

New Jersey Department of Education
2006 Social Studies Standards Implementation Guide (SIG)

6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Grade 8

6.4.8.F. Expansion and Reform (1801-1861)

1. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including the early stages of industrialization, the growth of cities, and the political, legal, and social controversies surrounding the expansion of slavery.
2. Discuss American cultural, religious, and social reform movements in the antebellum period (e.g., abolitionists, the Second Great Awakening, the origins of the labor and women's movements).
3. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 State Constitution, the temperance movement, the abolition movement, and the women's rights movement.
5. Understand the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.



Author Information

Author: John Boland
District: Point Pleasant Beach School District

Framework97 References

Apply the concepts of cause, effect, and consequences to historical events, pp. 121-122
Understand issues, standards, and conflicts related to universal human rights, pp. 141-143
Apply economic concepts and reasoning when evaluating historical and contemporary development and issues, pp. 261-263
Explain how physical, social, cultural, and economic process shape the features of laces and regions, pp. 338-339

National History Standard

ERA 4. Expansion and Reform

Standard 1

1A: The student understands the international background and consequences

of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Standard 2

1A: The student understands revolutionary government-making at national and state levels.

2A: The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

Content Overview

This section covers the continued expansion of the United States including industrialization and the policy of Manifest Destiny and developmental of American society and culture. This includes the various reform movements of the time period with a focus on the reform and cultural developments occurring in New Jersey during the time period. The issues leading to the Civil War period are covered.

Essential Questions

How did the Industrial revolution impact the development of New Jersey?

What is the importance of the Seneca Falls Conference?

What were the goals of the Abolitionist movement?

What controversies (free vs. slave states, Compromise of 1850 and Dred Scott decision) developed over the issue of slavery? What were the long-term effects?

What was the status of slavery in New Jersey during this time period?

What role did New Jersey play in the Underground Railroad?

Teaching Resources

Social Science Docket. "Teaching New Jersey's History," Vol. 5, Number 1, Spring 2005. Publication of the New Jersey Council for the Social Studies
Cunningham, John T. *New Jersey: A Mirror For America*. 2000. Afton Press, Afton, NJ 07821-1399.

Carroll, Peter N. and David W. Noble. 1988 *The Free and the Unfree: A New History of the United States*. Penguin Books.

McKissack, Patricia. *Rebels Against Slavery*. 1996. Scholastic.

Zinn, Howard. *A People's History of America*. 1995. Glencoe.

State of New Jersey. *The New Jersey African-American History Curriculum Guide*. online at

http://www.njstatelib.org/NJ_Information/Digital_Collections/AAHCG/index.html

Assessment

Students do one of the following for a grade: (a) draw a map of the stations of the Underground Railroad in New Jersey and write a short summary of the

Underground Railroad in NJ; or (b) research Harriet Tubman and other anti-slavery advocates in New Jersey and write a research paper on their contributions.