



Curriculum Guide

Social Studies

Grade 7

OBE Approval Date: December 10, 2019 _____

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TABLE OF CONTENTS

UNIT 1	4
CAREER READY STANDARDS, OVERVIEW, NJSLS (SOC. STUDIES, TECH, INTERDISCIPLINARY)	4-7
ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS, 21 ST CENTURY THEMES	7-8
OBJECTIVES, ASSESSMENTS	9-12
TEACHING & LEARNING ACTIONS: INC. AMISTAD, HOLOCAUST, <i>1619</i> , & DIFFERENTIATION	12-23
RESOURCES AND PACING GUIDE	23
UNIT 2	24
CAREER READY STANDARDS, OVERVIEW, NJSLS (SOC. STUD., TECH, INTERDISCIPLINARY)	24-27
ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS, 21 ST CENTURY THEMES	27
OBJECTIVES, ASSESSMENTS	28-33
TEACHING & LEARNING ACTIONS: INC. AMISTAD, HOLOCAUST, <i>1619</i> , & DIFFERENTIATION	33-44
RESOURCES PACING GUIDE	44-45
UNIT 3	45
CAREER READY STANDARDS, OVERVIEW, NJSLS (SOC. ST., TECH, INTERDISCIPLINARY)	45-49
ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS, 21 ST CENTURY THEMES	49-50
OBJECTIVES, ASSESSMENTS	50-54
TEACHING & LEARNING ACTIONS: INC. AMISTAD, HOLOCAUST, <i>1619</i> , & DIFFERENTIATION	54-67
RESOURCES AND PACING GUIDE	67
UNIT 4	68
CAREER READY STANDARDS, OVERVIEW, NJSLS (SOC. ST., TECH, INTERDISCIPLINARY)	68-71
ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS, 21 ST CENTURY THEMES	71-72
OBJECTIVES, ASSESSMENTS	72-76
TEACHING & LEARNING ACTIONS: INC. AMISTAD, HOLOCAUST, <i>1619</i> , & DIFFERENTIATION	76-87
RESOURCES AND PACING GUIDE	87-88
APPENDIX	89
ADDITIONAL FINANCIAL LITERACY UNIT	89-94

Social Studies 7

Content Area:	Social Studies (1st Marking Period Sept.-Nov. {25days})	Grade(s)	7th
Unit Plan Title:	Our Colonial Heritage (Unit 1 Chapters 1-3)		
Social Studies NJ Standard			
<ul style="list-style-type: none"> - 6.1.8.B.1.a - Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. - 6.1.8.B.1.b - Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. - 6.1.8.C.1.a – Evaluate the impact of science, religion, and technology innovations on European exploration. - 6.1.8.D.1.a – Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. - 6.1.8.D.1.b - Explain how interactions among African, European, and Native American groups began a cultural transformation. - 6.1.8.D.1.c - Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. - 6.1.8.A.2.a - Determine the roles of religious freedom and participatory government in various North American colonies. - 6.1.8.B.2.a - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. - 6.1.8.C.2.a - Compare the practice of slavery and indentured servitude in Colonial labor systems. - 6.1.8.C.2.c - Analyze the impact of triangular trade on multiple nations and groups. 			
Overview/Rationale			
<p>This unit will provide the student with a comprehensive understanding of the colonization of North America. Featured topics will include early American cultures, the rationale for settlement, geography, social, political, and economic ramifications of colonization, as well as the introduction of African slave labor. This unit will accompany the textbook <u>United States History</u> (Holt McDougal) and reference the following Chapters/Sections in Unit 1: Chapter 1 (Sections 1 & 2), Chapter 2 (Sections 2, 3, & 5) & Chapter 3 (Sections 1, 2, 4, & 5). This unit should be completed before the end of the first marking period.</p>			
Career Readiness Practices			
<ul style="list-style-type: none"> • CRP2 – Apply appropriate academic and technical skills. • CRP4 – Communicate clearly and effectively and with reason. • CRP6 – Demonstrate creativity and innovation. • CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them. • CRP11 – Use technology to enhance productivity. 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> • 8.1.8.A.3 - Create a <u>multimedia presentation</u> including sound and images. • 8.1.8.A.5 - Select and use appropriate tools and 		<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. 	

digital resources to accomplish a variety of tasks and to solve problems.

- 8.1.8.D.4 - Assess the credibility and accuracy of digital content.

- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e: Establish and maintain a formal style.
- W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- WHST.6-8.1: Write arguments focused on *discipline-specific content*.
- WHST.6-8.1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of

the topic or text, using credible sources.

- WHST.6-8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d: Establish and maintain a formal style.
- WHST.6-8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

discussion.

- SL.6.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact.

Essential Question(s)

- **How do cultures differ from one another? (Chapter 1)**
- **How does life change over time? (Chapter 2)**
- **How do experiences shape political and social ideals? (Chapter 3)**

Enduring Understandings

- **Three groups would come together to shape the future of North America: Native Americans, Africans, and Europeans. (Chapter 1)**
- **Climate change allowed Native American societies to develop across Mesoamerica and South America. (Chapter 1-Section 1)**
- **Many diverse Native American cultures developed across the different geographic regions of North America and shared many of the same beliefs. (Chapter 1-Section 2)**
- **How and why Europeans colonized the Americas. (Chapter 2)**
- **Christopher Columbus's voyages led to new exchanges between Europe, Africa, and the Americas. (Chapter 2-Section 2)**
- **The Spanish established a large empire in the Americas. (Chapter 2-Section 3)**
- **After European disease wiped out much of the Native American population millions of Africans via the middle passage were sent to the Americas as slaves. (Chapter 2-Section 5)**
- **How the English settlements that dotted the East Coast of North America were founded and developed. (Chapter 3)**
- **Despite a difficult beginning, the southern colonies soon flourished. (Chapter 3-Section 1)**
- **English colonists traveled to New England to gain religious freedoms. (Chapter 3-Section 2)**
- **The English colonies were able to grow due to political changes in England, the Great Awakening which led to the ideas of political equality, and the English victory in the French and Indian War. (Chapter 3-Section 4)**
- **Tensions developed as the British government placed tax after tax on the colonies. (Chapter 3-Section 5)**

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are *E-Encouraged*, *T-Taught*, or *A-Assessed* in this unit by marking *E, T, A* on the line before the appropriate skill.

21st Century Skills

X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- By the end of the unit, students will be able to analyze and evaluate how and why:
- Climate changes allowed Paleo-Indians to begin the first migration to the Americas. (Chapter 1-Section 1)
 - Many different Native American cultures developed across the Americas due to the geographic areas and shared beliefs about religion and land ownership. (Chapter 1-Section 2)
 - Christopher Columbus’s voyages led to new exchanges between Europe, Africa, and the Americas. (Chapter 2-Section 2)
 - Spain established a large empire in the Americas. (Chapter 2-Section 3)
 - Europeans forced millions of African slaves to work in their colonies. (Chapter 2-Section 5)
 - Despite a difficult beginning, the southern colonies soon flourished. (Chapter 3-Section 1)
 - English colonists traveled to New England to gain religious freedom. (Chapter 3-Section 2)
 - The English colonies continued to grow despite many challenges. (Chapter 3-Section 4)
 - Tension developed as the British government placed tax after tax on the colonies. (Chapter 3-Section 5)

Assessments

- Pre and Formative
 - All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
 - Chapter 1-Section 1**
 - *Guided Reading Workbook pages 1-2. [Key Terms and People/Section Summary]
 - *Guided Reading Workbook page 3.
 - *U.S. History Textbook Section Assessment, page 9.

-Chapter 1-Section 2

*Guided Reading Workbook pages 4-6. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 15.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Iroquois Great Law of Peace {DBQ document analysis})

- Chapter 2-Section 2

*Guided Reading Workbook pages 16-18. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 45.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("A letter to the treasurer of Spain on the Taino people" 1493 Christopher Columbus {DBQ document analysis})

- Chapter 2-Section 3

*Guided Reading Workbook pages 19-21. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 51.

*Primary Source-Book: Brief Account of the Devastation of the Indies (*U.S. History Textbook* insert on page 51)

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Accounts of Colonial Life-1624" {DBQ document analysis})

- Chapter 2-Section 5

*Guided Reading Workbook pages 25-27. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 61.

*Primary Source: Letter-King Afonso to King Joao III, page 59 in *U.S. History* textbook.

-Chapter 3-Section 1

*Guided Reading Workbook pages 28-30. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 77.

*Jamestown Colony-Geography Skills (Interpreting Maps page 73 in *U.S. History Textbook* {map skills})

*Primary Source-Letter (A Note from Virginia, page 74 in *U.S. History Textbook* {primary source analysis})

-Chapter 3-Section 2

*Guided Reading Workbook pages 31-33. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 84.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Mayflower Compact-1620" {DBQ document analysis})

-Chapter 3-Section 4

*Guided Reading Workbook pages 37-39. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 97.

*The Thirteen Colonies: Geography Skills (Interpreting Maps, page 91 in *U.S. History Textbook* {map analysis})

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Interesting Narrative of the Life of Olaudah Equiano-1750's" {DBQ document analysis})

-Chapter 3-Section 5

*Guided Reading Workbook pages 40-42. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 103.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("A Short Discourse on the Present State of the Colonies-1728" {DBQ document analysis})

- **Summative**

- All Chapters and Sections**

- *Section quizzes and tests.

- Chapter 1-Section 1 & Section 2**

- *Comprehension and Critical Thinking Questions (page 31 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 1, question #4 on page 9, Section 2, question #5 on page 15 in *U.S. History Textbook*)

- Chapter 2-Sections 2, 3, & 5**

- *Comprehension and Critical Thinking Questions (page 66 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 2, question #4 on page 45, Section 3, question #5 on page 51, Section 5, question #5 on page 61 in *U.S. History Textbook*)

- Chapter 3-Sections 1, 2, 4, & 5**

- *Comprehension and Critical Thinking Questions (page 106 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 1, question #6 on page 77, Section 2, question #6 on page 84, Section 4, question #6 on page 97, Section 5, question #6 on page 103 in *U.S. History Textbook*)

- **Authentic**

- Chapter 1-Section 1**

- *Focus on Writing – Writing your travelogue (page 32, question #18 in *U.S. History Textbook* {travelogue writing})

- *Using the Internet-21st Century Skills\Activity: Compare and Contrast (page 32, question #15 in *U.S. History Textbook* {Illustration creation})

- **Chapter 1-Section 2**

- *Critical Thinking: Supporting a Point of View (Joining the Iroquois League, page 14 in TE {essay writing})

- **Chapter 2-Section 2**

- *Collaborative Learning (First Impressions, page 43 in TE {role play activity})

- **Chapter 2-Section 3**

- *Differentiating Instruction (Advanced/Gifted and Talented, page 47 in TE {journal entry})

- *Critical Thinking: Analyzing (Settlement Life, page 48 in TE {research reports})

- Chapter 2-Section 5**

- *Critical Thinking: Analyzing Information (Abolitionists vs. the Need for Labor, page 60 in TE {proposal writing})

- *History and Geography: Primary Source (Activity, page 63 in TE {poem writing})

- Chapter 3-Section 1**

- *The Expansion of Slavery (page 149 in Differentiated Instruction Teacher Management System)

Manual {political cartoon creation}}

-Chapter 3-Section 2

- *Collaborative Learning (First Thanksgiving News Report: page 80 in TE {script writing})
- *Collaborative Learning (New England Colonial Trade Ads: page 83 in TE {advertisement flyer})

-Chapter 3-Section 4

- *Cross-Discipline Activity: Government (Reporting the Zenger Trial, page 92 in TE {newspaper article writing})
- *Differentiating Instruction (Advanced/Gifted and Talented: Alternative Labor Proposals, page 93 of TE {student proposals})

-Chapter 3-Section 5

- *Teach the Big Idea (Conflict in the Colonies, #4 on page 98 in TE {stamp creation})
- *Collaborative Learning (Colonial Tax Trivia Game, page 100 in TE {student created questions})

● **Other Assessments**

-All Chapters and Sections

- *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
- *Chat Stations, Learning Menu
- *WebQuest, Google Slide Presentation
- *Do Now, Exit Tickets
- *Bell Ringers

-Chapter 1-Section 2

- *Cross-Discipline Activity: Geography (Mapping Native American Culture Groups, page 13 in TE {map creation})

-Chapter 2-Section 3

- *Social Studies Skills (Framing Historical Questions, page 64 in *U.S. History Textbook* {analysis & critical thinking})
- *Geography Skills (Interpreting Maps, page 50 in *U.S. History Textbook* {map skills})
- *Reading Skills (Outlining and History, page 66 in *U.S. History Textbook* {outlining})

-Chapter 2-Section 5

- *Differentiating Instruction (Struggling Readers, page 62 in TE {map interpretation})
- *Differentiating Instruction (English-Language Learners, page 63 in TE {image/caption creation})
- *Differentiating Instruction (Advanced/Gifted and Talented, page 63 in TE {script creation})

-Chapter 3-Section 1

- *Critical Thinking: Comparing and Contrasting-below level (Labor in Virginia Venn Diagram, page 74 in TE {Venn diagram})
- *Critical Thinking: Analyzing Information (Decision-making in the Southern Colonies, page 75 in TE {expository writing})
- *The Southern Colonies (Slave Populations in the Colonies, Analysis skill, page 76 in *U.S. History Textbook* {chart analysis})

-Chapter 3-Section 2

*Critical Thinking Analyzing (Mayflower Compact Simulation, page 79 in TE {class discussion, Socratic seminar})

-Chapter 3-Section 4

- *Differentiating Instruction (Struggling Readers: page 91 in TE {graphic organizer})
- *Triangle Trade: Geography Skills (Interpreting Maps, page 92 in *U.S. History Textbook* {map analysis})
- *Critical Thinking: Finding Main Ideas (Great Awakening and Enlightenment, page 94 in TE {T-chart})

-Chapter 3-Section 5

- *Critical Thinking: Identifying Points of View (Boston Massacre BroadSides, page 101 in TE {poster creation})
- *Reading and Creating a Timeline/Comparing Timelines (page 152 in Differentiated Instruction Teacher Management System Manual {timeline creation})

Teaching and Learning Actions

Instructional Strategies
D-

Chapter 1 see TE pages 7(ELL), 8(AL), 11(AL), & 14(AL)

Chapter 2 see TE pages 47(AL), 49(ELL), 59(SN), 62(SN), & 63(ELL)

Chapter 3 see TE pages 73(ELL), 74(SN), 75(AL), 76(SN), 79(AL), 81(ELL), 82(SN), 91(SN), 93(ELL), & 96(SN)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Accountable Talk – Student centered discussion where students are engaged because they are allowed to use their natural inclination to talk to each other. They will process lesson materials more deeply through the active discussion and defense of their ideas and opinions. The teacher is able to assess every student through his or her participation in the discussion.

Choice Board Assignments – These assignments are written on cards hung on a board. Students choose an assignment from a particular row or area of the board. The rows and areas are organized around specific skills.

Close Reading – A thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, & meanings.

Cooperative Learning – A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Discovery and Inquiry Based Learning – This strategy starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator.

Document Based Questioning – A strategy that uses engaging questions and the use of primary and secondary sources to give students the opportunity to investigate history from a variety of perspectives. It supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills.

Jigsaw – Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned

the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.

Learning Stations – Students can visit each station and use what they have learned at each station to complete each activity. Activities at each station can be leveled for review, challenge, and remediation at appropriate levels. The teacher can rotate and facilitate instruction, as needed, as well as use this time to work with struggling students.

Leveled Instruction – During leveled instruction, the teacher gives an introductory lesson to the entire class, and then the teacher provides varying access points for students to practice the skills that were provided. The teacher will provide several assignments with different levels of difficulty, and the student or the teacher will be able to choose an assignment.

Peer Teaching/Collaboration – Peer teaching involves one or more students teaching other students in a particular subject area. Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Role Play/Simulations – Role play and simulations are forms of experiential learning where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

Socratic Seminar Socratic seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. The teacher selects a significant piece of text related to the topic of study. The teacher provides an open-ended, provocative question, which the students will refer to while reading their document. The seminar leader will begin by posing the original question to the group, at which point students can offer their answers/opinions and even shift focus into another related question in order to further/fully examine the overarching topic.

MTSS:

Special education student's modification:

-Adhere to all modifications and health concerns stated in each IEP

New Visions Social Studies Curriculum | New Visions - Social Studies-Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have challenged themselves for growth.

-Use the online reading platform software, which can revise the reading lexile level to meet

At risk of failure students:

-Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit

-Modified instructional strategies: reading aloud, graphic organizers, reading study guides, small learning group instruction, class websites, syllabus, inclusion of more visuals and films, field trips, google expeditions, peer support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments

students at current reading level.

-Accommodating instructional strategies: reading aloud, graphic organizers, reading study guides, one-on-one instruction, class website (Google Classroom), handouts, definition list, syllabus, large print, outlines, vocabulary flash cards, modified vocabulary builder activities, modified chapter review activities, modified chapter test

-Utilize speech to text resource

-Special Education & IDEA Resources:
<http://www.nea.org/tools/special-education-IDEA-resources.html>

-LDonline.org: Guide to Learning Disabilities and ADHD: <http://www.ldonline.org/index.php>

-Digital History Active Learning:
http://www.digitalhistory.uh.edu/active_learning/explorations/explorations.cfm

-Digital History Reference Room Images:
<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Maps:
http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-htm

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

- Graphic Organizers:
<https://freeology.com/graphicorgs/>

-How to Adapt your Teachings Strategies to Student needs:
<https://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs>

-Multisensory Vocabulary Instruction: Guidelines and Activities:
<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and->

-Academic contracts

-Extra credit, research papers

-Current event topics: <https://www.50states.com/ce/>

-LDonline.org: Guide to Learning Disabilities and ADHD:
<http://www.ldonline.org/index.php>

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

-Graphic Organizers: <https://freeology.com/graphicorgs/>

-Extra Credit Strategies that Work:
<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Education Games: <https://mrnussbaum.com/>

Gifted and talented students:

-Modified instructional strategies: Socratic seminar, group discussion, Think-Pair-Share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents, completing case studies, point-of-view articles, maintain journals and/or diaries, write historical fiction, peer teaching, debate, and analyze in depth political documents

-Student led classroom instruction and discussion, also project based learning

-New Visions Resources: <https://curriculum.newvisions.org/social-studies/resources/?unit=2&course=1&component=&keyword=>

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

-2010 Pre-K Grade 12 Gifted Programming Standards:
<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

-Think-Pair-Share:
<https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar_29/

-Sharemylesson.com Gifted and talented resource page:

activities

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Education Games: <https://mrnussbaum.com/>

English Language Learners (ELL) students:

-Use the district purchased software; give students the option to change the language of the article to the student's native language for most articles

-Speech to text resource website extension addition. Will read to the student in the language selected.

-Vocabulary word bank

-Use visuals whenever possible to support classroom instruction and classroom activities.

-Teacher modeling and written instructions for every assignment

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Spanish for Native/Heritage Speakers:

<https://www.curriculumpathways.com/portal/#>

[https://sharemylesson.com/search?grade\[\]=middle school&subject\[\]=gifted and talented&f\[\]=curriculum tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle school&subject[]=gifted and talented&f[]=curriculum tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

Students with a 504:

-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Developing 504 Classroom Accommodation Plans:

<http://www.ldonline.org/article/8065/>

[/pd/strategies/13](#)

-English Language Learners:

<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:

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

-Maps:

http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm

-Digital History Reference Room Images:

<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-Teaching English Language Learners:

<https://teachinghistory.org/teaching-materials/english-language-learners>

-Multisensory Vocabulary Instruction: Guidelines and Activities:

<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

Activities

D-

Chapter 1 see TE pages 7(ELL), 8(AL), 11(AL), & 14(AL)

Chapter 2 see TE pages 47(AL), 49(ELL), 59(SN), 62(SN), & 63(ELL)

Chapter 3 see TE pages 73(ELL), 74(SN), 75(AL), 76(SN), 79(AL), 81(ELL), 82(SN), 91(SN), 93(ELL), & 96(SN)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Chapter 1

- Discuss with students, photo albums or scrapbooks they may have created that depict or record special events and achievements in their lives. Have students go through the chapter, noting maps and images, as if it were a scrapbook of the world before 1500. As students look at the images, ask them to create a list of important historical events that occurred before 1500. (TE page 2 {Verbal/Linguistic})
- Review key terms and people for this chapter by hosting a vocabulary game. Before class prepare a handout that lists a description or definition for each new vocabulary word. Do not put the key words on the handout. In class write the key terms and people for students to see. Then organize the class into teams. Give Team #1 the first new word and have them identify the correct description or definition from the hand out. Award points for correct responses. If a team guesses incorrectly, allow the next team to answer. Continue until the correct response is identified or until all teams have tried to guess. (TE page 5 {Verbal/Linguistic})

Chapter 1-Section 1

- Instruct students to fold a piece of paper lengthways in the middle. Have students label the first column *The First Migration to the Americas* and the second column Early Mesoamerican and South American People. (TE page 6 {Verbal/Linguistic})
- Organize students into pairs. Have each student ask his or her partner questions about the first Americans. Questions should focus on the following: where the first Americans came from, how they came to the Americas, where they settled, & how geography affected their movements. Provide outline maps of the Americas and have the pairs draw the migration of early people. (TE page 7 {Verbal/Linguistic & Visual/Spatial})
- Using information in the text, discuss some of the similarities between the Olmecs, the Maya, and the Aztecs. Have students conduct research on the internet or use the other resources to learn more about how the Olmecs influenced later cultures. **Encourage** students to pay special attention to each group's **agricultural methods**. Have students create a graphic organizer that illustrates the Olmecs' influence on the Maya and Aztecs. (TE page 8 {Visual/Spatial})

Chapter 1-Section 2

- Create a table with the following headings: Arctic, Subarctic, Northwest Coast, Plateau, Great Plains, Northeast, Great Basin, California, Southwest, and Southeast. Have students copy the table onto their own paper. As they read the section have them list the Native American groups that lived in each region and explain how each group adapted to its environment. Ask them to compare and contrast the information in their charts. (TE page 10 {Verbal/Linguistic})
- Have each student divide a sheet of paper into six parts, creating six note cards. Ask students to label each card with the name of one of the Native American societies discussed in this section. On each card have students write one question about an aspect of the Native American society already listed on the card.

Remind them to be as specific as possible. Pair students and have partners use their cards to quiz each other. When they are done have them switch partners and repeat the process. (TE page 12 {Verbal/Linguistic, Interpersonal})

Chapter 2

- Tell students to imagine that space travel is common and affordable. Tell them that they are being offered a chance to explore another planet. Ask them to describe a scene typical of their chosen planet. Write responses for class to see. Ask students why they would consider going on such a trip. What would they hope to discover or gain? Discuss with students their motivations and expectations for exploring the unknown. Explain that this chapter is The Age of Exploration and the explorers from this era probably had very similar motivations and expectations. (TE page 34 {Verbal/Linguistic})
- Have students read the section titled, *Outlining and History* on page 36 in the textbook aloud in class. Review the proper way to outline when reading a textbook. Have students try the example on page 37 in their textbooks. (TE pages 36 & 37 {Verbal/Linguistic, Visual/Spatial})
- Organize the class into pairs. Have each pair create a table with two columns: People & Things. Tell students to divide the terms and people from the Key Terms list into the appropriate categories on their charts. Discuss how they can tell the difference between people and things. After students have finished their charts have them preview the chapter and write one fact to go along with each term. (TE page 37 {Visual/Spatial})

Chapter 2-Section 2

- Have students create a flow chart to show the impact of Columbus's voyage. Tell students to write Columbus lands in the Caribbean in the first block of their charts. Students should draw arrows to link the boxes that will follow. Tell students to fill in their flow charts with events that occurred as a result of Columbus's voyage. (TE page 42 {Visual/Spatial})
- Instruct students to reread the information concerning the voyages of the explorers discussed in this section. Have students use a blank outline map <https://www.printableworldmap.net/> and colored pencils to chart the routes of these explorers and to illustrate the Columbian Exchange. On their maps students should note what products traveled from Europe to the Americas, and what products were exported from the Americas to Europe. Students should also map the triangular trade. Ask students to share their maps with the class (TE page 44 {Interpersonal, Visual/Spatial})

Chapter 2-Section 3

- Create a 2-column chart for students to see. Label the columns Cause and Effect. As students read the section have them look for causes and effects and record their information on the chart. Have students share information they have in their charts. Have students use their charts to write brief descriptions that explain the relationship between the events on their chart (TE page 46 {Visual/Spatial})
- Discuss with students that sometimes events have multiple causes. Copy the graphic organizer shown for the class to see. Ask volunteers to list the reasons for Spanish exploration into North America. Write these reasons in the ovals. Have students list any details related to each reason for exploration. Add these to the circles. Have students copy the graphic organizer onto their papers and keep it as

a study aid. (TE page 49 {Interpersonal, Visual/Spatial})

- Organize students into pairs. Tell the pairs they are to prepare arguments for each side of a debate about how Native Americans should be treated. One student should take the point of view that the Spanish should treat the Native Americans with kindness and the other should take the side of a plantation owner. Instruct students to use logical reasons to support their point of view. Ask students to debate points in front of the class. Then ask the class which side presented the most persuasive arguments and why. (TE page 50 {Interpersonal, Verbal/Linguistic})

Chapter 2-Section 5

- As students read the section, have them create flashcards that include major events or terms leading up to and involved in the growth of slavery. Tell students that the flashcards should list the events or important term on one side and an explanation or definition on the other side. Have students work in pairs to review the section with their flashcards. Assign students to use their flashcards to create cause-and-effect charts about the growth of slavery in the Americas (TE page 58 {Visual/Spatial})
- Create a flow chart for students to see. Tell them to label the main box "Native Americans Die from European Diseases." Have students fill in boxes with the impact this event had on the expansion of slavery in the Americas. Instruct a student to select a topic from one box on the flow chart and write several sentences to explain that event. Ask students to share their flow charts and sentences with the class. (TE page 59 {Visual/Spatial, Verbal Linguistic})
- Ask students to use the map to trace the steps and routes involved in the transatlantic slave trade. Then have students work either individually or in pairs to create chain-of-events charts showing the geographic forces that led to the growth of slavery in the English colonies. (TE page 62 {Visual/Spatial})
- Write the 5W-How questions for students to see: Who? What? When? Where? Why? How? Explain that these questions can help students from historical questions to guide their learning and research. Provide students with a topic from the chapter. Write the topic for the class to see. Have students practice as a class in using the 5W-How question to frame historical questions about the topic. Then assign a second topic and have students work independently to use the 5W-How questions to frame five historical questions about the topic. Have volunteers share their questions with the class. (TE page 64 {Verbal/Linguistic})

Chapter 3

- Write the following scenario for students to see. *The U.S. government has decided to find a colony on another planet. What do you think the government hopes to gain from the colony? What conditions might make you move to this distant colony? What challenges might you and another settlers face t this colony?* Give students time to consider and discuss the scenario and questions. List students' answers for the class to see. Encourage students to explain their reasoning and opinions. Review with students what they have learned in the last chapter about European colonies in North America. (TE page 68{Verbal/Linguistic})
- Challenge students to create a matching game using the key terms and people from this chapter. Organize the class into pairs, then assign each pair a term or

person from the list. Have each group write a description or definition for their term on one index card and the word or name on a separate card. Collect all the index cards with descriptions or definitions on them and place them in a basket. Have each student draw a card from the basket. Then have students try to find the person whose word or name matches the description on their card. (TE page 71 {Interpersonal, Verbal/Linguistic})

Chapter 3-Section 1

- Have students create colonial picture postcards. Give each student five blank index cards, one for each of the southern colonies. On the front of the postcards, have students create "I am Here" maps showing the location of the colony, the date it was founded, and its main settlements. On the backs, have students list facts about the colonies. Have students share some of the facts they listed. Write the list for students to see. Have each student select one southern colony and imagine that he or she has moved there. Each student should write a letter home to England describing the colony and the challenges that he or she is facing. (TE page 72 {Verbal/Linguistic})
- Write the terms listed under step 1 for students to see. Have students work as a class to define each term as it is used in the text. Ask volunteers to use each term in a sentence. Then pair students and have each pair use the list of words to write a summary of the portion of the text titled "Settlement in Jamestown." (TE page 73 {Verbal/Linguistic})
- Give students blank outline maps of the eastern United States <https://www.printableworldmap.net/>. Display a master outline map as well. Draw in the basic borders of that colony on the master map. Have students follow your example by adding each colony's borders to their maps in turn. Have students write the names of the founders of each southern colony and the date the colony was founded on the map. You may continue this activity through Section 2 as well. (TE page 76 {Visual/Spatial})

Chapter 3-Section 2

- Draw a web graphic organizer for students to see. In a central circle, write The New England Colonies. In circles radiating out from this central circle, write the labels *Pilgrims, Puritans, Religion and Government, Economy, and Education*. Have each student copy the graphic organizer and enter five or more facts in each of the circles. As you review the sections main ideas, have volunteers share the information they listed. (TE page 78 {Visual/Spatial})
- Lead students in a discussion of what new settlers arriving in Massachusetts Bay Colony would need and like to know about life there. Make a list for students to see. Organize students into small groups. Assign each group related items from the list, such as geography, government, religion, and so on. Provide each group with paper and art supplies. Have each group create three to five pages for an illustrated *Guide to Massachusetts Bay*. Each group should present its work to the class. Then bind all the pages to make a class guide. (TE page 81 {Interpersonal, Visual/Spatial})
- To help students identify the key people, events, and issues related to the colonies of Connecticut and Rhode Island, Draw the graphic organizer, found on page 82, for students to see. Omit the blue, italicized answers. Have each student copy and complete the graphic organizer. Review students' answers as a class. (TE page 82 {Visual/Spatial})

Chapter 3-Section 4

- Have students describe how physical features influenced colonial settlements patterns. Then have students examine the maps in Section 4. Have students compare the locations of early French settlements and forts to those of the English colonies and discuss reasons or the differences. (TE page 88 {Visual/Spatial})
- Have students conduct research on the 10 most populous U.S. cities today. Give students blank outline maps of the United States or have them draw their own <https://www.printableworldmap.net/>. Have students mark the locations and populations of the 10 cities. Then have students use their maps and the map on pages 88-89 in their textbooks to answer the following questions: What are the three largest cities today? What are some possible reasons these three cities are so populated? How do the locations of these cities differ from the locations of the three largest cities in 1760? (TE page 88 {Visual/Spatial})
- Ask students to imagine that they live in the English colonies in 1760. Their families have recently joined a group of pioneers and settled west of the Appalachian Mountains in the Ohio River valley. Have students write letters to relatives or friends in Philadelphia describing why their families have moved west and some of the hardships they faced during the trip. If time allows, have students conduct research to learn more about pioneers and westward expansion in the 1770s. (TE page 89 {Verbal/Linguistic})
- Organize students into small groups of mixed ability. Have each group create a poster illustrating the various types of goods traded in the English colonies. Students' posters will vary but should include depictions of common trade items, the triangular trade, and reactions to trade restrictions such as smuggling. (TE page 93 {Interpersonal, Visual/Spatial})

Chapter 3-Section 5

- Explain to students that Great Britain passed the Sugar Act to help pay for the French and Indian War and to support a standing army in the American colonies. Also explain how the laws Parliament passed increased British control in the American colonies by imposing new taxes, cracking down on smugglers, and their use of the vice-admiralty courts. Ask students "Do you think Parliament had the right to tax the colonists without their consent? Have each student create a "No Taxation with Representation" flyer that explains the colonists' complaints and urges other colonists to take action. (TE page 99 {Verbal/Linguistic})
- Write the following question for students to see, "What would you do if your favorite drink suddenly cost three times as much as it did last week?" Give students time to share their answers. Next, ask students if they can identify any items that they buy that are taxed. Discuss with students the purpose of taxes and how the U.S. government uses tax money. Explain that the British placed taxes on the colonists to pay for the costs of fighting the French and Indian War. Then explain that elected public officials now vote on taxes. Contrast today's situation with that of the colonists. Write the slogan "No Taxation without Representation" for students to see. Help students understand that the American colonists were angry because they did not have a political say in whether they were taxed. (TE page 99 {Verbal/Linguistic})
- Review with students the series of events covered in this section and ow the

	<p>colonists and the British government responded to them. Organize students into five groups and assign each group on of the following: Sugar Act, Stamp Act, Townshend Act, Tea Act, or Intolerable Acts. Ask students to imaging that their group is planning a colonial rally to protest its assigned act. Have each group create a banner, slogans, and picket signs for its rally. Hold the rallies in the order in which the acts were passed. Give each group time to present its message. (TE page 102 {Interpersonal/Kinesthetic})</p> <p>1619 Project: Create a Quote Museum: Critical Reading and Visual Art</p> <p>The 1619 Project uses a mix of historical research, personal reflection, analysis, and creative writing to challenge dominant narratives about U.S. history. This activity asks students to read selections from the issue critically and highlight ideas they want to share with their community, then present those ideas in creative ways.</p> <p>Step 1. Choose one article and one creative piece (poem or story). Click here for an index of options. While you read, identify quotes from both pieces that challenge and/or inspire you; write these down.</p> <p>Step 2. Select quotes that you want to display for your class and/or school. Consider how you want to present them visually; you can design a typeface, create visual art that interprets the quote, or choose a photograph that illustrates what you want readers to consider when they see the quote.</p> <p>Step 3. Post your creatively presented quotes alongside those of your classmates in a public place in your school or community to create a curated gallery that offers others a glimpse into The 1619 Project.</p>
<p><i>Experiences: Virtual Tours and Field Trips</i></p>	<p><u>Indian Trail Farm</u></p> <p>Educational, fun field trips at Indian Trail Farm include Lenape education in 22 foot Tipi taught by a Lenape woman, group nature walk to Lenape wigwam village hosted by Lenape children, learn about and hand feed fainting goats and peacocks chaperoned by a Cowgirl, games and pony rides in 120 foot indoor arena attended by a Mountain Man, Cowhand, Cowgirls, and a Sheriff. The field trip concludes with alternating hay rides around the farm and enjoying lunch around the Tipi. Trading' Post souvenir shop is open during this time. All staff are dressed in authentic late 1800's attire. http://www.indiantrailfarm.com/ (Chapter 1-Section 1)</p> <p><u>Abraham Statas House</u></p> <p>The Abraham Statats House is one of the finest surviving buildings from the Dutch Settlement of the Raritan Valley in the 18th century. Over the centuries the house has been expanded several times and now includes a fine late, Federal/Greek Revival two-story addition. The house had an interesting history during the American Revolution when it served as the headquarters of General von Steuben during the second Middlebrook Encampment (1779). http://www.staatshouse.org/ (Chapter 3-Section 3)</p> <p><u>Rockingham Historic Site</u></p> <p>Learn about what life was like in 18th century Colonial America. The house served as General George Washington's headquarters towards the end of the American Revolution. Groups can</p>

tour the first and second floors of the house, complete with 18th century furnishings. Groups can also enjoy reenactments, learn about how death was handled in the 18th century, see a sheep wool spinning demonstration, enjoy a performance by The Practitioners of Music, and more. The site's kitchen garden is also available for tour featuring 18th-century plants herbs, flowers, berry bushes, an apple tree, and much more. <http://www.rockingham.net/> (Chapter 3-Section 4)

The Allen House was initially built circa 1710 as a second residence for the Stillwell family of NY. Richard, a wealthy merchant, and his wife Mercy had eight children who were brought up primarily in Shrewsbury.

By 1754, after Richard and Mercy had passed away, their heirs sold the property to Josiah Halstead who transformed the home into the Blue Ball Tavern, "the most noted tavern in Shrewsbury." Taverns served as community centers in the 18th century as much as places to drink and eat. The Vestry of Christ Church held meetings there as did the Shrewsbury Library Company and the Monmouth County Circuit Court. In 1779, a Loyalist party raided the tavern where Continental troops were quartered. They killed 3 and captured 9 in what would become known as the Allen House Massacre. The house is furnished to reflect its use as a colonial tavern. <http://www.monmouthhistory.org/Sections-read-2.html> (Chapter 3-Section 4)

Militia Museum of New Jersey

Visit the Militia Museum of New Jersey for a trip through U.S. war history. Groups will learn about conflicts fought in the U.S. and abroad, such as the Civil War, American Revolutionary War, the World Wars, and more. Groups will see some of the museum's collections, which include outdoor military vehicles, soldier uniforms, photographs, 19th and 20th century weapons, and even a Civil War Canon! Educational programs focus on topics such as the Civil War, the Revolutionary War, and the U.S Constitution's impact on New Jersey. <http://www.nj.gov/military/museum/> (Chapter 3-Section 5)

Resources

- Deverell, W., & White, D. G. (n.d.). *Holt McDougal United States history*.
- Deverell, W., & White, D. G. (2012). *United States history*. Orlando, FL: Houghton Mifflin Harcourt.
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- Historical Videos - <http://www.hippocampus.org/HippoCampus/History%20%26%20Government;jsessionid=2396311A2A8F822295E7D8DD97CC6F02>
- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Lesson Plans and Activities - <https://www.learner.org/resources/discipline-social-science.html>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- U.S. Constitution Resources - <http://www.constitution.org/>
- Amistad Commission: Unit 1 Social Studies Skills <http://www.njamistadcurriculum.net/history/unit/social-studies-skills>

- Amistad Commission: Unit 2 Indigenous Civilizations of Americas
<http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas>
- Amistad Commission: Unit 3 Ancient Africa <http://www.njamistadcurriculum.net/history/unit/ancient-africa>
- Amistad Commission: Unit 4 Emerging Atlantic World (Native Americans, Africans, Europeans)
<http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world>
- Amistad Commission: The Atlantic Slave Trade: What tee few textbooks told you
https://www.youtube.com/watch?v=3NXC4Q_4JVg&t=13s
- Holocaust Commission: Rewilding: How do we identify bias?
<https://www.common sense.org/education/lesson-plans/rewilding-how-do-we-identify-bias>
- Holocaust Commission: Finding Credible News <https://www.common sense.org/education/digital-citizenship/lesson/finding-credible-news>
- Holocaust Commission: This Just In! <https://www.common sense.org/education/digital-citizenship/lesson/this-just-in>
- Holocaust Commission: We know Columbus landed in the Caribbean, but what of the people there?
<https://newsela.com/read/lib-christopher-columbus-taino/id/46867/>
- Holocaust Commission: PRO/CON: Should we celebrate Christopher Columbus?
<https://newsela.com/read/columbus-day-pro-con/id/36048/>
- **1619 Project:** <https://pulitzercenter.org/builder/lesson/activities-extend-student-engagement-26505>

Suggested Time	1 st Marking Period
Frame:	

D- Indicates differentiation at the Lesson Level. NJASCD, 12 Centre Drive Monroe Township, NJ 08831 njascd.

Social Studies 7

Content Area:	Social Studies (Second Marking Period Nov.-Jan. {40 days})	Grade(s)	7th
Unit Plan Title:	The American Revolution and The New Nation (Unit 1 Chapter 4, Unit 2 Chapters 5 and 6, & Unit 3 Chapter 8)		
Social Studies NJ Standard			
6.1.8.A.2.b - Explain how and why early government structures developed and determine the impact of these early structures on the evolution of American politics and institutions.			
6.1.8.D.2.a - Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.			
6.1.8.A.3.a - Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.			
6.1.8.A.3.b - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.			

- 6.1.8.A.3.c - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d - Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e - Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.g - Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.c - Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.D.3.b - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.e - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.B.4.a – Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

Overview/Rationale

This unit will provide the student with a comprehensive understanding of the American colonies’ fight for independence from Great Britain and the forming of a new nation. Featured topics will include the American Revolution, the founding fathers, the rationale for forming a new government, as well as citizenship and the Constitution. Additionally, this unit will conclude with the Jeffersonian Era, the Louisiana Purchase, and the War of 1812. This unit will accompany the textbook United States History (Holt McDougal) and reference the following Units/Chapters/Sections in Unit 1: Chapter 4 (Sections 1, 2, & 4), Unit 2: Chapter 5 (Sections 1 & 3), Chapter 6 (Sections 1, & 2), and Unit 3: Chapter 8 (Sections 1, 2, 3, & 4). These sections should be completed before the end of the second marking period.

Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.
- CRP4 – Communicate clearly and effectively and with reason.
- CRP6 – Demonstrate creativity and innovation.
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 – Use technology to enhance productivity

Technology Standard(s)

- 8.1.8.A.3 - Create a multimedia presentation including sound and images.
- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Interdisciplinary Standard(s)

Reading

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source;

provide an accurate summary of the source distinct from prior knowledge or opinions.

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

Writing

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e: Establish and maintain a formal style.
- W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- WHST.6-8.1: Write arguments focused on *discipline-specific content*.
- WHST.6-8.1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c: Use words, phrases, and clauses to

create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- WHST.6-8.1d: Establish and maintain a formal style.
- WHST.6-8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1.d: Review the key ideas expressed and

demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact.

Essential Question(s)

- What course of action does a nations need to take to gain independence? (Chapter 4)
- How do events and ideas affect the creation of an official written document? (Chapter 5)
- How do the ideas of an official written document affect people's lives? (Chapter 6)
- What types of events strengthen a nation over time? (Chapter 8)

Enduring Understandings

- The American colonies were able to gain their independence from the British Empire because the British had no clear military objective and lacked inventive generals. (Chapter 4)
- The tensions between the colonies and Great Britain led to armed conflict. (Chapter 4-Section 1)
- The colonies formally declared their independence from Great Britain. (Chapter 4-Section 2)
- The war spread to the southern colonies, where the British were finally defeated. (Chapter 4-Section 4)
- The events and ideas that affected the writing of the Articles of Confederation and the Constitution were that the British suppressed political, economic, and religious freedoms. (Chapter 5)
- The Articles of Confederation provided a framework for a national government. (Chapter 5-Section 1)
- A new constitution provided a framework for a stronger national government. (Chapter 5-Section 3)
- The ideas in the Constitution affect the lives of Americans by allowing them more political, economic, and religious freedoms. (Chapter 6)
- The U.S. Constitution balances the powers of the federal government among the legislative, executive, and judicial branches. (Chapter 6-Section 1)
- The Bill of Rights was added to the Constitution to define clearly the rights and freedoms of citizens. (Chapter 6-Section 2)
- The events of the Jefferson Era strengthened the nation because of his development of the capital city and the peaceful transition of power as he took control of the government. (Chapter 8)
- Thomas Jefferson's election brought a new era to the American government because it was the first peaceful transition from one political party to another. (Chapter 8-Section 1)
- The United States expanded its territory under President Jefferson by adding the Louisiana Purchase to the existing territory. (Chapter 8-Section 2)
- Challenges at home and abroad led the United States to declare war on Great Britain. (Chapter 8-Section 3)
- Great Britain and the United States went to battle in the War of 1812. (Chapter 8-Section 4)

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

By the end of the unit, students will be able to analyze and evaluate how and why:

- The tensions between the colonies and Great Britain led to armed conflict. (Chapter 4-Section 1)
- The colonies formally declared their independence from Great Britain. (Chapter 4-Section 2)
- The British were finally defeated by the American colonists. (Chapter 4-Section 4)
- The Articles of Confederation provided a framework for a national government. (Chapter 5-Section 1)
- A new constitution provided a framework for a stronger national government. (Chapter 5-Section 3)
- The U.S. Constitution balances the powers of the federal government among the legislative, executive, and judicial branches. (Chapter 6-Section 1)
- The Bill of Rights was added to the Constitution. (Chapter 6-Section 2)
- Thomas Jefferson’s election brought a new era to the American government. (Chapter 8-Section 1)
- The United States expanded its territory under President Jefferson. (Chapter 8-Section 2)
- Challenges at home and abroad led the United States to declare war on Great Britain. (Chapter 8-Section 3)
- Great Britain and the United States went to battle in the War of 1812. (Chapter 8-Section 4)

Assessments

- Pre and Formative
-All Chapters and Sections
 *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 *Student Conference - (One on one conversations with students to check their understanding.)
 *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.)
 *Readers Theater - (From an assigned text have students create a script and perform it.)
- **-Chapter 4-Section 1**
 *Guided Reading Workbook pages 43-45. [Key Terms and People/Section Summary]
 *U.S. History Textbook Section Assessment, page 116.
 *DBQ document and questions from disc titled “Library of Primary Sources-United States History” (“How Our Cities Looked 1765” {DBQ document analysis})

-Chapter 4-Section 2

*Guided Reading Workbook pages 46-48. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 121.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Whites of Their Eyes 1775" {DBQ document analysis})

-Chapter 4-Section 4

*Guided Reading Workbook pages 52-54. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 139.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Road to Philadelphia 1787" {DBQ document analysis})

-Chapter 5-Section 1

*Guided Reading Workbook pages 55-57. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 155.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Observations On Schooling in Early America 1785" {DBQ document analysis})

-Chapter 5-Section 3

*Guided Reading Workbook pages 61-63. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 168.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Constitution of The United States 1787" {DBQ document analysis})

-Chapter 6-Section 1

*Guided Reading Workbook pages 67-69. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 186.

-Chapter 6-Section 2

*Guided Reading Workbook pages 70-72. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 221.

-Chapter 8-Section 1

*Guided Reading Workbook pages 88-90. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 270.

* DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("First Inaugural Address March 4, 1801-Thomas Jefferson" {DBQ document analysis})

-Chapter 8-Section 2

*Guided Reading Workbook pages 91-93. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 277.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Louisiana Purchase Treaty 1803" {DBQ document analysis})

-Chapter 8-Section 3

*Guided Reading Workbook pages 94-96. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 283.

-Chapter 8-Section 4

*Guided Reading Workbook pages 97-99. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 287.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Star-Spangled Banner 1814" {DBQ document analysis})

- Summative

- All Chapters and Sections**

- *Section quizzes and tests.

- Chapter 4-Section 1, 2, & 4**

- *Comprehension and Critical Thinking Questions (page 141-142 in *U.S. History Textbook*)

- *Section Assessment: Focus on Speaking (Section 1, question #6 on page 116, Section 2, question #5 on page 121, Section 4, question #5 on page 139 in *U.S. History Textbook*)

- Chapter 5-Sections 1, & 3**

- *Comprehension and Critical Thinking Questions (page 176 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 1, question #5 on page 155, Section 3, question #6 on page 168 in *U.S. History Textbook*)

- Chapter 6-Sections 1, & 2**

- *Comprehension and Critical Thinking Questions (page 228 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 1, question #6 on page 186, and Section 2, question #6 on page 221 in *U.S. History Textbook*)

- Chapter 8-Sections 1, 2, 3, & 4**

- *Comprehension and Critical Thinking Questions (page 291-292 in *U.S. History Textbook*)

- *Section Assessment: Focus on Writing (Section 1, question #5 on page 270, Section 2, question #5 on page 277, Section 3, question #5 on page 283, Section 4, question #5 on page 287 in *U.S. History Textbook*)

- Authentic

- Chapter 4-Section 1**

- *The Revolution Begins (#4 on page 112 in TE {letter to the editor/political cartoon})

- *Critical Thinking: Identifying Points of View (page 113 in TE {mock interviews})

- *Collaborative Learning (Continental Congress Newspaper, page 115 in TE {newspaper creation})

- Chapter 4-Section 2**

- *Declaring Independence (#4 on page 118 in TE {political cartoon creation})

- *Critical Thinking: Identifying Points of View (Letters to the Editor, page 120 in TE {letter writing})

- *Democracy and Civic Education (Patriotism and Its Risks, page 125 in TE {biography report})

- Chapter 4-Section 4**

- *Teach the Big Idea (Independence #4 on page 135 in TE {newspaper article})

- *Collaborative Learning (Sentiments of an American Woman on page 138 in TE {pamphlet creation})

- Chapter 5-Section 1**

- *The Articles of Confederation (#4 on page 152 in TE {letter to the editor})

- *Differentiating Instruction (Advanced/Gifted and Talented page 157 in TE {menu creation})

- Chapter 5-Section 3**

- *Differentiating Instruction (Advanced/Gifted and Talented-Recipe for Government, page 166 in TE

{recipe creation}}

*Differentiating Instruction (English-Language Learners-Visualizing Balanced Government, page 166 in TE {political cartoon})

-Chapter 6-Section 1

*Collaborative Learning (Analyzing Federalism Skits, page 183 in TE {skit creation})

*Critical Thinking: Finding the Main Ideas (Promoting American Government, page 185 in TE {speech})

-Chapter 6-Section 2

*The Bill of Rights (#4 on page 216 of TE {political cartoon creation})

*Cross-Discipline Activity: Civics (Justice: The Rights of the Accused Advertisements, page 219 in TE {advertisement creation})

*Historical Documents (Political Cartoon on page 192 in TE {political cartoon creation})

-Chapter 8-Section 1

*Explaining a Political Process (Advanced/Gifted and Talented, page 259 in TE {research paper writing})

*Jefferson Becomes President (#4 on page 266 of TE {article/political cartoon creation})

-Chapter 8-Section 2

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("National Road 1811" {DBQ document analysis})

*Collaborating Learning (Expedition Murals, page 276 in TE {mural creation})

-Chapter 8-Section 3

*Critical Thinking: Identifying Points of View (Letters about the Embargo Act, page 279 in TE {letter writing})

*Critical Thinking: Finding Main Ideas (Frontier Interviews, page 281 in TE {magazine article writing})

-Chapter 8-Section 4

*Critical Thinking: Summarizing (Daniel Boone Biography, page 289 in TE {biographical sketches})

*Social Studies Skills Activity: Working in Groups to Solve Issues (Posters about how to work in groups, page 290 in TE {poster creation})

• Other assessment measures

-All Chapters and Sections

*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)

*Chat Stations, Learning Menu

*Webquest, Google Slide Presentation

*Do Now, Exit Tickets

*Bell Ringers

-Chapter 4-Section 1

*Geography Skills (Interpreting Maps, page 115 in *U.S. History Textbook* {map skills})

*Supporting Advanced Learners/Gifted and Talented Instruction-Synthesize Ideas (page 153 in Differentiated Instruction Teacher Management System Manual {1st person narrative})

-Chapter 4-Section 2

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Declaration of Independence 1776-Thomas Jefferson" {DBQ document analysis})

- *Collaborative Learning (Common Sense Handbill, page 119 in TE {handbill creation})
- *Collaborative Learning (Reporting Live, from Independence Hall, page 123 in TE {news report})

-Chapter 4-Section 4

- *Critical Thinking: Finding Main Ideas (Revolutionary War Magazine #4 on page 137 in TE {magazine creation})
- *Personal Connections-Write a Diary Entry (page 156 in Differentiated Instruction Teacher Management System Manual {diary entry})

-Chapter 5-Section 1

- *Differentiating Instruction (Advanced/Gifted and Talented, page 153 in TE {debate})
- *Collaborative Learning (Forming a School Government, page 154 in TE {rules creation})
- *Differentiating Instruction (Struggling Readers, page 156 in TE {project creation and presentation})

-Chapter 5-Section 3

- *Differentiating Instruction (Struggling Readers, page 164 in TE {invitation creation})

-Chapter 6-Section 1

- *Understanding the Constitution (#4 on page 182 of TE {mobile creation})
- *Critical Thinking: Summarizing (Tribute to Madison, page 187 in TE {speech and plaque creation})

-Chapter 6-Section 2

- *Differentiating Instruction (English-Language Learners: Illustrated Bill of Rights, page 220 in TE {illustration})
- *Connect to Civics: Authority (Elastic Clause Letters, page 194 in TE {letter writing})

-Chapter 8-Section 1

- *The Election of 1800 (Campaign Slogans, page 267 in TE {campaign slogan creation})
- *Critical Thinking: Evaluating Information (Thomas Jefferson Report Card, page 268 in TE {report card creation})
- *Critical Thinking: Analyzing Information (Analyzing Jefferson’s Epitaph, page 271 in TE {epitaph creation})

-Chapter 8-Section 2

- *Post-Reading (Exploration Area Chart, page 170 in Differentiated Instruction Teacher Management System Manual {chart creation})

-Chapter 8-Section 3

- *The Coming of War (#4 on page 278 in TE {recruitment poster creation})
- *Synthesize Ideas (Write a Want Ad, page 170 in Differentiated Instruction Teacher Management System Manual {want ad creation})

-Chapter 8-Section 4

- *The War of 1812 (#4 on page 284 in TE {commemorative stamp creation})
- *Critical Thinking: Summarizing (The Nation in 1820, page 288 in TE {description creation})

Teaching and Learning Actions

Instructional Strategies

Accountable Talk – Student centered discussion where students are engaged because they are

D-
Chapter 4 see TE pages 114(SN), 119(SN), 122(ELL).

Chapter 5 see TE pages 153(AL), 157(G&T), 164(SN), 166(ELL), 169(SN).

Chapter 6 see TE pages 183(AL), 184(SN), 217(SN), 220(ELL).

Chapter 8 see TE pages 267(ELL), 268(AL), 269(SN), 274(SN), 275(SN), 280(SN), 286(AL).

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

allowed to use their natural inclination to talk to each other. They will process lesson materials more deeply through the active discussion and defense of their ideas and opinions. The teacher is able to assess every student through his or her participation in the discussion.

Choice Board Assignments – These assignments are written on cards hung on a board. Students choose an assignment from a particular row or area of the board. The rows and areas are organized around specific skills.

Close Reading – A thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, & meanings.

Cooperative Learning – A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Discovery and Inquiry Based Learning – This strategy starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator.

Document Based Questioning – A strategy that uses engaging questions and the use of primary and secondary sources to give students the opportunity to investigate history from a variety of perspectives. It supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills.

Jigsaw – Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.

Learning Stations – Students can visit each station and use what they have learned at each station to complete each activity. Activities at each station can be leveled for review, challenge, and remediation at appropriate levels. The teacher can rotate and facilitate instruction, as needed, as well as use this time to work with struggling students.

Leveled Instruction – During leveled instruction, the teacher gives an introductory lesson to the entire class, and then the teacher provides varying access points for students to practice the skills that were provided. The teacher will provide several assignments with different levels of difficulty, and the student or the teacher will be able to choose an assignment.

Peer Teaching/Collaboration – Peer teaching involves one or more students teaching other students in a particular subject area. Students learn a great deal by explaining their ideas to

others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Role Play/Simulations – Role play and simulations are forms of experiential learning where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

MTSS:

Special education student's modification:

-Adhere to all modifications and health concerns stated in each IEP

New Visions Social Studies Curriculum | New Visions - Social Studies-Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have to challenge themselves for growth.

-Use the online reading platform software, which can revise the reading lexile level to meet students at current reading level.

-Accommodating instructional strategies: reading aloud, graphic organizers, reading study guides, one-on-one instruction, class website (Google Classroom), handouts, definition list, syllabus, large print, outlines, vocabulary flash cards, modified vocabulary builder activities, modified chapter review activities, modified chapter test

-Utilize speech to text resource

-Special Education & IDEA Resources:
<http://www.nea.org/tools/special-education-IDEA-resources.html>

-LDonline.org: Guide to Learning Disabilities and ADHD:
<http://www.ldonline.org/index.php>

-Digital History Active Learning:
http://www.digitalhistory.uh.edu/active_learning/explorations/explorations.cfm

-Digital History Reference Room Images:
<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

At risk of failure students:

-Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit

-Modified instructional strategies: reading aloud, graphic organizers, reading study guides, small learning group instruction, class websites, syllabus, inclusion of more visuals and films, field trips, google expeditions, peer support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments

-Academic contracts

-Extra credit, research papers

-Current event topics: <https://www.50states.com/ce/>

-LDonline.org: Guide to Learning Disabilities and ADHD:
<http://www.ldonline.org/index.php>

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

-Graphic Organizers: <https://freeology.com/graphicorgs/>

-Extra Credit Strategies that Work:
<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Education Games: <https://mrnussbaum.com/>

[des/writing_guides.cfm](#)

-Maps: http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

- Graphic Organizers: <https://freeology.com/graphicorgs/>

-How to Adapt your Teachings Strategies to Student needs: <https://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs>

-Multisensory Vocabulary Instruction: Guidelines and Activities:

<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Education Games: <https://mrnussbaum.com/>

English Language Learners (ELL) students:

-Use the district purchased software; give students the option to change the language of the article to the student's native language for most articles

-Speech to text resource website extension addition. Will read to the student in the language selected.

Gifted and talented students:

-Modified instructional strategies: Socratic seminar, group discussion, Think-Pair-Share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents, completing case studies, point-of-view articles, maintain journals and/or diaries, write historical fiction, peer teaching, debate, and analyze in depth political documents

-Student led classroom instruction and discussion, also project based learning

-New Visions Resources:

<https://curriculum.newvisions.org/social-studies/resources/?unit=2&course=1&component=&keyword=>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-2010 Pre-K Grade 12 Gifted Programming Standards:

<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

-Think-Pair-Share:

<https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar_29/

-Sharemylesson.com Gifted and talented resource page:

[https://sharemylesson.com/search?grade\[\]=middle_school&subject\[\]=gifted_and_talented&f\[\]=curriculum_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

Students with a 504:

-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

-Vocabulary word bank

-Use visuals whenever possible to support classroom instruction and classroom activities.

-Teacher modeling and written instructions for every assignment

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Spanish for Native/Heritage Speakers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/13>

-English Language Learners:

<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:

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

-Maps: [http://claver.gprep.org/sjochs/historical-blank maps for quizzes-.htm](http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm)

-Digital History Reference Room Images:

<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-Teaching English Language Learners:

<https://teachinghistory.org/teaching-materials/english-language-learners>

-Multisensory Vocabulary Instruction: Guidelines and

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Developing 504 Classroom Accommodation Plans:

<http://www.ldonline.org/article/8065/>

Activities:

<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

-Education Games: <https://mrnussbaum.com/>

Activities

D-

Chapter 4 see TE pages 114(SN), 119(SN), 122(ELL).

Chapter 5 see TE pages 153(AL), 157(G&T), 164(SN), 166(ELL), 169(SN).

Chapter 6 see TE pages 183(AL), 184(SN), 217(SN), 220(ELL).

Chapter 8 see TE pages 267(ELL), 268(AL), 269(SN), 274(SN), 275(SN), 280(SN), 286(AL).

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Chapter 4

- Guide students in a discussion about the pros and cons of a nation going to war. To start the discussion, you may wish to ask students to consider the financial and human costs of war and how war might affect a country's relations with other nations. Next, remind students of the problems between the American colonies and Great Britain in the early 1770s. Ask students to imagine that they are colonial leaders debating whether to go to war against Great Britain. Then ask students to suggest some pros and cons for the colonies if they should decide to wage war against Britain. Have students consider the size of the colonies and their lack of a unified economy or military. List response for students to see. Have students copy the list. (TE page 108 {Verbal/Linguistic})
- Preteach the key terms and people for this chapter by reviewing each term with the class. Then instruct students to define and identify each term or person in the list. Have students select 10 terms from the list and create a word search using those terms. Have students write the description of each term or person as a clue. When students have finished, have them exchange puzzles with a partner and have them complete each other's puzzle. (TE page 111 {Verbal/Linguistic, Visual/Spatial})

Chapter 4 Section 1

- Create a two-column chart for the students to see. Label the columns British Action and American Reaction. Have students copy the chart and list the British actions and next to each one, the resulting American reactions that led to the outbreak of the American Revolution. As you review the section, have students share information from their charts. Use it to complete the master chart. (TE page 112 {Visual/Spatial})
- Copy the graphic organizer on page 114 for students to see. Have students copy the concept web and complete it by entering key people, dates, and events associated with Lexington and Concord. (TE page 114 {Visual/Spatial})
- Present the following scenario: A caretaker at Mount Vernon has discovered a time capsule that George Washington buried on the grounds. Inside were 10 items and a letter from Washington. In the letter, he explains that the items symbolize the major achievements and events in his life. What are the 10 items in the time capsule? Organize students into small groups. Tell each group to list the major achievements and events in Washington's life. Students should then select 10 items to represent these achievements and events. Last, each group should write Washington's letter, listing the 10 items and explaining why each was included. Have each group share some of the items it listed with the class. Then lead students in a brief discussion of Washington's significance in the United States. (TE page 117 {Interpersonal, Verbal/Linguistic})

Chapter 4-Section 2

- Have students create their own version of the Declaration of Independence. Give each student heavy paper and colored markers. Instead of copying the text of the Declaration, have students write the main ideas stated in the document. Encourage

students to illustrate ideas. As you review the section, ask for volunteers to explain the main ideas and ideals expressed in the Declaration. (TE page 118 {Verbal/Linguistic})

- Help students with vocabulary and phrasing in the Declaration of Independence by writing short, simple summaries of each paragraph. Once students understand the meaning of a portion of the text, help them work through the actual wording. Have students list any words they do not understand. As students work, circulate and help students define the words they listed. (TE page 122 {Verbal/Linguistic})
- Have students conduct research to find out some of the ways in which their community celebrates Independence Day. Have students share their findings. Then ask volunteers to share some of their family traditions for the holiday. Next, have students discuss ways to celebrate not only independence but also the ideals expressed in the Declaration of Independence. Have students work as a class to list activities. Have the class prepare to hold a celebration of the ideals in the Declaration of Independence. Have students choose activities and decorations and work in committees to prepare them. Have students hold their Declaration of Independence celebration. (TE page 124 {Interpersonal, Kinesthetic, Verbal/Linguistic})

Chapter 4-Section 4

- Ask students to identify the main events in this section. List the responses for the class to see. Next, have each student write a newspaper headline for each event. (TE page 135 {Visual/Spatial})
- Organize students into four groups. Ask two groups to imagine that they are military leaders stationed in the South during the latter part of the war—one with the Continental Army and the other with the British Army. Ask the other two groups to imagine that they are military leaders stationed near Yorktown in 1781 – one with the Continental Army and one with the British Army. Have each group create a report on the progress of the war effort in its area. Encourage students to identify, describe, and explain factors that both hurt or benefited their efforts in the region. Have groups assign each member a role to ensure that all students participate. Ask a representative from each group to present the group’s progress report to the class. Then have students discuss the events that led to the war’s end. (TE page 136 {Interpersonal, Verbal/Linguistic})
- Have each student prepare a table of contents for a historical magazine about the American Revolution. Instruct students to select key people and events to be subjects of feature articles, spotlights, charts, and maps. Then ask students to create titles for the articles and to describe each article’s content. Display students’ tables of contents around the classroom and have students view each other’s work. (TE page 137 {Verbal/Linguistic})

Chapter 5

- Ask students to brainstorm a list of challenges that any new government might face. Have students rank the answers they suggested in order of importance. Organize students into groups and give each group one of the problems that the class decided was among the most important. Have each group come up with three solutions a government might use to meet these challenges. At the end of the unit, have students compare their solution to the actions U.S. leaders took. (TE page 147 {Interpersonal, Logical/Mathematical})

- Have students discuss what they think is meant by the term common good. Lead a discussion about the ways that students can help promote the common good. Then have students work as a class to create brochures or pamphlets that explain the need for civic virtue and list area volunteer and community-service opportunities for students. Have students create and set up an information booth in their school to hand out the information to other students (TE page 147 {Interpersonal, Verbal/Linguistic})

Chapter 5-Section 1

- Explain to students that once the Revolutionary War began it was left to Americans to decide how to form a new government. Then ask students what kind of government they might want to form if they had just gained independence from a monarchy. Have students predict some of the issue that arose as the new government was being established. Write students' prediction for them to see and save the list. Have students make a copy of the predictions. Tell them to note how accurate or inaccurate each of their predictions was as they read the chapter. (TE page 148 {Logical/Mathematical})
- To help students identify and study the key terms and people, have students create a Key-Term Fold-Note. Have students fold a sheet of paper in half vertically. Then have students cut along every third or fourth line from the right edge of the paper to the center fold. Students will write the term or person on the outside of each tab. As students learn each key term, have them write a description or definition on the inside. Encourage students to study these people and terms regularly. (TE page 151 {Verbal/Linguistic, Kinesthetic})
- Organize students into groups of three. Assign each group one of the following topics: Ideas about Government, Articles of Confederation, or Northwest Territory. Ask students to imagine that it is the late 1700s. Have each group member create a flyer informing the American public about the group's assigned topic. Regroup students so that each new group includes member who worked on each topic. Have each student explain his or her flyer to the other group members.

Chapter 5-Section 3

- Have students, working either individually or with a partner, create glossaries for a handbook on the Constitutional Convention. Students' glossaries should include descriptions of key individuals, major proposals and plans, significant compromises, and legal and political terms discussed in the section. Have student share their glossaries with the class. (TE page 163 {Verbal/Linguistic})
- Organize the class into groups. Have each group design the home page of a Web site on the Constitutional Convention. Groups can create their designs on poster board or on a computer. Groups' home pages should include title, general information, about the site, and a list of links to supporting pages within the Web site. These pages might provide highlights of the convention, information about key topics or debates, biographies of delegates, primary sources, links to related Web sites, and so on. Groups should assign members roles to ensure that all students participate. Then have each group present its design to the class. (TE page 167 {Interpersonal, Visual/Spatial, Verbal/Linguistic})
- Create a chart titled Accomplishments of Benjamin Franklin. Ask students to identify Franklin's many accomplishments, based on the biography and time line on page 169. List students' answers for the class to see. Then help students create

categories by which to organize Franklin's accomplishments. Categories might include Government Service, Inventions, Community Service, and so on. Add the category label to your chart. Have students copy the chart and complete it by listing each of Franklin's accomplishments in the correct category. Review the answers as a class. Then summarize for students Franklin's significance in American history. (TE page 169 {Verbal/Linguistic})

Chapter 6

- Ask students to discuss the concept of citizenship and what it means to them. Ask students if they can identify any rights and responsibilities associated with American citizenship. To help students get started, jot down some rights and responsibilities for the class to see. Explain to students that in this chapter they will learn about the U.S. Constitution and the Bill of Rights. Point out that these documents outline many of the rights and responsibilities of American citizens and affect students' lives on a daily basis. (TE page 178 {Verbal/Linguistic})
- Read the terms and people to students. Then ask students to choose five to eight terms with which they are unfamiliar. Have students define the terms they selected. Then have each student create a crossword puzzle using the definitions he or she wrote as clues. Have students exchange their puzzles with a partner and complete the other person's crossword. Then have students check their answers. (TE page 181 {Verbal/Linguistic, Visual/Spatial})

Chapter 6-Section 1

- Have students scan the section and the Quick Facts diagrams. Tell students to close their books. List the three branches of government for students to see. Then call out a power of one of the branches. Have students determine to which branch the power belongs. Continue until students have assigned all the powers. {TE page 182 {Visual/Spatial}}
- Have students fold large pieces of paper into three equal, horizontal sections to create trifolds. Have students label the sections Legislative Branch, Executive Branch, and Judicial Branch. Ask volunteers to use the Separation of Powers Quick Facts diagram and the text to identify the powers and duties of each branch. In addition, ask students to identify some government positions in each branch and some requirements and duties of those positions. As volunteers provide information, have students fill in their trifolds. (TE page 184 {Verbal/Linguistic, