

Winslow Township School District
Honors African American History
Unit 2: Slavery, Abolition, and the Quest for Freedom: The coming of the Civil War

Unit 2: Slavery, Abolition, and the Quest for Freedom: The coming of the Civil War

Overview: In this unit, students will describe the life of black people in the slave South from the rise of the Cotton Kingdom during the 1790s to the eve of the Civil War in 1860. This unit describes the extent of the slave system, how it varied across the South, and how it operated. It also investigates the slave communities that African-American men, women, and children built. The unit will look at the antebellum period, which gave a time of hope and fear for both free and enslaved African Americans. We will look at the rise of resistance and rebellion, abolitionists, and the causes of the Civil War.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 2</p> <p>Slavery, Abolition, and the Quest for Freedom: The Coming of the Civil War</p>	<ul style="list-style-type: none"> ● 6.1.12.GeoPP.2.b ● 6.1.12.HistoryUP.2.a ● 6.1.12.HistoryUP.2.b ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistoryCA.2.a ● 6.1.12.CivicsPI.3.a ● 6.1.12.CivicsDP.3.a ● 6.1.12.CivicsDP.3.b ● 6.1.12.CivicsDP.3.c ● 6.1.12.GeoSV.3.a ● 6.1.12.EconET.3.a ● 6.1.12.HistoryUP.3.a ● 6.1.12.HistoryUP.3.b ● 6.1.12.HistoryCA.3.a ● 6.1.12.CivicsPR.4.a 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● discuss the growth and expansion of slavery in the South ● compare and contrast how slaves produced the South’s various crops ● describe how the work of house slaves and skilled slaves differed from the work of agricultural slaves ● evaluate the role of punishment in slavery ● describe the character and impact of domestic slave trade as it existed between 1820 and 1860 ● discuss the various factors that shaped black life in the Cotton kingdom ● analyze how African Americans adapted 	<ul style="list-style-type: none"> ● Why did cotton expand westward? ● To what degree did climate affect the type of crop slaves produced? ● In which two states were there black majorities in 1850, and why? ● How did the domestic slave trade and the exploitation of black women by white males affect slave families? ● How significant were black slaveholders in the history of slavery? ● How did urban and industrial slavery differ from plantation slavery in the Old South? ● What impact did housing, nutrition, and disease have on the lives of slaves between 1820 and 1860? ● How did black Christianity differ from

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		<p>to life in slavery, and the role religion played in this adaption</p> <ul style="list-style-type: none"> ● evaluate the different ways in which historians have portrayed the black experience in slavery ● describe the demographics of black freedom ● discuss how the policies of the Jacksonian Democrats impacted African Americans ● describe the limits northern states placed on black freedom between 1820 and 1861 ● discuss the characteristics of northern black communities as they existed between 1820 and 1861 ● compare and contrast the roles of free black institutions between 1820 and 1861 ● compare and contrast the ways in which free African Americans lived in the North, South, and West during the decades prior to the Civil War ● explain how abolitionism began in America ● analyze the forces and events that fueled a more radical antislavery movement ● evaluate the goals of the American 	<p>white Christianity in the Old South? How did black Christianity in the South differ from black Christianity in the North?</p> <ul style="list-style-type: none"> ● Which states had the largest and smallest free black population? ● How did the transportation revolution affect African Americans? ● How was black freedom in the North limited in the antebellum decades? ● How did northern African Americans deal with these limits? ● What was the relationship of the African-American elite to urban black communities? ● How did African-American institutions fare between 1820 and 1861? ● Does the geographical distribution of slave revolts suggest anything about their nature? ● Why were Sierra Leone and Liberia established in West Africa? ● What did the program of the ACS mean for African Americans? How did they respond to this program? ● How did Gabriel, Denmark Vesey, and Nat Turner influence the northern abolitionist movement? ● What risks did Maria W. Stewart took
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		<p>Colonization society</p> <ul style="list-style-type: none"> ● discuss the role of black women in the abolition movement ● compare and contrast David Walker and Nat Turner ● describe how racism and violence during the 1830s and 1840s affected the antislavery movement ● discuss the roles of black institutions and moral suasion in the antislavery movement ● evaluate the impact of black churches and black newspapers on the abolitionist movement ● discuss the breakup of the American Anti-Slavery Society and the organizations that emerged from it ● explain why abolitionism became more aggressive during the 184-s and 1850s ● compare and contrast the views of Frederick Douglass and those of Henry Highland Garnet ● state the major differences between northern and southern political leaders on the issue of the expansion of slavery ● describe the reaction of African Americans to the passage and enforcement of the Fugitive Slave Law 	<p>when she called publicly for antislavery action?</p> <ul style="list-style-type: none"> ● Why did most riots occur in the Northeast? ● What difficulties did escaping slaves face as they attempted to reach Canada? ● What was the historical significance of Henry Highland Garnet’s “Address to the Slaves”? ● How did black women contribute to the antislavery movement? How did their participation in this movement affect their lives? ● How did the integrationist views of Frederick Douglass compare with the nationalist views of Martin Delany and Henry Highland Garnet? ● Why did so many black abolitionists leave the AASS in 1840? ● How and why did southern and northern white people differ over slavery? ● On what did white people of both regions agree and disagree about race and slavery? ● Why did seven southern states secede from the Union within three months after Abraham Lincoln was elected president in 1860?
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		<p>of 1850</p> <ul style="list-style-type: none"> ● compare the responses of slave owners and opponents of slavery to the US Supreme Court decision in the Dred Scott case ● explain the importance of John Brown in the controversy over slavery ● distinguish the ways in which white northerners, white southerners, and blacks reacted to the election of Abraham Lincoln in 1860 	
Unit 2: Enduring Understandings	<ul style="list-style-type: none"> ● cotton production expanded westward between 1820 and 1860 into Alabama, Mississippi, Louisiana, Texas, Arkansas, and western Tennessee ● slavery spread southwestward from the Upper South and the eastern seaboard following the spread of cotton cultivation ● the experience of the African American in slavery varied according to their occupation and the region of the South in which they lived ● cotton rapidly emerged as the country's most important export crop after 1800 and was key to its prosperity. ● because slave labor produced the cotton, increasing exports strengthened the slave system itself ● the percentage of slaves, free blacks, and white people varied from state to state ● In the Upper South, white populations were substantially larger than black population ● In the Deep South, however, the races were more in balance 		

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- enslaved black women often had the responsibility of raising their master’s children
- the women’s duties sometimes forced them to neglect the needs of their own children
- black children began doing “light chores” in cotton fields at an early age
- throughout its existence, slavery in America encouraged white men to exploit black women for sexual purposes and to abuse black men and women physically
- black labor was responsible for the growth of the southern economy
- during the antebellum period, free black communities emerged and fostered black institutions
- blacks and whites lived in segregation in all regions of the US
- a black elite class developed that consisted of educated, professional, wealthy African Americans
- the antislavery movement, secession, and the Civil War would have a profound impact on the free black communities in the South than in the North
- major slave conspiracies and revolts were rare between 1800 and 1860; this was in part because those that took place frightened masters and led them to adopt policies aimed at preventing recurrences
- the Democratic party, which championed the rights of white men, was chiefly responsible for the forced westward relocation of the Cherokees and other southeastern Indian people
- British abolitionists established Sierra Leone as a colony for former slaves in 1800
- The American Colonization Society established Liberia for the same purpose in 1821
- William Lloyd Garrison was the most prominent American abolitionist

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	<p>during the 1800s</p> <ul style="list-style-type: none">● Garrison called for immediate emancipation of American slaves, without compensation to their masters, and led the American Ant-Slavery Society● African Americans faced violent conditions in both the North and the South during the antebellum period● fear among whites of growing free black communities and white antipathy toward spreading abolitionism sparked numerous antiblack and abolitionist riots● attacks on abolitionists peaked during the 1830s and then declined as antislavery sentiment spread in the North● an increase in slaves helped inspire the more aggressive abolitionist tactics of the 1840s and 1850s● although some slaves escaped from the Deep South, most of those who utilized the Underground Railroad network came from the border slave states● Mary Ann Shadd Cary was an advocate of black migration to Canada and promoted racial integration● By the mid-1840s, Frederick Douglass had emerged as one of the more powerful speakers of his time● most African Americans preferred integration within a larger American nation● as a result of the war against Mexico, the United States acquired regions in California, Utah territory, New Mexico territory, and portions of Texas● Harriet Beecher Stowe was a prolific writer; she wrote travel accounts, children’s books, and 10 adult novels● Stowe’s best-known work is “Uncle Tom’s Cabin”● The Kansas-Nebraska Act, guided through Congress by Democratic Senator Steven A. Douglas, opened up the Great Plains to settlement and	
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	<p>railroad development</p> <ul style="list-style-type: none">● it also deeply divided the nation by repealing the Missouri Compromise of 1820, permitting popular sovereignty and allowing Kansas to determine slavery's fate in its's territory● Eastern Kansas became a bloody battleground between proslavery and antislavery forces● neither northern or southern white people—except for some abolitionists—ever believed people of color should fully participate as free people in American society or in the future of the American nation	
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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
	6.1.12.GeoPP.2.b	6.1.12.GeoPP.2.b Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery	3	36
	6.1.12.HistoryUP.2.a	6.1.12.HistoryUP.2.a Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	2	
	6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War	2	
	6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	2	
	6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.	2	
	6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices	3	
	6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).	3	
	6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	2	
	6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	2	

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	6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries	2	
	6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals	2	
	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).	3	
	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments	2	
	6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	2	
	6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	2	
	Assessment, Re-teach and Extension		2	

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Unit 2	
Core Ideas	Performance Expectations
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
Resources impact what is produced and employment opportunities	6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
Evidence from multiple relevant historical sources and interpretations	6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

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can be used to develop a reasoned argument about the past.	
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights	6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

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Unit 2	
Assessment Plan	
<ol style="list-style-type: none"> 1. Textbook Review Questions 2. US Map compare and contrast :new borders 3. Graphic Organizer: abolitionists 4. Research paper: Underground Railroad 	<p>Alternative Assessments:</p> <ol style="list-style-type: none"> 1. Review questions 2. textbook assessments 3. map quizzes 4. Short biographies: Harriet Tubman, Sojourner Truth, William Lloyd Garrison 5. Opinion essay: would you relocate to Africa? 6. Primary source readings
Resources	Activities
<ul style="list-style-type: none"> • Textbook, “African American History” • Kansas-Nebraska Act https://www.archives.gov/milestone-documents/kansas-nebraska-act • Missouri Compromise https://www.history.com/topics/abolitionist-movement/missouri-compromise • Abolitionists https://www.pbs.org/wgbh/americanexperience/films/abolitionists/ • William Llyod Garrison https://www.pbs.org/wgbh/aia/part4/4p1561.html <p>Majoring in African American Studies https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.</p> <p>Careers in African American Studies https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/ https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/</p>	<ul style="list-style-type: none"> • Definitions with examples/ sentence summary • Graphic organizer: abolitionists • Compare and Contrast: slave rebellions/ revolts • Movie: Birth of a Nation • Primary Source Readings • Why Africa: research and written response • The truth about the Democratic party: research and discussion

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income and Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignments. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to 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

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 9-12 WIDA Can Do Descriptors:

- Listening Speaking
- Reading Writing
- Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS ELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.