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**ADDENDUM**
BY THE END OF SEVENTH GRADE
UNIT ONE: PRE-CIVILIZATION – HOMINIDS, AGRICULTURAL REVOLUTION

STATE STANDARDS
6.2.8.A.1.a  Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a  Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.B.1.b  Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a  Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b  Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.a  Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.D.1.c  Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.7
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8.1  Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
9.1.8.A.2  Implement problem-solving strategies to solve a problem in school or the community
9.1.8.C.2  Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
9.1.8.D.3  Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
9.1.8.E.2  Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
Everything changes.

ENDURING UNDERSTANDINGS
Humans developed over thousands of years and evolved into modern man. Agriculture/farming was essential for the creation of civilizations and the world as we know it.

ASSESSMENTS
- Formal assessment at conclusion of unit
- Homework and classwork assignments
- Oral presentation
- Teacher observation.

ESSENTIAL QUESTIONS
- How did the Neolithic Revolution impact social structure?
- How and why was early man able to migrate out of Africa and populate the world?
- How did the location in which they settled impact their development?
- How did the agricultural revolution lead to population growth and the development of civilizations?
- What was the impact of technological advancements on hunter/gather and agrarian societies?
- What are the relative lengths of time humans were hunter gatherers as compared to living in civilizations?
- How do archaeological discoveries help us understand life prior to written records?

LESSON OBJECTIVES
Students will be able to…
- explain how the agricultural revolution impacted social structure.
- describe how and why was early man able to migrate out of Africa and populate the world, and how the location in which they settled impacted their development.
- explain how the agricultural revolution led to population growth and the development of civilizations.
- describe the impact of technological advancements on hunter/gather and agrarian societies.
- compare the relative lengths of time humans were hunter/gatherers and farmers.
- explain how archaeological discoveries help us understand life prior to written records.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Primary and secondary source articles
• Group discussion
• Group activities
• Student expert presentations to the class
• Students centered learning
• Writing response to reading

RESOURCES
• Journey Across Time; History Alive; Nacirema reading; Choose Your Own Adventure resource book.
• Videos
  Mankind: The Story of All of Us – The History Channel, 12 hours
  Location: RDMS Library collection
  TedEd videos:
  Selections may be taken from this 15-minute Ted talk by the Kenyan paleontologist

Books selections may be converted to online PDF for teacher and student access

**Articles** – articles will be in PDF on teacher resources library page on the Library Media Center schoolwires page

• *Science magazine special section on early humans:*

**Websites**

• *Ancient History Encyclopedia* -  [http://www.ancient.eu/](http://www.ancient.eu/)
• *BBC History* - [http://www.bbc.co.uk/history/ancient/](http://www.bbc.co.uk/history/ancient/)
• *PBS*  
• *History/Ancient & Classical* – [http://www.pbs.org/topics/history/ancient-history/](http://www.pbs.org/topics/history/ancient-history/)
• *NOVA Ancient Worlds* - [http://www.pbs.org/wgbh/nova/ancient/](http://www.pbs.org/wgbh/nova/ancient/)
• *TimeMaps* – interactive historical maps covering human migration and historical time periods/events - [http://www.timemaps.com/home/time-map](http://www.timemaps.com/home/time-map)
- **Interactive Maps: Eduplace** – World History/Ancient Civilizations

**Human Origins:**

**Historical human population growth:**
- PBS NOVA – Human Numbers Through Time -

**Human migration:**
- **Stone Age Toolkit interactive** –
- PBS NOVA – Ancient Worlds: Stone Age Toolkit -
BY THE END OF SEVENTH GRADE
UNIT TWO: MIDDLE EASTERN RIVER VALLEYS
(EGYPT/MESOPOTAMIA)

STATE STANDARDS

6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.b Compare and contrast physical and political maps of ancient 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.

6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.

6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

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

CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

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

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
People adjust to their environments and innovate to solve problems.

ENDURING UNDERSTANDINGS
Rivers were of paramount importance to ancient people. Religion significantly impacted people’s behavior and all aspects of society.

ASSESSMENTS
- Formal assessment at conclusion of unit
- Homework and classwork assignments
- Teacher observation
- Writing project

ESSENTIAL QUESTIONS
- How did the development of language and forms of writing lead to the expression of ideas, creation of cultural identity, and development of more complex social structures?
- Why did different ancient river valley civilizations develop similar forms of government?
- How did codifying laws meet the needs of ancient river valley societies?
- What was the role of slavery in the economic and social structures of ancient river valley civilizations?
- To what extent did geography influence settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations?
- What are the similarities and differences between physical and political maps of ancient 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 what was the geopolitical impact of these civilizations, then and now?
- How did technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations?
- What was the impact of religion on daily life, government, and culture in various ancient river valley civilizations?
- How did the development of written language transform all aspects of life in ancient river valley civilizations?
- What factors led to the rise and fall of various ancient river valley civilizations and to what degree is there a common pattern of growth and decline?
- Which of the major achievements of the ancient river valley civilizations represent the most enduring legacies?

LESSON OBJECTIVES
Students will be able to...
- relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
- explain why different ancient river valley civilizations developed similar forms of government.
- explain how codifying laws met the needs of ancient river valley societies.
- determine the role of slavery in the economic and social structures of ancient river valley civilizations.
- determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
- compare and contrast physical and political maps of ancient 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.
- explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
• analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
• explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
• analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
• justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Primary and secondary source articles
• Group discussions
• Group activities
• Student centered learning
• Writing project
• Writing response to reading

RESOURCES
• Journey Across Time
• History Alive
• Newspaper articles on modern American issues;
• Mummification book
• Howard Carter and the “Curse of the Mummy” article
• “Entering King Tut’s Tomb” article
• “From Babylon to Baghdad” video
• “Epic of Gilgamesh” summary and video
• Hammurabi’s Code excerpts
• InspirEd worksheets
• BrainPop videos
• www.timemaps.com.

Websites
• Ancient History Encyclopedia - http://www.ancient.eu/
• BBC History - http://www.bbc.co.uk/history/ancient/
• PBS
  History/Ancient & Classical – http://www.pbs.org/topics/history/ancient-history/
  TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map

Ancient Mesopotamia:
• Ancient Mesopotamia, (University of Chicago Libraries - http://mesopotamia.lib.uchicago.edu/
• Interactives, lesson plans and materials, information on all aspects of Mesopotamian history

Ancient Egypt:

Maps
• TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map

Videos
• TedEd videos:

Books
history: *Almanac; Primary Sources; Biographies*. RDMS Library Media Center: *REF 306.3 SYL*

  Print. RDMS Library Media Center: *609.35 FAI*
  Print. RDMS Library Media Center: *609.32 SOL*
- Van Vleet, Carmella. *Great Ancient Egypt Projects You Can Build Yourself*.
  Chicago: Nomad, 2006. Print. RDMS Library Media Center: *932 VAN*
BY THE END OF SEVENTH GRADE
UNIT THREE: ISRAEL AND THE EAST (ISRAEL/INDIA/CHINA)

STATE STANDARDS

6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e 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.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEA/COMMON THREADS
Geography plays a major role in determining how societies develop.

ENDURING UNDERSTANDINGS
Societies organize to define the freedoms and responsibilities of its citizens. Religion influences how freedoms and responsibilities are defined. Societies expand as its needs and wants expand beyond its resources.

ASSESSMENTS
- Formal assessment at conclusion of unit
- Homework and classwork assignments
- Oral presentation
- Teacher observation.
ESSENTIAL QUESTIONS

- What are differences in the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of China and India to control and unify their expanding empires?
- How did geography and the availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provide motivation for expansion?
- What was the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China?
- How did the development of a uniform system of exchange facilitate trade in classical civilizations?
- How did classical civilizations use technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor?
- What are the differences and similarities in the social hierarchies in classical civilizations as they relate to power, wealth, and equality?
- How did the Chinese dynastic system relate to the longevity of authoritarian rule in China?
- What were the common factors that contributed to the decline and fall of Gupta India and Han China?
- What are the similarities and differences in the golden ages of India, and China, and what were their major achievements that represent world legacies?
- What are differences and similarities in the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Confucianism, Judaism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization?
- To what extent did religions, mythologies, and other belief systems shaped the values of classical societies.

LESSON OBJECTIVES

Students will be able to...

- compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of China and India to control and unify their expanding empires.
- determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
- explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
- explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- relate the Chinese dynastic system to the longevity of authoritarian rule in China.
- determine common factors that contributed to the decline and fall of Gupta India and Han China.
- compare the golden ages of India, and China, and justify major achievements that represent world legacies.
- compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Confucianism, Judaism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

**LEARNING ACTIVITIES**
- Primary and secondary source articles
- Group discussion
- Group activities
- Student centered learning
- Writing in response to reading
- Newspaper response

**RESOURCES**
- Journey Across Time
- History Alive
- Scientific explanations for the 10 plagues video
- “Untouchable” reading
- Rich dalit article
- Silk Road museum materials
- Silk Road game
- Qin video
- Life in modern China articles
- InspirEd worksheets
Websites

- **BBC History** - [http://www.bbc.co.uk/history/ancient/](http://www.bbc.co.uk/history/ancient/)
- **PBS**
- **TimeMaps** – interactive historical maps covering human migration and historical time periods/events - [http://www.timemaps.com/home/time-map](http://www.timemaps.com/home/time-map)
BY THE END OF SEVENTH GRADE
UNIT FOUR: CLASSICAL WORLD (GREECE/ROME)

STATE STANDARDS

6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e 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.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
The larger and more complex something is, the harder it is to maintain.

ENDURING UNDERSTANDINGS
Varying forms of government all have advantages and disadvantages. America has drawn heavily from the philosophies and culture of ancient Greece and Rome. Large and diverse empires are difficult to control and maintain over long periods of time.

ASSESSMENTS
- Formal assessments
- Homework and classwork assignments
- Teacher observation
- Research paper
ESSENTIAL QUESTIONS

- What are the similarities and differences in the methods used by rulers of India, China and Rome?
- What were the rights and responsibilities of free men, women, slaves and foreigners in classical civilizations?
- What are the basic concepts and principles of Athenian democracy and the Roman Republic and how are they reflected in the American governmental system?
- What were the roles and responsibilities of Athenian and Spartan citizens and how do they compare to those of American citizens? How did citizens of Athens and Sparta perceive the principles of liberty and equality and what is the modern American view of them?
- What are some similarities between the ancient Roman legal system and the American system?
- How did the geography and availability of natural resources influence the development of Greece and Rome?
- How did the geography and availability of natural resources lead to the development and demise of Greek city-states?
- What was the impact of expanding land and sea trade routes through the Mediterranean Basin, India and China?
- How did the development of uniform currency facilitate trade in classical civilizations?
- How did classical civilizations use technology and innovation to enhance agricultural/manufacturing outputs and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor?
- How did the social hierarchies in Greece and Rome differ? What common factors contributed to the decline and fall of the Roman Empire, Gupta India and Han China?
- How did the golden ages of Greece and Rome compare and what were some of their most significant achievements?
- What were the major ideas behind the beginnings of Christianity?
- To what extent did religion and mythology shape the values of Greece and Rome?

