly German	<ul style="list-style-type: none"> <li>History and Geography- The Underground Railroad, Free and Slave States</li> </ul>		

<p>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.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</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 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>and Irish, arrived in the U.S. despite anti-immigrant movements.</p> <p>Describe how industrialization led to the growth of cities.</p> <p>Outline how American cities experienced urban problems due to rapid growth.</p> <p>Express why Transcendentalists and utopian communities withdrew from American society.</p> <p>Recognized why American Romantic painters and writers made important contributions to art and literature.</p> <p>Identify why the Second Great Awakening sparked interest in religion.</p> <p>Explore how social reformers began to speak out about temperance and prison reform.</p> <p>Recall how improvements in education reform affected</p>	<ul style="list-style-type: none"> <li>• Social Studies Skills-Accepting Social Responsibilities, Assess Primary and Secondary Resources</li> <li>• Focus on Writing-Persuasive Letter, Writing an Autobiographical Sketch. <b>(CRP2, WHST.6-8.4, 8.1.8.A.1)</b></li> </ul> <p><b><u>Graphic Skills:</u></b> Reading Check and Section Assessment</p> <p><b><u>Reading Support:</u></b></p> <ul style="list-style-type: none"> <li>• Guided Reading, Spanish and English</li> <li>• Vocabulary Builder, general and modified</li> <li>• Flash Cards. <b>(RL.8.4)</b></li> </ul> <p><b><u>Online Book Pages:</u></b></p> <ul style="list-style-type: none"> <li>• Animated History-Immigration to America-1831-60</li> <li>• Animated Geography and History-North-Southern Divide 1846</li> <li>• Animated Geography-Election of 1860</li> <li>• Online Research Tool-Evaluating Websites</li> <li>• Primary Resources-Speech <i>Horace Mann to</i></li> </ul>	<p><b><u>On Line Book Pages:</u></b></p> <ul style="list-style-type: none"> <li>• Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)</li> <li>• Taking Notes-Graphic organizer idea headers for each section.</li> </ul> <p><b><u>e-Activities:</u></b></p> <ul style="list-style-type: none"> <li>• Videos- Abolitionists and the Underground Railroad, Fredrick Douglas, The Impact of Individual Rights, <i>John Brown's War, House Divided Speech</i>, and <i>Impact of States' Rights</i></li> </ul> <p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Section Lesson Plan</li> <li>• "Do Now"-Daily Bell ringer Transparencies</li> <li>• Chapter Power Points Presentation</li> <li>• Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented</li> <li>• Quick Facts Transparencies- <i>Push Pull Factors of Immigration, New Movements in America, Visual Summary</i>,</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Standardized Test Practice: Pages 471 &amp; 501</li> <li>• Chapter Review, General and Modified</li> <li>• Chapter Tests Forms A &amp; B</li> <li>• Modified Chapter Test</li> </ul> <p><b><u>Benchmark Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Exact Path</li> <li>• Common Formative Assessment</li> </ul> <p><b><u>Alternative Assessments:</u></b> Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation Types of Assessments: <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
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**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.

**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.

**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

many segments of the population.

Discover how Americans from a variety of backgrounds actively opposed slavery.

Show how Abolitionists organized the Underground Railroad to help enslave Africans escape.

Discuss how despite efforts of Abolitionists, many Americans remained opposed to ending slavery.

Explain how the abolition movement, many women struggled to gain equal rights for themselves.

Express how calls for women's rights met opposition from men and women.

Consider how the Seneca Falls Convention launched the first organized women's rights movement in the United States.

Describe how the addition of new land in the West

*the Board of Education, Handbill Anti-Abolitionists Rally, Historic Document- Declaration of Sentiments, Speech- The Seventh of March Speech, Speech Southern View of the Compromise, Photograph- A Fugitive Slave Convention, Speech House Divided, Speech- John Brown's Last Speech. (CRP8, RH.6-8.1, RH.6-8.2)*

#### **Holt McDougal Social Studies, e-Activities**

- 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
- Primary Resources: Life in the Mills
- *Abolitionist Press*
- *Transcendental Who's Who*
- *Education Reformers*
- *Action Against Slavery*
- *Lincoln-Douglas Debates*
- *Multiple Viewpoints*

*Upsetting the Balance, A Growing Conflict, and A Divided Nation, Visual Summary*

- Map Transparencies- *The Underground Railroad, From Compromise to Conflict (Pts.1 & 2, Election of 1860*

#### **Holt McDougal Social Studies E-Chapter Enrichment Links:**

#### **New Movements in America**

##### **Section 1**

#### **The Know-Nothing Party**

An encyclopedia article on the Know-Nothing Party explains how the party developed.

##### **Section 2**

#### **The American Transcendentalism Web**

This Web site offers extensive resources on transcendentalism. Use the site to find biographies of transcendentalists, full-text versions of their writings, and information about transcendentalist

students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by 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 to history/social studies.

**RH.6-8.7:** Integrate visual information (e.g., in charts, graphs,

renewed disputes over expansion of slavery.

Indicate how the Compromise of 1850 tried to solve the disputes over slavery.

Discuss how the Fugitive Slave Act caused more controversy.

Summarize how Abolitionists used antislavery literature to promote opposition.

Recall how the debate over the expansion of slavery influenced the election of 1852.

Review how the Kansas-Nebraska Act allowed voters to allow or prohibit slavery.

Explain how political parties in the United States underwent change due to the movement to expand slavery.

Discuss how the Dred Scott decision created further

**(RH.6-8.1, RH.6-8.2, 8.1.8.A.1)**

### **Enrichment Activities (See Student Resources):**

- Biographies-Suffragette. (Susan B. Anthony, Lucretia Mott, and Margaret Fuller), Charles Grandison Finney, Abolitionists (Theodore Weld, Robert Purvis, John Brown) *Pioneers in Education* (Mary Lion and Emma Willard), Dorothea Dix
- Biographies-Dred Scott, Sojourner Truth, Stephan Douglas, Jefferson Davis,
- Literature- Jack and Jill by Louisa May Alcott, *Chicago Speech of 1858*, by Stephan Douglas **(RH.6-8.2)**

### **Primary Resources**

- Fredrick Douglas, *What the Black Man Wants*
- Elizabeth Cady Stanton, *Letter to Lucretia Mott, 1876*, A Response to the Fugitive Slave Act,
- Charles Sumner, *On the Crime Against Kansas*, May 1920, 1856, John

philosophy.

### **Section 3**

#### **Dorothea Dix: A Biography**

Visit this site, part of the Dorothea Dix Hospital in Raleigh, North Carolina, for a complete biography of Dorothea Dix.

### **Section 4**

#### **The Underground Railroad**

*National Geographic* leads you on a path to freedom from slavery, and Harriet Tubman is your guide on the Underground Railroad to freedom.

### **Section 5**

#### **Seneca Falls Convention**

This site features a short history of events surrounding the Seneca Falls Convention.

### **A Divided Nation**

### **Section 1**

#### **Compromise of 1850 and the Fugitive Slave Act**

An overview of the four points to the Compromise of 1850 by Henry Clay as

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.

**WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

division over the issue of slavery.

Describe how the Lincoln-Douglas debates brought much attention to conflict over slavery.

Recall how John Brown's raid on Harpers Ferry intensified the disagreement between freed states and slave states.

Identify how the outcome of the election of 1860 divided the U.S.

Explore how the dispute over slavery led the South to secede.

Brown Addresses the Court. (**RH.6-8.2**)

#### **Political Cartoon**

- Temperance Reform, and Anti-Slavery Poster
- History and Geography- The Underground Railroad, Free and Slave States. (**RH.6-8.1, RH.6-8.2**)

#### **Social Studies Skills**

- Accepting Social Responsibilities, Assess Primary and Secondary Resources. (**CRP7**)

#### **Focus on Writing**

- Persuasive Letter
- Writing an Autobiographical Sketch (**W3**)

#### **E- Activities,**

#### **Writing About History:**

- Biographical Narratives and Rubric
  - Response to Literature
  - Research Reports I& II
  - Business Writing
  - Technical Writing
- Current Events (**WHST.6-8.4, W3**)

#### **Student Premium Resources**

an attempt to keep the Union together.

#### **Section 2**

#### **Reactions to the Kansas-Nebraska Bill**

An extensive collection of editorials from northern and southern newspapers about the Kansas-Nebraska Bill. This site provides a reasonable idea of reactions around the country.

#### **Section 3**

#### **Lincoln-Douglas Debates**

Read the transcripts of the seven joint debates between Lincoln and Douglas on this Web site.

#### **Section 4**

#### **John Brown and Harpers Ferry**

Visit this Web site for a complete history of the incident at Harpers Ferry. This site contains portraits and documents surrounding the events of October 16, 1859.

#### **Teacher's One Stop Planner-**

**Internet Resources, Teacher Resources, Fold Notes**

**Multimedia Connections:**

- Reforming America
- The Union Breaks Apart  
(8.1.8.A.1)

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

**Slavery Primary Source docs:**

<https://www.loc.gov/search/?in=PartOf%3ATeachers&q=slavery>

**Internet 4 Classrooms resources on slavery:**

[https://www.internet4classrooms.com/grade\\_level\\_help/history\\_slavery\\_eighth\\_8th\\_grade\\_social\\_studies.htm](https://www.internet4classrooms.com/grade_level_help/history_slavery_eighth_8th_grade_social_studies.htm)

**Maps, Slavery in the US:**

<https://www.nps.gov/nr/twhp/wwwlps/lessons/127liho/127locate2.htm>

**The Debate Over Secession:**

<https://www.history.com/topics/american-civil-war/secession>



<p><b>6.1.8.D.5.c</b> Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p><b>WHST.6-8.1.</b> Write arguments focused on discipline-specific content.</p>	<p>Students will compare and contrast the patterns of genocides as historical events.</p>	<p>Students will receive an assigned genocidal/slavery event in history. The topic will be thoroughly researched. Students will prepare a presentation based on their assigned genocide/slavery event.</p>	<p>NJ Holocaust Commission: Lesson Plan 7: Comparing and Contrasting the Patterns of Various Genocides in History. <a href="https://www.nj.gov/education/holocaust/curriculum/genslave.pdf">https://www.nj.gov/education/holocaust/curriculum/genslave.pdf</a></p>	<p><b>Summative Assessments:</b> Students will be assessed based on the quality of their presentation, based on a teacher-created rubric.</p>
	<p>Students will comprehend the extent of man's inhumanity toward man throughout history.</p> <p>Students will consider the topic of racial equality during the Civil War.</p>	<p>Students will complete a DBQ to assess the validity of William E. Woodward's statement with regard to the role black soldiers and sailors played in the Civil war.</p>	<p>The New Jersey Amistad Commission Interactive Curriculum, Unit Eight- The Civil War and Reconstruction, DBQ <a href="http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/4547/7604">http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/4547/7604</a></p>	<p>Students will be assessed based on the quality of their DBQ, based on a teacher-created rubric.</p>

**Key Vocabulary:** nativists, Know-Nothing Party, middle class, tenements, transcendentalism, Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, utopian communities, Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Henry Wadsworth Longfellow, Walt Whitman, Mann, Catharine Beecher, Thomas Gallaudet, William Lloyd Garrison, American Anti-Slavery Society, Angelina and Sarah Grimké, Frederick Douglass, Sojourner Truth, Underground Railroad, Harriet Tubman, Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention, Declaration of Sentiments, Lucy Stone, Susan B. Anthony, popular sovereignty, Wilmot Proviso, sectionalism, Free-Soil Party, Compromise of 1850, Fugitive Slave Act, Anthony Burns, *Uncle Tom's Cabin*, Harriet Beecher Stowe, Franklin Pierce, Stephen Douglas, Kansas-Nebraska Act, Pottawatomie Massacre, Charles Sumner, Preston Brooks, Republican Party, James Buchanan, John C. Frémont, Dred Scott, Roger B. Taney, Abraham Lincoln, Lincoln-Douglas debates, Freeport Doctrine, John Brown's raid, John C. Breckinridge, Constitutional Union Party, John Bell, secession, Confederate States of America, Jefferson Davis, John J. Crittenden

#### **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/](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 Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies.</li> <li>• Word walls</li> <li>• Use peer readers</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aides</li> <li>• Provide additional time</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches.</li> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be printed out in large print and hung up for the student to see during</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the pace of lessons</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Interest based content</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based learning</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/p">https://k12.kendallhunt.com/p</a></li> </ul>



to complete a task <ul style="list-style-type: none"> <li>● Use graphic organizers</li> </ul>	multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	the time of the lesson. <ul style="list-style-type: none"> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● 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).</li> </ul>	rogram/william-mary-gifted- social-studies-curriculum
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**Interdisciplinary Connections:**

**Career Ready Practices:**

**CRP2:** Apply appropriate academic and technical skills.

**CRP7:** Employ valid and reliable research strategies.

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

**Integration of 21<sup>st</sup> 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:**

**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.

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

**WHST.6-8.1.** Write arguments focused on discipline-specific content.

**WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.