LESSON OBJECTIVES

Students will be able to…

- explain the similarities and differences in the methods used by rulers of India, China and Rome.
- compare and contrast the rights and responsibilities of free men, women, slaves and foreigners in classical civilizations.
- explain the basic concepts and principles of Athenian democracy and the Roman Republic and how are they reflected in the American governmental system.
• compare the roles and responsibilities of Athenian and Spartan citizens to those of American citizens and explain the view of citizens of Athens, Sparta and America regarding principles of liberty and equality.
• describe some similarities between the ancient Roman legal system and the American system.
• analyze how the geography and availability of natural resources influence the development of Greece and Rome.
• explain how the geography and availability of natural resources led to the development and demise of Greek city-states.
• describe the impact of expanding land and sea trade routes through the Mediterranean Basin, India and China.
• explain how the development of uniform currency facilitated trade in classical civilizations.
• identify how classical civilizations used technology and innovation to enhance agricultural/manufacturing outputs and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
• compare and contrast how the social hierarchies in Greece and Rome differed?
• identify the common factors that contributed to the decline and fall of the Roman Empire, Gupta India and Han China.
• compare the golden ages of Greece and Rome compare and identify some of their most significant achievements.
• explain the major ideas behind the beginnings of Christianity.
• analyze the extent to which religion and mythology shaped the values of Greece and Rome.
• explain the impact of expanding land and sea trade routes through the Mediterranean Basin, India and China.
• explain how the development of uniform currency facilitated trade in classical civilizations.
• identify how classical civilizations used technology and innovation to enhance agricultural/manufacturing outputs and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
• compare and contrast the social hierarchies in Greece and Rome.
• identify common factors that contributed to the decline and fall of the Roman Empire, Gupta India and Han China.
• compare the golden ages of Greece and Rome and identify some of their most significant achievements.
• explain the major ideas behind the beginnings of Christianity.
• analyze the extent to which religion and mythology shaped the values of Greece and Rome.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Primary and secondary source articles
• Group discussion
• Group activities
• Student centered learning
• Writing in response to reading

RESOURCES
• Journey Across Time
• History Alive
• Interact’s “Greeks” materials
• “Horrible Histories” videos
• “Education in Classical Athens” article
• “Labors of Hercules” summary
• “War Between the City States” reading
• Persian War video
• InspirEd worksheets
• BrainPop videos
• www.timemaps.com.

Websites
• Ancient History Encyclopedia - http://www.ancient.eu/
• BBC History - http://www.bbc.co.uk/history/ancient/
• PBS
• History/Ancient & Classical – http://www.pbs.org/topics/history/ancient-history/
• NOVA Ancient Worlds - http://www.pbs.org/wgbh/nova/ancient/
• TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map
STATE STANDARDS

6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.

6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

NJ Civics Standards

6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
Failure to prioritize issues and solve problems can and will lead to the demise of societies.

ENDURING UNDERSTANDINGS
There are many similarities between the Roman Republic and the U.S. Government. Rome’s failure to recognize and act on their issues and problems led to their fall.

ASSESSMENTS
- Formal assessment at conclusion of unit
- Homework and classwork assignments
- Teacher observation
- Writing project

ESSENTIAL QUESTIONS
- How were the Founding Fathers affected by their knowledge of the Roman Republic and how is that reflected in our Constitution?
- What effect did Christian beliefs have on the Roman way of life?
- How did Constantine’s decision to make Christianity the official state religion help and/or hurt the Roman Empire?
- What factors made Constantinople such a strategic, wealthy and coveted city?
- What role did Christianity have in shaping life in Medieval Europe?
- What is Feudalism and how did it change Europe?

LESSON OBJECTIVES
Students will be able to…
- compare and contrast the U.S. form of government to the Roman Republic and determine similarities and differences.
• summarize the impact that the influx of Christian morals and values had on existing Roman culture.
• analyze Constantine’s decision to make Christianity the official religion of the Roman Empire.
• determine the factors that made Constantinople one of the wealthiest and most coveted cities of the Medieval world.
• describe how the Christian Church became the main authority and influence in Medieval Europe.
• define Feudalism and how it changed the social, political and economic fabric of Europe after the Fall of Rome.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Analyzing primary and secondary sources
• Group and cooperative lessons
• Using art to understand history
• Comparing and contrasting
• Determining alternative history possibilities
• Persuasive essay writing
• Examining historical stereotypes and reevaluating.

RESOURCES
• Various historical articles from numerous sources
• Upfront magazine for current events articles
• History Alive Text and website
• Historical and current maps
• Thomas Cole’s Course of Empire paintings
• Various video sources and clips.

Websites
• Ancient History Encyclopedia - http://www.ancient.eu/
• BBC History - http://www.bbc.co.uk/history/ancient/
• PBS
• History/Ancient & Classical – http://www.pbs.org/topics/history/ancient-history/
• NOVA Ancient Worlds - http://www.pbs.org/wgbh/nova/ancient/
• TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map
• Interactive Maps: Eduplace – World History/Ancient Civilizations
  http://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/
BY THE END OF EIGHTH GRADE
UNIT TWO: ISLAM EMERGES

STATE STANDARDS

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.B.4.d Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.

NJ Civics Standards

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

CCSS.ELA-Literacy.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS COMMON THREADS
Religions are what we believe in and may shape our lives. They should not be used to devalue other human beings.

ENDURING UNDERSTANDINGS
Jews, Christians and Muslims represent different branches of the same religious family tree. Ignorance of other cultures and religions can cause stereotyping and generalizations.

ASSESSMENTS
- Tests and quizzes
- Homework
- Essays
- Projects

ESSENTIAL QUESTIONS
- How did the early Islamic rulers use their religion to conquer and control new territory?
- What beliefs separate the Sunni and Shia Muslims and how has that affected the Islamic world?
- How did the geography of the Arabian Peninsula affect the spread of Islam?
- How did interaction with the Islamic culture change Europe?
- On what level did the Crusades impact the different groups of people living in Europe and the Middle East?
- Describe the social, political, religious and economic changes in North Africa as a result of the spread of Islam.
LESSON OBJECTIVES
Students will be able to…

- describe how and why Islam spread so fast and so far in such a short period of time.
- summarize the differences and similarities within the 2 main sects of Islam and why it happened.
- analyze the geography of the Arabian Peninsula to determine how it affected the spread of Islam.
- determine how successful the Crusades were for both sides involved in the conflict and how much it changed their cultures.
- describe the effect the Crusades had on all of the different ethnic and religious groups living in Europe and the Middle East.
- describe how Islam changed and also merged with the culture of North Africa.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Analyzing current event articles as they relate to content
- Determining geographic weaknesses and strength with multiple types of maps
- Collaborative visual project on cultural diffusion
- Identifying similarities and differences between the world’s major religions.

RESOURCES

- History Alive Text
- Upfront Magazine for current event articles
- Current and historical maps
- Various editorials
- Historical articles from various sources
- Various video clips

Websites

- BBC History - [http://www.bbc.co.uk/history/ancient/](http://www.bbc.co.uk/history/ancient/)
- PBS
- **TimeMaps** – interactive historical maps covering human migration and historical time periods/events - [http://www.timemaps.com/home/time-map](http://www.timemaps.com/home/time-map)
BY THE END OF EIGHTH GRADE
UNIT THREE: MEDIEVAL ASIA

STATE STANDARDS

6.2.8.B.4.B 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.

6.2.8.B.4.F Explain how the geographies of China and Japan influenced their development and their relationship with one another.


6.2.8.D.4.G Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.4.J Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.8.A.4.B Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.2.8.D.4.C Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.6
Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.8
Distinguish among fact, opinion, and reasoned judgment in a text.

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

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or the community

9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
Society’s values (trade and military) constantly are changing based on what people of the time dictate as being important to them.

ENDURING UNDERSTANDINGS
China experienced many changes in their society. Government, economy, and technology of China developed through an increase in trade. Japan initially developed in isolation, but quickly began to absorb the ideas of surrounding Asian civilizations.

ASSESSMENTS
- Homework
- Quizzes
- Tests
- Research Project
- Presentations

ESSENTIAL QUESTIONS
- How does trade effect modernization and exchange of ideas?
- What geographical features influenced the development of China and Japan?
- What specific ideas unified China and Japan?
- How did “exchange” (of ideas and goods) affect Europe and China?
• What technological inventions from China are still utilized today?
• How are cultural contributions of Medieval China still present in today’s society?
• What made the feudal system of Japan and Europe effective?
• How does Japan’s culture and military heritage present itself throughout history?

LESSON OBJECTIVES
Students will be able…
• understand the imperial changes in China and how they affected life there.
• understand the role of Confucianism in Chinese society.
• understand that urbanization affects all aspects of a society.
• understand the reasons new technology develops in certain places and not in others.
• understand the effect of outside influences on China.
• understand China’s influence on Japan.
• understand the ways architecture is used in Japan.
• understand the varied religious beliefs of Japan.
• understand details of the important Dynasties.
• understand the beliefs of the Fujiwara Family and the Hein Period.
• understand the rise of the Samurai.
• understand the skills and training necessary to be a Samurai.
• understand the geographical factors which shape Japanese Culture.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Primary and secondary source articles
• Group discussion
• Group activities
• Student expert presentations to the class
• Students centered learning
• Writing, in response to reading
• Research paper

RESOURCES
• History Alive Text
• Upfront Magazine for current event articles
• Current and historical maps
• Various editorials
• Historical articles from various sources
• Various video clips

Websites
• Ancient History Encyclopedia - http://www.ancient.eu/
• BBC History - http://www.bbc.co.uk/history/ancient/
• PBS
• History/Ancient & Classical – http://www.pbs.org/topics/history/ancient-history/
• NOVA Ancient Worlds - http://www.pbs.org/wgbh/nova/ancient/
• TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map
STATE STANDARDS

6.2.8.B.4.a  Explaining how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.2.8.B.4.h  Explain how the locations, land forms and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec and Incan societies, cultures and economics.

6.2.8.C.4.b  Analyze how trade, technology, the availability of natural resources and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.D.4.j  Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.2.12.A.1.A  Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.


6.2.12.D.1.A  Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.


6.3.8.A.2  Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3  Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5
Describe how a text presents information (e.g., sequentially, comparatively, causally).

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

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9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

BIG IDEAS/COMMON THREADS
No matter how well prepared, strong or good your government’s leadership is there is always a possibility of outside forces changing your course.

ENDURING UNDERSTANDINGS
Mesoamerica civilizations were very different from those of the Eastern world with advanced technology even while developing in isolation.
ASSESSMENTS
- Homework
- Quizzes
- Test, Projects or Presentations

ESSENTIAL QUESTIONS
- How does geography influence the development of an empire?
- How does climate and landforms affect the development of Mesoamerica?
- In what ways did trade, technology and resources allow and/or hinder development in Mesoamerica?
- What are the major technological innovations and cultural contributions of the civilizations of Mesoamerica?
- How are the legacies of Mesoamerica present today in their current day society?
- What ways were empires in Mesoamerica able to maintain control?
- How have political boundaries of Mesoamerican civilizations changed?
- How did the conquest of Mesoamerica affect Europe’s economy?
- In what ways did the Colombian Exchange affect Mesoamerica?
- How did slavery affect the people of the Americas?
- What affects did the slave trade have on the Americas?

LESSON OBJECTIVES
Students will be able to…
- understand the influence geography had on the empires.
- understand how climate and landforms helped and hindered empires.
- understand the types of trade in Mesoamerica.
- understand the use of technology in Mesoamerica.
- understand the legacies of Mesoamerica and their presence in today’s society.
- understand the change in boundaries of Mesoamerica.
- understand how the conquest of Mesoamerica affected Europe.
- understand the details of the Colombian exchange and how it specifically affected Mesoamerica.
- understand how slavery affected the people of Mesoamerica.
- understand the effects of the slave trade.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.
LEARNING ACTIVITIES

- Primary and secondary source articles
- Group discussion
- Group activities
- Student expert presentations to the class
- Students centered learning
- Writing in response to reading
- Research paper

RESOURCES

- History Alive Text
- Upfront Magazine for current event articles
- Current and historical maps
- Various editorials
- Historical articles from various sources
- Various video clips

Websites

- BBC History - http://www.bbc.co.uk/history/ancient/
- PBS
- History/Ancient & Classical – http://www.pbs.org/topics/history/ancient-history/
- TimeMaps – interactive historical maps covering human migration and historical time periods/events - http://www.timemaps.com/home/time-map
BY THE END OF NINTH GRADE
RENAISSANCE AND REFORMATION

STATE STANDARDS

6.2.12.A.2.c  Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.a  Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

6.2.12.B.2.b  Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.C.2.a  Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.a  Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.b  Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.c  Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.d  Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.e  Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

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.

Craft and Structure:

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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity:

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.

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

TECHNOLOGY STANDARDS

8.1
Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

8.1.12.C.1
Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1
Use the Internet to explore and investigate questions with a teacher’s support.

8.1.4.E.1
Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1
Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2
Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

9.1.12.A.1
Apply critical thinking and problem solving strategies during structured learning experiences
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
There were major changes in Europe that caused the medieval period to develop into a new, livelier period known as the Renaissance or "rebirth". Europeans rediscovered the classical knowledge of ancient Greece and Rome. A new focus on the individual emerged (known as the humanist movement), contributing to new ideas about religion. These ideas caused a great struggle in Christianity known as the Reformation, ultimately leading to the Protestant movement.

ENDURING UNDERSTANDINGS
Ideas developed during the Renaissance and Reformation that led to cultural, political, economic and religious changes that have had a lasting impact.

ASSESSMENTS
- Document based questions leading to an essay
- Artwork Analysis Document
- Graphic Organizer
- Multiple Choice/Short Answers quizzes
- Multiple Choice/Essay test
- Film Guides

ESSENTIAL QUESTIONS
- What does the Renaissance mean both literally and figuratively?
- What factors led to the Renaissance and the changes it brought about? What did the Renaissance change in art, music, politics and religion?
- What issues brought about Martin Luther’s views on the church?
- How did the Reformation change the landscape of Europe?
- How did the geography of Italian city-states contribute to the fact that it was at the center of the Renaissance?
- How did the division of European regions into those that remained Catholic and those that remained Protestant influence the practice of religion in the New World?
- What was the impact of the modern banking system?
- What factors that led to the Reformation?
- What impact did the printing press and other technologies have to the dissemination of ideas?
LESSON OBJECTIVES
Students will be able to…

- discuss what the Renaissance means both literally and figuratively.
- discuss what factors led the Renaissance and the changes it brought about.
- discuss what the Renaissance changed in art, music, politics and religion.
- explain what issues brought about Martin Luther’s views on the church.
- understand how the Reformation changed the landscape of Europe.
- relate the geography of Italian city-states and the fact that it was at the center of the Renaissance.
- relate the division of European regions into those that remained Catholic and those that remained Protestant to the practice of religion in the New World.
- analyze the impact of the modern banking system.
- determine factors that led to the Reformation.
- assess the impact of the printing press and other technologies to the dissemination of ideas.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Primary Source analysis
- Document based questions leading to an essay
- Artwork Analysis
- Film Guides
- Renaissance Activity Poster Project
- Famous People of the Renaissance Project
- Magazine Article on Martin Luther
- Interactive Nearpod for students to read informative slides about pieces of art, take a quiz, and embark on field trips throughout Italy to see where the art was created

RESOURCES

Martin Luther Textbook Reading
95 Theses Full Document and viewing of Luther
Text: World History: Human Legacy
Video: Medici (PBS video)
THE END OF NINTH GRADE
THE EMERGENCE OF THE FIRST GLOBAL AGE (1350-1700)
TWO WORLDS COLLIDE (EUROPE AND THE NEW WORLD)

STATE STANDARDS

6.2.12.A.1.a Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.a Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.C.1.b Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.

6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.d 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.
6.2.12.D.1.e  Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.f  Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

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.

Craft and Structure:

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.9-10.6  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

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.

Range of Reading and Level of Text Complexity:

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.

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.

TECHNOLOGY STANDARDS
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.

8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
The methods of, and motivation for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.

ENDURING UNDERSTANDINGS
European exploration and the Columbian Exchange started to connect the New and Old Worlds with the transfer of ideas, plants, animals and unfortunately, diseases. There were lasting impacts from these exchanges, both positive and negative that is essential to our understanding of world history.

ASSESSMENTS
- Graphic Organizer
- Multiple Choice/Short Answers quizzes
- Multiple Choice/Essay test
- Film Guides
- Columbian Exchange Food Project
• European Explorer’s Project

ESSENTIAL QUESTIONS
• Why do people explore?
• How does the action of exploration play a role in today’s society?
• How did “tools” of exploration make these actions possible?
• How did the climate and geography of the regions being conquered help or hinder the conquerors?
• How did religion, culture and the achievements of the Aztecs, Incas and Mayans contribute to/affect the age of exploration?
• What important tools were used when conquerors explored new lands?
• Which European countries conquered what lands?
• How did the New World affect commerce in Europe?

LESSON OBJECTIVES
Students will be able to...
• understand why people explore.
• how exploration plays a role in today’s society.
• understand where the indigenous people originated.
• understand climate and geography of the region.
• analyze religion, culture and achievements of Aztec, Incas and Mayans.
• explain tools used in exploration.
• compare European countries with their conquests.
• understand how the New World effected the change in commerce in Europe.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Columbian Exchange Food Project
• Life at Sea Journal Writing
• Documentary Guides
• European Explorer’s Project
• Bias in History Reading and Questions (Zinn/Flynn)

RESOURCES
Ships with Slaves w/ accompanying Documentary Guide
Various internet resources
Text: World History: Human Legacy
BY THE END OF NINTH GRADE
SCIENTIFIC REVOLUTION AND ENLIGHTENMENT

STATE STANDARDS
6.2.12.A.2.a Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue; justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

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.
Craft and Structure:
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.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas:
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.

Range of Reading and Level of Text Complexity:
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.

TECHNOLOGY STANDARDS
8.1
Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

8.1.12.C.1
Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1
Use the Internet to explore and investigate questions with a teacher’s support.

8.1.4.E.1
Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1
Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2
Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

9.1.12.A.1
Apply critical thinking and problem solving strategies during structured learning experiences

9.1.12.C.4
Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences

9.1.12.D.1
Interpret spoken and written communication within the appropriate cultural context

9.1.12.E.1
Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets

9.1.12.F.2
Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences
BIG IDEAS/COMMON THREADS
With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it. The ideals of the Age of Enlightenment provided western civilizations with a new vision in science, politics, and philosophy and encouraged the Age of Revolution.

ENDURING UNDERSTANDINGS
The Scientific Revolution and Enlightenment included principles of rationalism, tolerance, natural rights, new theories of science and education and other key components that provided deeper insight into why Europe changed during this period of time. These movements provided a strong foundation for the improvements and thought processes in our world today.

ASSESSMENTS
- Document based questions leading to an essay
- Graphic Organizer
- Multiple Choice/Short Answers quizzes
- Multiple Choice/Essay test
- Galileo Trial document analysis

ESSENTIAL QUESTIONS
- Scientific Revolution:
  - How do the roles of government, the church, and individuals connect and interrelate within the Scientific Revolution?
  - What was the impact of technology on society and individuals, both then and now?
  - Who should be educated and who should decide? With all the emphasis on new learning during the scientific revolution, how did that change education? (Influence of religion?)
  - What were some new scientific theories and discoveries?
  - What cultural and investigative challenges did scientists confront on the way to their discoveries? What were some of the effects of these new theories?
- Enlightenment:
  - To what extent did the ideas of the Enlightenment revolutionize thoughts on government and on human nature in general?
  - How can we apply the ideas of the Enlightenment thinkers to issue in the world today?
  - In what ways are the ideas of the Enlightenment reflected in the foundation of the government of the United States?
  - Who were the Enlightenment thinkers and what were their ideas?
  - How did the principle ideas of the Enlightenment alter political thought in Europe?
  - How was the ideology of Enlightenment paradoxical to the treatment of women and non-Europeans?
  - What were the reasons for the rise of powerful nation states?
LESSON OBJECTIVES
Students will be able to…

(1) Scientific Revolution:
- identify the pioneers of the scientific revolution. (Bacon, Descartes, Copernicus, Kepler, Galileo, Newton, Vesalius, Harvey, van Leeuwenhoek, Hooke, Boyle)
- understand the importance of the scientific revolution. (emphasis on reason and systematic observation of nature, formulation of the scientific method)
- understand that the Scientific Revolution caused people in Europe to question the nature of government, the role of scientific values vs. religious values (as in the case of Galileo), international power, economic theory, and the notion of “the citizen”.

(2) Enlightenment:
- explain to what extent the ideas of the Enlightenment revolutionized thoughts on government and on human nature in general.
- explain how we can apply the ideas of the Enlightenment thinkers to issues in the world today.
- explain in what ways are the ideas of the Enlightenment reflected in the foundation of the government of the United States.
- explain who the Enlightenment thinkers were as well as their ideas.
- explain how the principle ideas of the Enlightenment altered political thought in Europe.
- explain the paradox of the ideology of Enlightenment and treatment of women and non-Europeans.
- explain the reasons for the rise of powerful nation states.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
- Enlightenment Thinkers Dialogue Activity
- Galileo Trial
- Debates

RESOURCES
Text: World History: Human Legacy
Galileo Trial document.
The Key to John Locke.
BY THE END OF NINTH GRADE  
AGE OF REVOLUTIONS, INCLUDING FRENCH REVOLUTION AND 
NAPOLEON, THE INDUSTRIAL REVOLUTION and IMPERIALISM 
(1750-1914)

STATE STANDARDS
6.2.12.A.3.a  Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

6.2.12.A.3.b  Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

6.2.12.A.3.c  Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.d  Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

6.2.12.A.3.e  Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.f  Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.g  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.

6.2.12.B.3.a  Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.b  Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

6.2.12.B.3.c  Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.a  Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.b  Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.c  Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.d  Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.
6.2.12.D.3.b Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.D.3.c Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

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.
Craft and Structure:
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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
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.

Range of Reading and Level of Text Complexity:
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.

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

TECHNOLOGY STANDARDS
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.
8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
Revolutions are usually periods of drastic change for government and citizens alike. Although most times violent, it can lead to new ideas (many times political) or the overthrow of oppressive governments. It can also lead to new inventions that shape our world dramatically. With the advent of these new inventions, a nation inevitably develops a strong demand for raw materials and new markets for manufactured goods, thus leading to Imperialism.

ENDURING UNDERSTANDINGS
Inspired by the ideas of the American Revolution, the French established a new political order that was further positively and negatively impacted by Napoleon. Innovations in technology led to the Industrial Revolution, set the stage for the growth of cities, forced a change in the economic structure of Europe and caused the growth of imperialism. As to imperialism, western countries colonized large areas of Africa and Asia, leading to major political and cultural changes.

ASSESSMENTS
- Multiple Choice/Short Answers quizzes
- Multiple Choice/Essay test
- Graphic Organizer
- Film Guide
- Napoleon Newspaper Project

ESSENTIAL QUESTIONS
- French Revolution:
  - How did changing political, social, and economic conditions in France give justification to and cause the French Revolution?
  - In what ways did the French Revolution leave a powerful legacy for world history (in terms of secular society, nationalism, and democratic ideas)? And what connections can you make between these ideas and those that are the foundation of the government of the United States? *
  - To what extent are revolutions successful in achieving their goals?
  - How could the French Monarchy have stopped the revolution?
  - How could the French Monarchy have prevented the revolution? (reforms, etc.)
  - How could Louis XVI have kept his head? (possible reforms? Opposition to those reforms? Measures he could have taken?)
  - To what extent was Napoleon an “enlightened” leader?
  - To what extent was the Third Estate responsible for altering the course of the French government?
LESSON OBJECTIVES
Students will be able to...

(1) French Revolution:
- understand how the changing political, social, and economic conditions in France give justification to and cause the French Revolution.
- explain in what ways the French Revolution left a powerful legacy for world history (in terms of secular society, nationalism, and democratic ideas).
- understand what connections can be made between these ideas and those that are the foundation of the government of the United States.
- understand to what extent revolutions are successful in achieving their goals.
- explain how the French Monarchy could have stopped the revolution.
- explain how the French Monarchy could have prevented the revolution. (reforms, etc.)
- analyze how Louis XVI could have kept his head. (possible reforms? Opposition to those reforms?) Measures he could have taken.
- understand to what extent Napoleon was an “enlightened” leader.
- understand to what extent the Third Estate was responsible for altering the course of the French government.
- explain what the Thermidorian Reaction was and how it related to Robespierre.

(2) Industrial Revolution:
• understand how daily life and family life changed as a result of the Industrial Revolution. Determine whether the benefits outweighed the problems generated by societal shifts.
• explain in what ways the industrial growth impacted society. (positives/negatives) Analyze whether government should have a place in the economy and explain how industrialization and urbanization affected class structure.
• analyze the impact of European colonies on indigenous societies.

(3) Imperialism
• analyze whether civilizations in Africa and Asia could have avoided European imperialism and how the need for imperialism could be justified. (Social Darwinism, ethnocentrism)
• explain the factors that led to the rise of Imperialism.
• explain how the legacy of Imperialism affects today.
• understand what the multiple motives for European Imperialism were.
• explain the ways in which Europe carried out imperialism in Asia and Africa.
• explain how nations and regions in Africa and Asia responded to European Imperialism.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Napoleon Webquests
• Napoleon Newspaper Project
• The French Revolution film
• Imperialist Poetry analysis
• Documentary viewing with film guides
• Simulation Games for Industrial Revolution
• Child Labor newspaper examination
• Child Labor Diary Entry
• Child Labor Today activity
• Review photographs to help further student’s understanding of living/working conditions for children during the Industrial Revolution
• Create a photo of themselves as a child-laborer along with a short presentation of their lives/experiences

RESOURCES
• Text: World History: Human Legacy
• Viewing of the film, The French Revolution – with accompanying film guide
• Industrial Revolution Beginnings Reading
• British Workhouse System primary documents and articles
• Tenement Life
• Luddites Simulation Game
• Child Labor (then and now)
• Triangle Shirtwaist Factory Fire video and questions
• Age of Imperialism; Poetry found online
BY THE END OF TENTH GRADE
COLONIAL AMERICA AND SETTLEMENT (1585-1763)

STATE STANDARDS

6.1.12.A.1.A Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.


6.1.12.B.1.A Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.C.1.A Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.B 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.

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

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.

Craft and Structure:

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.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas:
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.

Range of Reading and Level of Text Complexity:
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.

TECHNOLOGY STANDARDS
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.
8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.
8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation of the nation and the world.

ENDURING UNDERSTANDINGS
Government can change based upon the needs of the people within a growing society and culture. The development of social, political, and economic institutions in the colonies was influenced by the culture of a colonizing country. The ideological, political, geographical, economic and religious causes of the American Revolution are interrelated.

ASSESSMENTS
- SWORD; Benchmark
- Project-based assessment
- DBQ: Compare and contrast New England settlement to Chesapeake settlement
- Map identification- American colonies
- Multiple-choice tests
- Reading comprehension
- Debate
- Chapter readings
- Graphic Organizers
- Class discussion

ESSENTIAL QUESTIONS
- How did the British North American colonies adapt the British governance structure to fit their ideas of individual rights, economic growth, and participatory government?
- How did gender, property ownership, religion and legal status affect political rights during the colonial time period?
- How did geographical variations relate to economic development?
- How did economic ideals of mercantilism and capitalism conflict during the colonial time period?
- Which factors contributed to economic development during the colonial time period?

LESSON OBJECTIVES
Students will be able to...
- analyze to what extent was colonial America a democratic society.
- analyze how British governance structures were reflected in the colonies.
- describe how gender, property ownership, religion and legal status affected political rights during the colonial time period.
• compare and contrast how geographical variations related to economic development.
• explain how economic ideals of mercantilism and capitalism conflicted during the colonial time period.
• describe factors that contributed to economic development during the colonial time period.
• debate the question: Did Great Britain lose more than it gained from its victory in the French and Indian War?
• analyze if the colonists were justified in resisting British policies after the French and Indian War.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

• Students collect and compile audio visual components from the time period for presentation. These include but are not limited to sermons from Great Awakening Preachers, artwork and music from the time period.
• Students should be able to address the democratizing effect religion had upon the consciousness of Americans through their presentation of their choice.
• Were the colonists justified in their fight against the British?

  **Situation:**
  Pretend you are a colonist in 1775. Your town has called a meeting to discuss whether the local militia should support the revolution against Britain.

  **Task:**
  You will be assigned the perspective of a loyalist or a patriot. To prepare for the debate:
  • Read selected primary sources from Loyalists and Patriots.
  • Identify arguments from both sides of the issue
  • Formulate your position and provide evidence to present at the town hall meeting
  • Discuss, with your neighbors, the merits of going to war with Britain
  • Participate in the town vote to decide the issue.

RESOURCES

• The Americans (Ch. 2 & 3)
• *A Brief History Of Jamestown, Virginia*
• *America in the 1770s (E Pluribus Unum Project)* This is a good one!
• The Jamestown Online Adventure
- Virtual Jamestown
- Virtual Jamestown This site includes 63 letters and first-hand accounts, available in original-spelling or modern-spelling versions, 100 public records, from census data to laws, 55 maps and images, and a sample of documents on labor contracts.
- “Our Plantation Is Very Weak”: The Experiences of an Indentured Servant in Virginia, 1623
- Letter from an Indentured Servant
- James Madison Papers
- Slavery and the Making of America- PBS documentary provides interpretive and primary material on the history of African-Americans during slavery and Reconstruction, including essays, personal narratives, original documents, historical readings, and lesson plans.
BY THE END OF TENTH GRADE
REVOLUTION AND A NEW NATION (1754-1820)

STATE STANDARDS


6.1.12.A.2.B Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.


6.1.12.A.2.d Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.e Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.f Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.C.2.A Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.

6.1.12.C.2.b Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

6.1.12.D.2.b 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.

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.


6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
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.

Craft and Structure:

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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

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.

Range of Reading and Level of Text Complexity:

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.

TECHNOLOGY STANDARDS

8.1
Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge.

8.1.12.C.1
Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1
Use the Internet to explore and investigate questions with a teacher’s support.

8.1.4.E.1
Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and
present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

BIG IDEAS/COMMON THREADS
Conflicts between Great Britain and the American colonies grew over issues of taxation, representation, and liberty. The events that shaped the American Revolution are a turning point in humanity’s fight for freedom.

ENDURING UNDERSTANDINGS
Societies require rules, laws and government. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. Governments can change based on the needs of people, their society and their culture.

ESSENTIAL QUESTIONS

- How are the intellectual origins of the major ideals expressed in the Declaration of Independence?
- How do the Declaration of Independence and the Bill of Rights affect democracy around the world?
- What are the similarities and differences between state and national constitutions?
- What are the similarities between the Federalist and Anti-Federalist arguments?
- How did judicial review make the Supreme Court an influential branch of government?
- How did political parties emerge in the beginning of US history?
- How did the U.S. attempt to account for regional differences while creating an American identity?
• How effective was the Northwest Ordinance? How did it influence later legislation?
• What were the problems with financing the American Revolutionary war and dealing with war time inflation?
• What were the perspectives of African-Americans, Native Americans, and women during the American Revolution?
• Why have the ideals in the Constitution been denied to different groups?
• What were the arguments for new women’s roles and rights?

ASSESSMENTS
• SWORD; Benchmarks
• Formative assessments (multiple-choice tests, quizzes)
• Maps
• Graphic organizers
• Class discussion/debate
• Homework
• Study Guides
• Primary/secondary Source interpretation
• Simulations

LESSON OBJECTIVES
Students will be able to…
• examine the intellectual origins of the major ideals expressed in the Declaration of Independence.
• evaluate the importance of the Declaration of Independence and the Bill of Rights and how it spread democracy around the world.
• compare and contrast the similarities and differences between state and national constitutions.
• compare and contrast the Federalist and Anti-Federalist arguments.
• explain how judicial review made the Supreme Court an influential branch of government.
• explain how political parties emerged in the beginning of US history.
• analyze how the U.S. attempted to account for regional differences while creating an American identity.
• evaluate the effectiveness of the Northwest Ordinance.
• analyze the problems with financing the American Revolutionary War and dealing with war time inflation.
• analyze the perspectives of African-Americans, Native Americans, and women during the American Revolution.
• explain why the ideals in the Constitution were denied to different groups.
• analyze arguments for new women’s roles and rights.
• develop expertise through research about a problem and make a claim to support a solution.
• work as a contributing member of a team to achieve specific outcomes.
• show respect for divergent points of view by acknowledging them.
• recognize how digital media impacts a person’s perspective.
• show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
• apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
• Read excerpt: “The Sentry”.
• Create a fictional character in response to The Sentry. Entries should include knowledge of pivotal events and some indication of the synthesis of social, political, diplomatic and economic developments of the time period.
• Clips from The Crossing
• The Great Debate. Students take on the role of delegate from the Constitutional Convention and debate the issues of slavery, representation and economics between the colonies.
• Analysis of political cartoons, artwork & music

RESOURCES
• Text: The Americans CH. 4,6
• Video: The Crossing; Roots (Vol. 1); 1776 (mini-clips)
• Declaration of Independence
• Declaration of Independence- activity
• Declaring Independence: Drafting the Documents http://lcweb.loc.gov / exhibits / declara / declara4.html
  Exhibition of various drafts of the Declaration of Independence and associated documents, presented by the Library of Congress.
• The Thomas Jefferson Papers http://memory.loc.gov / ammem / mtjhtml / mtjhome.html
  Library of Congress collection consisting of approximately 27,000 documents, the largest in the world. It includes correspondence, commonplace books, financial account books, and manuscript volumes. The contents of the collection date from 1606 to 1827.
• Monticello, the Home of Thomas Jefferson http://www.monticello.org / index.html
  Information about Jefferson’s life and home, including a fascinating look at a typical day at Monticello, provided by the Thomas Jefferson Memorial Foundation.
  Background information about the Declaration of Independence, with links to the complete text of the document and other related sites.
• Benedict Arnold http://www.encyclopedia.com / doc / 1E1-Arnold-B.html
  Biography of the infamous Revolutionary War traitor.
• The Treaty of Paris http://www.yale.edu / lawweb / avalon / diplomacy / wharton / parisbr.htm
  Complete text of the treaty that confirmed U.S. independence.
- **General Friedrich Wilhelm von Steuben** [http://www.encyclopedia.com/doc/1E1-Steuben.html]
  Biography of the German general who helped train the American soldiers at Valley Forge.

- **Marquis de Lafayette—French Soldier & Statesman** [http://www2.lucidcafe.com/lucidcafe/library/95sep/lafayette.html]
  Biography of the French general, with links to information about other leaders of the time.

**Tracing Themes: Women and Political Power**

- **National Women’s History Project** [http://www.nwhp.org/]
  Links to many different women’s history resources from the National Women’s History Project.

- **The American Women of the Early Nineteenth Century** [http://www.connerprairie.org/historyonline/womrole.html]
  Excellent essay outlining women’s political and domestic position in the early part of the nineteenth century.

- **Woman Suffrage and the 19th Amendment** [http://www.archives.gov/digital_classroom/lessons/woman_suffrage/awsa_memorial.html]
  National Archives documents from the campaign for the nineteenth amendment to the Constitution giving women the right to vote.

- **The Adams Presidency: Domestic Affairs** [http://www.americanpresident.org/history/johnadams/]
  Biographical site on John Adams, his presidency, the Alien and Sedition Acts, and early conflict over states’ rights.

- **Wayne, Anthony** [http://earlyamerica.com/review/fall96/anthony.html]
  Article on "Mad Anthony" Wayne, victor at the Battle of Fallen Timbers, with an image of a painting of the general

- **Edmond Charles Clinton Genet** [http://www.wwi-models.org/misc/Genet/]
  Fascinating account of the World War I adventures of the American great-great-grandson of Citizen Edmond Genêt, French diplomat to the United States during the Washington administration.

- **Discovering Lewis and Clark** [http://www.lewis-clark.org/]
  Interesting interactive site on the Lewis and Clark expedition. Colorful photographs and maps guide you through an amazing journey.

- **The Duel** [http://www.pbs.org/wgbh/amex/duel/peopleevents/pande01.html]
  Site devoted to the duel in which Aaron Burr mortally wounded his archrival, Alexander Hamilton. Includes a detailed biography of Burr and a discussion of the character flaws that eventually derailed his career as a politician.

- **American Originals: The Louisiana Purchase** [http://www.archives.gov/exhibits/american_originals/loupurch.html]
  Interesting background information about the Louisiana Purchase, including transcripts of the original agreements and an image showing Napoleon’s signature.

Good overview of the career of John Marshall, the great chief justice of the U.S. Supreme Court.

  Illustrated account of the expedition undertaken by the Corps of Discovery, with links to related topics.

- **Tecumseh** [http://www.infoplease.com/ce6/people/A0848042.html](http://www.infoplease.com/ce6/people/A0848042.html)
  Brief overview of the Shawnee chief's activities in organizing Native American resistance to the expansion of white settlers.

- **The "Log Cabin" Campaign President** [http://www.americanpresident.org/history/williamhharrison/](http://www.americanpresident.org/history/williamhharrison/)
  Biography of war hero and politician William Henry Harrison, who died one month into his presidency. Site covers his career as a military commander and what his record-length presidential inaugural speech shows about his plans for his presidency.

**Daily Life: Young People in the Early Republic**

- **Schooling, Education, and Literacy in Colonial America** [http://members.aol.com/TeacherNet/Colonial.html#Children](http://members.aol.com/TeacherNet/Colonial.html#Children)
  Descriptions of teaching methods, curricula, and books, such as the *New England Primer* and the *Hornbook*, used during the colonial period. Site also includes specific information about education in the northern, middle and southern colonies.

- **Amusements in Colonial New England** [http://noahwebsterhouse.org/amusements.html](http://noahwebsterhouse.org/amusements.html)
  A brief on what life was like for children in colonial America. From The Noah Webster House & West Hartford Historical Society.

- **Archiving Early America** [http://www.earlyamerica.com/](http://www.earlyamerica.com/)
  Extensive Web site covering the formation of the new new republic.

  *Battle Lines: Letters from America’s Wars at the Gilder Lehrman Institute of American History*
BY THE END OF TENTH GRADE
EXPANSION AND REFORM

STATE STANDARDS

6.1.12.A.3.A Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.B 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.


6.1.12.A.3.D Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.A.3.E Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.F Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.G Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.H Analyze the various rationales provided as a justification for slavery.

6.1.12.A.3.I Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.

6.1.12.B.3.A Assess the impact of Western settlement on the expansion of United States political boundaries.


6.1.12.D.3.C Assess 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).


6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual’s constitutional rights.
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.

**Craft and Structure:**

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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas:**

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.

**Range of Reading and Level of Text Complexity:**

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.

**TECHNOLOGY STANDARDS**

8.1.12.C.1  Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1  Use the Internet to explore and investigate questions with a teacher’s support.
8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

BIG IDEAS/COMMON THREADS
Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

ENDURING UNDERSTANDINGS
American advancement for some groups came at a cost to others. Through settlement and war, the United States greatly expanded its boundaries during the mid-1800’s. The War of 1812 confirmed American independence and strengthened nationalism. Different regions of the country continue to have differing political and economic interests today. The effects of land losses and persecution faced by Native Americans in the 1800s continued to be reflected in their legal struggles today.

ESSENTIAL QUESTIONS
- How did Manifest Destiny influence foreign policy?
- To what extent was U.S. foreign policy influenced by perceived national interest?
- What role did geopolitics play in the development of American foreign policy?
- How did the Supreme Court increase the power of national government?
- How fair were government treaties that resulted in Native American migration and removal?
- What were the successes and failures of the reform movement?
- How effective were the factors that contributed to the development of democratic institutions and practices?
- How was slavery justified?
- How was the Supreme Court’s decision on Amistad influential to the anti-slavery movement?
- How did westward expansion create opportunities for some and hardship for others?
- What was the impact of the Missouri Compromise and the Compromise of 1850?
- How did the role of education improve economic opportunities?

ASSESSMENTS
- SWORD; BENCHMARKS
- Debate
LESSON OBJECTIVES
Students will be able to…

- assess influence of Manifest Destiny on foreign policy.
- create inferences concerning the cause and effect of immigration and Manifest Destiny.
- determine the extent that U. S. foreign policy was influenced by perceived national interest.
- assess the role of geopolitics in the development of American foreign policy.
- describe how the Supreme Court increased the power of national government.
- judge the fairness of government treatise that resulted in Native American migration and removal.
- compare and contrast successes and failures of the reform movement.
- determine the factors contributing to the development of democratic institutions and practices.
- analyze the justification for slavery.
- relate the impact of the Supreme Court’s decision on Amistad to the anti-slavery movement.
- determine how expansion created opportunities for some and hardships for others.
- assess the impact of the Missouri Compromise and the Compromise of 1850.
- examine the role of education to improve economic opportunities.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES

- Students will debate the issue: Should Andrew Jackson be impeached for violation of state’s rights, treatment of the Native Americans and cancelling the Bank of the United States?
- Create the front page of a fictitious newspaper and include headlines about popular events like politics, gossip, music, business, art, news on immigration and Indian removal, commercialization of agriculture and the factory system.
• Analyze diary entries from the Lewis & Clark expedition. They will pretend to a member of the expedition and create additional diary entries that include knowledge of pivotal events and some indication of the synthesis of social, political, diplomatic and economic developments of the time period.

RESOURCES
• The Americans  Ch. 7,8,9
• History of the Erie Canal http://www.history.rochester.edu/canal/index.htm
  Comprehensive history of the Erie Canal, written by students at the University of Rochester. This work in progress includes maps, biographies, and drawings.
• Ashland—the Henry Clay Estate http://www.henryclay.org/
  Biography of the "Great Compromiser," including quotations from and anecdotes about Clay, as well as information about Ashland, Clay's estate in Lexington, Kentucky.
  Biography of the inventor of the cotton gin. Part of the National Inventors Hall of Fame.
• John Quincy Adams: Sixth President, 1825-1829 http://www.whitehouse.gov/history/presidents/ ja6.html
  Biography of one of America's great secretaries of state and the country's sixth president. Includes links to Adams's inaugural address and to notable quotations.
• Monroe Doctrine http://www.pixi.com/~kingdom/monroe.html
  Text of the relevant passage in Monroe's 1823 message to Congress.
• Andrew Jackson: Seventh President, 1829–1837 http://www.whitehouse.gov/history/presidents/ aj7.html
  Biography of "Old Hickory," including links to texts of his two inaugural addresses and to notable quotations.
• Old Hickory http://www.pbs.org/wnet/historyofus/web03/segment6.html
  Historical account of Andrew Jackson's rise out of war and poverty to the status of national hero and president of the United States.
• Cherokee Removal http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2722
  The New Georgia Encyclopedia article about the Cherokee removal.
• The Trail of Tears http://ourgeorgiahistory.com/indians/cherokee/trail_of_tears.html
  An article about the Trail of Tears and the routes by which the Cherokee people were forced to leave their homes.
• John Tyler: Tenth President, 1841–1845 http://www.whitehouse.gov/history/presidents/jt10.html
  Biography of the first vice-president to become president as a result of the death of his predecessor.
• Martin Van Buren: Eighth President, 1837–1841 http://www.whitehouse.gov/history/presidents/mb8.html
  Biographical information on Martin Van Buren, eighth president of the United States.
• Interactive Map: Westward Expansion
• Impeachment of Andrew Jackson- web quest
• jeopardy_template.ppt
BY THE END OF TENTH GRADE
CIVIL WAR AND RECONSTRUCTION (1850-1877)

STATE STANDARDS

6.1.12.A.4.A Analyze 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.

6.1.12.A.4.B 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.


6.1.12.B.4.A Use maps and primary sources to assess the impact that geography and new modes of transportation had on the outcome of the Civil War.


6.1.12.C.4.A Assess the role that economics played in enabling the North and South to wage war.

6.1.12.C.4.B Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.C.4.C Explain why the Civil War was more costly to America than previous conflicts were.


6.1.12.D.4.C Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.


6.1.12.D.4.E Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

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.

Craft and Structure:

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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:

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.

Range of Reading and Level of Text Complexity:

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.

TECHNOLOGY STANDARDS

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge.
8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.P.E.1 Use the Internet to explore and investigate questions with a teacher’s support.

8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.12.E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

ENDURING UNDERSTANDINGS
The issue of slavery dominated U.S. politics in the early 1850’s. Proslavery and antislavery factions disagreed over the treatment of fugitive slaves and the spread of slavery to the territories. A series of controversial events heightened the sectional conflict that brought the nation to the brink of war. The Civil War brought about dramatic social and economic changes in American society. Congress opposed Lincoln’s and Johnson’s plans for Reconstruction and instead implemented its own plan to rebuild the South.

ESSENTIAL QUESTIONS
- What were the factors that led to the Civil War?
- Which documents during this time period demanded equality for all and how did the documents demonstrate this?
- How did military leadership affect the outcome of the Civil War?
- How did the economies of the North and South compare?
- Why was the Civil War more costly than other wars?
- How were the roles of African Americans who lived in the Union and Confederate states compare/contrast?
- How did the debates on reuniting the country achieve these Reconstruction goals?
- How did the 14th Amendment impact the development of the country?

ASSESSMENTS
- Sword; BENCHMARKS
- Multiple-Choice tests
- Map work
- Graphic organizers
- Class discussion/debate
- HW
- Study Guides
- Primary/secondary Source interpretation
- Simulations

LESSON OBJECTIVES
Students will be able to...
- analyze the factors that led to the Civil War.
- analyze documents during this time period that demanded equality for all.
- evaluate how military leadership affected the outcome of the Civil War.
- assess the economies of the North and South.
- explain why the Civil War was more costly than other wars.
- compare and contrast the roles of African Americans who lived in the Union and Confederate states.
- analyze the debates on how to reunite the country and the extent Reconstruction policies achieve these goals.
- analyze the impact of the Civil War and the 14th Amendment on the development of the country.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

RESOURCES
- The Americans Chapter 11, 12
• Video: Gettysburg, Ken Burn’s Civil War Series; Unchained Memories: Readings from the Slave Narratives; Amistad; Civil War Battlefields
• Roots (Vol IV, V); Abraham and Mary Lincoln, A House Divided;
• Map—"U. S. Fifty States No Labels Black-and-White Outline Map"
• Map—"U. S. Physical Map--Black-and-White Outline"
BY THE END OF ELEVENTH GRADE
UNIT ONE: INDUSTRIALIZATION AND THE EMERGENCE OF MODERN AMERICA

STATE STANDARDS

6.1.12. A.5.a Relate industrial growth to the need for social and governmental reforms.
6.1.12. A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12. C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
6.1.12. D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12. A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12. A.6.b 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.
6.1.12. A.6.c 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.
6.1.12. B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12. C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
6.1.12. C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12. D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
6.1.12. D.6.b 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.
6.1.12. D.6.c 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 19th Amendment.

6.1.12. A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12. A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.


6.1.12. B.7.a Explain how global competition by nations for land and resources led to increased militarism.

6.1.12. C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12. C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12. D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.1.12. D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.3.12. A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

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.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts

TECHNOLOGY STANDARDS

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

8.1. P.E.1 Use the Internet to explore and investigate questions with a teacher’s support

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
Varying beliefs determine the role of government in the creation of both domestic and foreign policy

ENDURING UNDERSTANDINGS
Democratic societies must balance the rights and responsibilities of individuals with the common good. Decisions concerning the allocation and use of economic resources impact individuals and groups. People are affected by environmental, economic, social, cultural, and civic concerns. As the economic systems of nations become more interdependent, decisions made in one nation or region have both intended and unintended implications for all regions & nations.

ASSESSMENTS
- SWORD
- Benchmark
- Multiple Choice Assessments
- Projects

ESSENTIAL QUESTIONS
- In what ways has rapid industrial development been a blessing or a curse for Americans?
- To what degree were governmental efforts to regulate industrial and financial systems successful in providing economic stability?
- What are conditions under which business should be regulated closely by the government?
- To what degree were labor and agricultural organizations effective in improving economic opportunities for various groups?
- In what ways did America fulfill the dreams of immigrants?
- In what ways can reform movements improve American society and politics? (Progressivism)
- To what degree does government have a responsibility to help the needy? Protect Civil Liberties?
- To what degree was American expansion overseas justified?
- In what ways does the need for self-defense give the US the right to interfere in the affairs of other nations? (Roosevelt Corollary, “Dollar Diplomacy,” “Missionary Diplomacy”)
- To what degree was World War I inevitable in 1914?
- Under what circumstances should the United States fight wars to make the world safe for democracy?
- To what degree was the Treaty of Versailles a fair and effective settlement for lasting world peace?
LESSON OBJECTIVES
Students will be able to…

- assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- evaluate the efficacy of labor and agricultural organizations in improving economic opportunities for various groups.
- assess the degree to which America fulfilled the dreams of immigrants.
- evaluate the success of reform movements for improving American society and politics. (Progressivism)
- relate the need for self-defense to the US’s right to interfere in the affairs of other nations. (Roosevelt Corollary, “Dollar Diplomacy,” “Missionary Diplomacy”)
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
- Graphic Organizer
- Jigsaw activities
- Pair and share collaborative activities
- Google Docs collaborative essays
- PPT projects/presentations
- Simulation/Mock Trials

RESOURCES
- The Americans (Red) Chapters 14, 15, 16, 17, 18 (sec. 1 & 4), 19
- Herbert Spencer’s Social Darwinism http://www.victorianweb.org/philosophy/socdar.html Clear explanation of Social Darwinism and its importance to sociologists.
- Ellis Island Passenger Arrivals http://www.ellisisland.org/ searchable database of immigrants who passed through Ellis Island on their way to America.
- Gilder Lehrman http://www.gilderlehrman.org/history-by-era
STATE STANDARDS

6.1.12. D.7.c  Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

6.1.12. A.8.a  Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12. A.8.b  Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12. A.8.c  Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12. B.8.a  Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12. C.8.b  Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12. D.8.a  Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12. A.9.a  Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12. B.9.a  Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12. C.9.a  Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.

6.1.12. C.9.b  Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12. C.9.c  Explain the interdependence of various parts of a market economy.

6.1.12. C.9.d  Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.


6.1.12. D.9.b  Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.1.12. A.10.b 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.

6.1.12. A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12. B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12. C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12. D.10.c 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.


6.1.12. D.10.d Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

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

**TECHNOLOGY STANDARDS**

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

8.1.12. C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

**BIG IDEAS/COMMON THREADS**
Economic decisions affect social and political outcomes, individually and for the nation as a whole. There are benefits and costs of economic interaction and interdependence among people, societies, and governments.
ENDURING UNDERSTANDINGS
The study of political, social and economic patterns reveals continuity and change over time. Cultural values and beliefs affect relations among individuals, groups, and institutions. Scientific and technological developments affect people’s lives, the economy and transform societies. The allocation of resources and the production and distribution of goods and services impact government policy.

ASSESSMENTS
- SWORD
- Benchmark
- Multiple Choice Assessments
- Project/Presentations

ESSENTIAL QUESTIONS
- To what degree was American foreign policy during the 1920s isolationist or internationalist?
- To what degree was the decade of the 1920s a decade of innovation or conservatism?
- In what ways did the Nineteenth Amendment radically change women’s role in American life?
- Under what circumstances should the United States limit immigration?
- To what degree does economic prosperity result from tax cuts and minimal government?
- To what degree was the Great Depression inevitable?
- In what ways was the New Deal an effective response to the depression?
- To what degree did minorities, working people and Labor unions receive a New Deal in the 1930s?
- To what extent did the New Deal effectively end the Great Depression and restore prosperity?
- In what ways has the United States abandoned the legacy of the New Deal?

LESSON OBJECTIVES
Students will be able to...
- relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
- Graphic Organizer
- Jigsaw activities
- Pair and share collaborative activities
- Google Docs collaborative essays
- PPT projects/presentations
- Simulation/Mock Trials

RESOURCES
- The Americans (Red) Chapters 20, 21, 22, 23,
- Warren Harding: Pawn of the Kingmakers
  http://www.pbs.org/wnet/amerpres/presidents/pres29/main_pres29.html Brief analysis of the private shortcomings of President Warren G. Harding and the public scandals that rocked his administration
- The Russian Revolution http://www.barnsdle.demon.co.uk/russ/rusrev.html Links to a wide range of materials for the study of the Russian Revolution, including a time line and quotations
- The Wall Street Crash
  http://www.bbc.co.uk/school/gcsebitesize/history/mwh/usa/walldepressionrev2.shtml Overview of the Wall Street crash and the causes of the Great Depression
- The Securities & Exchange Commission http://www.sec.gov/aboutsec.htm Home page with extensive information about the SEC, including what it is and what it does
- Franklin D. Roosevelt: Thirty-second President, 1933–1945
  http://www.whitehouse.gov/history/presidents/fr32.html Brief biography of FDR, with links to a biography of Eleanor Roosevelt and texts of his four inaugural addresses
BY THE END OF ELEVENTH GRADE
UNIT III: WORLD WAR II AND THE COLD WAR

STATE STANDARDS
6.1.12. A.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
6.1.12. A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
6.1.12. A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12. A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12. A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12. D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12. D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
6.1.12. D.11.c 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.
6.1.12. D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
6.1.12. A.12.a 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.
6.1.12. A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
6.1.12. C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
6.1.12. D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
6.1.12. D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12. D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing counties affected international relations.
6.1.12. D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
6.3.12. B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

**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.

**Technology Standards**
8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge.
8.1.4. E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**BIG IDEAS/COMMON THREADS**
War enhanced the power of both the president of the United States as chief executive and commander-in-chief, and the power and role of the United States. International interests refocused to include a global perspective that created alliance systems with accountability for all nations economically, politically and for human rights.

**ENDURING UNDERSTANDINGS**
Compromise is the key to solving the clash between political ideals and social reality. Economic change and conflict unified Americans and helped them form a national identity. Geography is a central component in understanding US foreign policy (containment).
ASSESSMENTS
- Peerceptiv
- Benchmark Assessment
- Multiple Choice Assessment
- SGO

ESSENTIAL QUESTIONS
- To what extent did United States foreign policy during the 1930s help promote World War II? Or: To what extent could the United States have prevented the outbreak of World War II?
- In what ways was the home front important to the United States' victory in World War II?
- In what ways was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?
- To what degree should the US employ atomic (nuclear) weapons to defeat its enemies in war? (President Truman’s decision to drop the atom bomb on Japan)
- In what ways was World War II a “good war?” Or: In what ways was World War II justified by its results?
- To what degree was the Cold War inevitable?
- To what degree was containment an effective policy to thwart communist expansion?
- To what extent should the United States have feared internal communist subversion in the 1950s?
- Why should the United States have fought “limited wars” to contain communism? (Korean conflict)
- To what degree should President Kennedy have risked nuclear war to remove missiles from Cuba?
- To what extent did American presidents have good reasons to fight a war in Vietnam?
- In what ways can domestic protest affect the outcome of war?

LESSON OBJECTIVES
Students will be able to…
- analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.
- using Peerceptiv, students will produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LEARNING ACTIVITIES
- Graphic Organizer
- Jigsaw activities
- Pair and share collaborative activities
- Google Docs collaborative essays
- PPT projects/presentations
- Simulation/Model UN

RESOURCES
- The Americans (Red) Chapters 24, 25, 26, 30, 28 (sec. 1)
- The Allies at War: Three Titans [http://www.bbc.co.uk/history/worldwars/wwtwo/allies_at_war_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/allies_at_war_01.shtml) Chronicles the tense relationship between the World War II leader of the French government in exile, Charles de Gaulle, and the allied leaders who helped bring him to power in France, Winston Churchill and Franklin D. Roosevelt
- Chronology of International Events, March 1938 to December 1941 [http://metalab.unc.edu/pub/academic/history/marshall/military/wwii/chrono_1938-41.txt](http://metalab.unc.edu/pub/academic/history/marshall/military/wwii/chrono_1938-41.txt) Detailed time line of events preceding the U.S. entry into World War II, issued by the U.S. Department of State in 1941
- A People at War [http://www.archives.gov/exhibits/a_people_at_war/prelude_to_war/flying_tigers.html](http://www.archives.gov/exhibits/a_people_at_war/prelude_to_war/flying_tigers.html) National Archives exhibit of documents and images highlighting the contributions of Americans soldiers and civilians during World War II.
BY THE END OF ELEVENTH GRADE
UNIT IV: CIVIL RIGHTS AND SOCIAL CHANGE

STATE STANDARDS

6.1.12.A.13.b 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.


6.1.12. B.13.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.

6.1.12. C.13.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.

6.1.12. C.13.c Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

6.1.12. D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12. D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12. D.13.c 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.

6.3.12. C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

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.9-10.4 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.

Technology Standards

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge.

8.1.12. E.1 Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
Constitutional issues have had a direct impact on American society in the 20th century as the democratic processes expanded to include formerly marginalized groups. People from different racial, ethnic, and religious groups have taken action to expand economic opportunities and political rights in American society.

ENDURING UNDERSTANDINGS
Individual liberties are not freely given. Change occurs in a society when individuals and groups unite to achieve common goals

ASSESSMENTS
- SWORD
- Multiple Choice Assessments
- Project/Presentations

ESSENTIAL QUESTIONS
- In what ways did the “Great Society” programs fulfill their promises?
- In what ways did the Civil Rights Movement of the 1950s expand democracy for all Americans?
- In what ways is civil disobedience the most effective means of achieving racial equality?
- To what degree is violence or non-violence the most effective means to achieve social change?
- To what extent did the Civil Rights Movement of the 1960s effectively change the nation?
- In what ways do the ideas of the 1960s still have relevance today?
- In ways has the women’s movement for equality in the United States become a reality or remained a dream?
- To what degree should affirmative action programs be used as a means to make up for past injustices?
- In what ways do prevailing conditions give rise to change?
- What is the role of leadership in bringing about change?
LESSON OBJECTIVES
Students will be able to...

- 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.
- determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
- Graphic Organizer
- Jigsaw activities
- Pair and share collaborative activities
- Google Docs collaborative essays
- PPT projects/presentations
- Simulation/Mock Trials

RESOURCES
- The Americans (Red) Chapters 28 (sec. 2, 3,4), 29, 31
- Invoking the Miranda Right to Counsel: The Defendant's Burden [http://emergency.com/miranda.htm](http://emergency.com/miranda.htm) Article by a legal instructor at the FBI Academy, dealing with the Miranda right to counsel and the impact of recent court decisions on law-enforcement agencies.

BY THE END OF ELEVENTH GRADE
UNIT V: CONTEMPORARY UNITED STATES 1970 – PRESENT

STATE STANDARDS

6.1.12. A.15.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.

6.1.12. A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12. A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12. A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

6.1.12. B.15.a Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.

6.1.12. C.15.a Relate the role of America’s dependence on foreign oil to its economy and foreign policy.

6.1.12. C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.


6.1.12. D.15.c 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.

6.1.12. D.15.d 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.

6.3.12. D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights

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

Technology Standards

8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
8.1.12. E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field
9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online communities and structured learning experiences
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context
9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

BIG IDEAS/COMMON THREADS
The more things change the more they stay the same; current issues in the 21st century are a reflection of a continued reliance on foreign resources, increasing globalization and technology.

ENDURING UNDERSTANDINGS
Economic ideas and decisions from the past have influenced the present. The federal government has significant responsibility for America’s role in the global community that impact both domestic and foreign policies.

ASSESSMENTS
- SWORD
- Multiple Choice Assessments
- Project/Performance Activity

ESSENTIAL QUESTIONS
- In what ways did the policies of the Reagan administration strengthen or weaken the United States?
- In what ways were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War? To what degree did the United States win the Cold War?
- In what ways are peace and stability in the Middle East vital to the United States’ economy and national security?
- To what extent is it the responsibility of the United States today to be the world’s “policeman?”
- To what degree can global terrorism be stopped?
- In what ways has racial equality and harmony been achieved at the start of the twenty-first century?
- To what extent should the United States still support the use of economic sanctions to further democracy and human rights?
- To what degree should the United States use military force to support democracy in Eastern Europe? In the Middle East?
In what ways is it constitutional for the United States to fight preemptive wars? Why was the United States justified to fight a war to remove Saddam Hussein from power?
To what degree can the United States maintain its unprecedented prosperity? (policies of the Federal Reserve System; balancing the Federal budget; international trade and the global economy; inflation factor; etc.)
To what degree is the world safer since the end of the Cold War?
Why should Americans be optimistic about the future?

LESSON OBJECTIVES
Students will be able to...
- 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.
- 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.
- relate the role of America’s dependence on foreign oil to its economy and foreign policy
- compare the perspectives of other nations and the United States regarding United States foreign policy.
- develop expertise through research about a problem and make a claim to support a solution.
- work as a contributing member of a team to achieve specific outcomes.
- show respect for divergent points of view by acknowledging them.
- recognize how digital media impacts a person’s perspective.
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality.
- apply technology to enhance meaning, communication and productivity.

LEARNING ACTIVITIES
- Graphic Organizer
- Jigsaw activities
- Pair and share collaborative activities
- Google Docs collaborative essays
- PPT projects/presentations
- Simulation/Mock Trials

RESOURCES
- The Americans (Red) Chapters 32, 33, 34
- Organization of Petroleum Exporting Countries (OPEC)
• The George Bush Presidential Library and Museum
  http://www.csdl.tamu.edu/bushlib/ Site containing a biography of Bush, as well as
  photographs, texts of speeches, and information on the library’s collections and
  the museum’s programs.

• The Gulf War http://www2.pbs.org/wgbh/pages/frontline/gulf  PBS site providing
  interviews, commentary, and photographs that document the Gulf War
N.J.A.C. 6A:8-3.1 Curriculum and instruction
(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the CCCS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the CCCS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the CCCS and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

i. A pacing guide;
ii. A list of core instructional materials, including various levels of texts at each grade level;
iii. Benchmark assessments; and
iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.
**Content Area Unit Name**

| Content Area Unit Name | **Elementary, Middle, and High School Social Studies:** This curricular addendum provides educators with clarifications, connections, resources, and adaptations to meet the needs of varied learners, K-12. The NJCCCS in Social Studies provide educators with identification of required content, skills, values and dispositions essential to build curricula. This document is an extension to NJCCCS, ensuring dynamic, rigorous, and diverse instructional approaches distinct to the social studies are enacted in NJ school districts. |

| **Interdisciplinary Connections**  
(including WIDA standards if applicable) | Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJCCCS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.  

Interdisciplinary connections are framed through essential questions to highlight the integration of content/skills inherent to student inquiries in social studies. Topics are bulleted with hyperlinked resources in parenthesis.  

**Moral/social education:** What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education ([Responsive Classroom](https://www.respondingtochange.org/), [Teaching Tolerance](https://teachingtolerance.org/), [Facing History and Ourselves](https://www.historyandthinking.org/))
- Global citizenship education - [Civics Kids](https://www.civicskids.org/), [Teaching Civics](https://teachingcivics.org/), [Character.org](https://www.character.org/), [Teaching Tomorrow's Citizens](https://teachingtomorrowscitizens.org/), [Campaign for the Civic Mission of Schools](https://www.campaignforcivics.org/), [World Savvy](https://www.worldsavvy.org/), and [Facing History](https://www.historyandthinking.org/)
- Social participation projects - 150 [Service Learning](https://servicelearning.org/) Projects, [Sci/SS Service](https://www.sci-ss.org/) Connections. |
### Science, mathematics, and technology:
How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education ([NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO](#))
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - [Making Connections through Mapping](#) and [Statistics and Social Sciences](#)

### Literacy (narrative, information, argument, and media):
How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. [Thematic Reading Materials](#), [Carter Woodson Book Award Winners](#), [Notable Social Studies Texts](#)
- Media and information literacy - [The DBQ Project](#), [PBS Teaching Media Literacy](#), [National Associations for Media Literacy Education](#)
- Research writing - Teachers College Reading and Writing Project [Reading/Writing Units](#) of Study,
- Argument - [Teaching Argumentative Writing](#)

### General Interdisciplinary Resources

[College, Career and Civic Life C3 Framework](#)

[WIDA Standards 2012](#)

[Library of Congress](#)

### Core Instructional Materials including digital tools
Myriad instructional resources are available to educators to teach social studies with students’ diverse interests and needs in mind. Several resources are already cited in this curriculum.
addendum. The below lists represents current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

**Framework for College, Career, and Civic Life (C3):** A national framework for planning and teaching social studies curricula. This document should be used as a chief complement to the NJCCCS (2014).

[C3 Teacher Blog and Professional Community](#)

[National Council for the Social Studies](#)

[Reading Like an Historian: Stanford History Education Group](#)

[National Geographic Education](#)

[Project Citizen](#)

[National Endowment for the Humanities History/Social Studies Lessons](#)

[NY Times Learning Network](#)

<table>
<thead>
<tr>
<th>21st Century Themes and Skills</th>
<th>The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)</th>
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</thead>
<tbody>
<tr>
<td>CRP1. Act as a responsible and contributing citizen and employee.</td>
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<td>CRP2. Apply appropriate academic and technical skills.</td>
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<td>CRP3. Attend to personal health and financial well-being.</td>
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<tr>
<td>CRP4. Communicate clearly and effectively and with reason.</td>
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<tr>
<td>CRP5. Consider the environmental, social and economic impacts of decisions.</td>
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<td>CRP6. Demonstrate creativity and innovation.</td>
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<td>CRP7. Employ valid and reliable research strategies.</td>
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<tr>
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</tbody>
</table>
| 8.1 Educational Technology  
8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming | Social Studies and Technology K-12 Indicators |
|---|---|
| - CRP9. Model integrity, ethical leadership and effective management.  
- CRP10. Plan education and career paths aligned to personal goals.  
- CRP11. Use technology to enhance productivity.  
- CRP12. Work productively in teams while using cultural global competence | As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice. |
| The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.) | |
| 8.1 Educational Technology | |
| - Understand and use technology systems.  
- Select and use applications effectively and productively.  
- Apply existing knowledge to generate new ideas, products, or processes  
- Create original works as a means of personal or group expression.  
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.  
- Communicate information and ideas to multiple audiences using a variety of media and formats.  
- Develop cultural understanding and global awareness by engaging with learners of other cultures.  
- Contribute to project teams to produce original works or solve problems. |
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

### 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The application of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

### Pacing Guide

The NJCCCS in Social Studies have progress indicators that cover clusters of multiple grades. Local districts, as a result, develop curricular scope and sequence plans that meet their individual community needs while addressing the NJCCCS. The NJDOE does not endorse a specific pacing guide at each grade level for this reason. However, individual schools districts must show evidence of creating and following social studies pacing plans that meet the NJCCCS.

### Assessments

Social Studies assessments like other content area assessments should be a natural and ongoing part of the teaching and learning process. The more authentic the assessment process is, the better the chance that students will see the interdisciplinary connections between social studies and other areas of study, as well as the role of social studies in their lives as citizens.

1. What factors should be considered in planning for assessment?
   - Content mastery (which standards are being assessed)
   - Analysis of content
   - Skills development
   - Connections between and among essential learnings
   - Connections between the past, present, and the future
   - Interdisciplinary connections
   - Diversity in student learning styles and needs
   - Opportunities for democratic participation

2. How are goals of instruction and assessment related?
   - Are the goals for learning actually being assessed?
   - To what degree are we asking students to extend learning?
• Can students transfer their learning to a new situation?
• Does the assessment reflect what is valued instructionally?
• Does the assessment benefit the learner by informing teaching practices?
• Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?
• How many ways can students demonstrate they have learned the material?
• How will students be scored?
• How will the needs of a variety of learners be addressed with this assessment?
• Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for social studies educators?
• Performance assessment
• Authentic assessment
• Authentic instruction
• Portfolio assessment

Helpful links:

Authentic assessment can include (but are not limited to) the following:
• Observation
• Argument and Research Writing
• Oral history (Smithsonian)
• Discussion, deliberations, and debates (Deliberating in a Democracy)
• Performance tasks (UBD description of performance task; Michigan DOE)
• Exhibitions and demonstrations
• Portfolios
Journals
Self- and peer-evaluation
Project Based Learning (overview) Using PBLs in Social Studies
Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
Virtual Field Trips - (article)
Performance Based Assessments Clearinghouse

Teachers College Reading and Writing Performance Assessments

**Differentiation/Modifications**

*Curriculum Differentiation* is a process teachers use to increase achievement by improving the match between the learner’s unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

**Teachers can differentiate**

- **Content:** What we teach and how we give students access to the information and ideas that matter
- **Process:** How students come to understand and "own" the knowledge, understanding, and skills essential to a topic
- **Product:** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- **Readiness:** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest:** What a student enjoys learning about, thinking about, and doing
- **Learning Style:** A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Social Studies Framework [http://www.state.nj.us/education/archive/frameworks/socialstudies/chapter4.pdf](http://www.state.nj.us/education/archive/frameworks/socialstudies/chapter4.pdf) contains an in-depth overview for meeting the needs of diverse learners in Social Studies. Many of these content specific suggestions are classroom ready. Note: The Standard notations in this framework document are not according to the 2014 Social Studies Standards.
<table>
<thead>
<tr>
<th>Gifted and Talented (content, process, product and learning environment)</th>
<th>English Language Learners</th>
<th>Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</th>
<th>Students at Risk of School Failure</th>
</tr>
</thead>
</table>
| **N.J.A.C. 6A:8-3.1 Curriculum and instruction**
District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment. | The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students’ capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student’s capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one’s own | Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests. | Districts are required to administer grade level benchmark and/or interim assessments in Social Studies. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk. |
| **Sample Differentiation Strategies and Techniques that apply to Social Studies**

- **Learning Agendas/Contracts**
A learning contract is an agreement established between a student and the teacher; it sometimes involves the student’s parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:
  - the goals of the contract
  - the obligations of each party to the contract | | | |

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River Dell Regional School District
Social Studies Grades 7 – 12 Curriculum
Approved June 2015
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource
http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html

- **Anchor Activities** - Self-directed specified ongoing activities in which students work independently

Sample Resource

- **Curriculum Compacting**

  Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes life in meaningful and engaging ways.

**Instructional Supports:**
- Hands-on materials
- bilingual dictionaries
- visual aids
- teacher made adaptations, outlines, study guides
- varied leveled texts of the same content

Please refer to the following link:
http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf as mentioned on the NJDOE website.

**Preparing students for the lesson:**

1. **Building Background Information** through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. **Simplifying Language for Presentation** by using speech that is appropriate to students’ language proficiency level. Avoid jargon and idiomatic speech.
3. **Developing Content Area Vocabulary** through the use of

adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

**Instructional Monitoring** – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

**Classroom Organization** - The primary purpose of these classroom organization adaptations is to maximize student attention, participation,
of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:
http://www.gifted.uconn.edu/sem/semart08.html

- RAFT Assignments-
RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

- Concept Development-
Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.

4. Concept Development- Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.

5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:
- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Please refer to NJ Social Studies Curriculum Frameworks referenced above.
<table>
<thead>
<tr>
<th><strong>Flexible grouping</strong></th>
<th>connections between content and the language used in instruction. -Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication. -Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. -Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful. <strong>Sample Resources:</strong> CanDo Descriptors - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month. Sample resource: <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a></td>
<td></td>
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<tr>
<td><strong>Jigsaw Activities</strong></td>
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<td>Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an &quot;expert&quot; on one section of the assigned material and then &quot;teaching&quot; it to the other members of the team. Sample resource: <a href="http://www.adlit.org=strategies/22371/">http://www.adlit.org=strategies/22371/</a></td>
<td></td>
</tr>
</tbody>
</table>
- Depth and Complexity of Curriculum - Dr. Sandra Kaplan

Sample resource: [http://img.docstoccdn.com/thumb/orig/119636316.png](http://img.docstoccdn.com/thumb/orig/119636316.png)

- Graphic Organizers

- Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

K-5


| Colorin Colorado - [http://www.colorincolorado.org/educators/](http://www.colorincolorado.org/educators/) |
| WIDA - [https://www.wida.us/](https://www.wida.us/) |
Gr 6-12
http://www.chatt.hdsb.ca/~patterson/ka/FOV1-000D4965/FOV1-000FF699/DCGL.pdf Sample p. 43

- Advanced Discussion Techniques
- Questioning Strategies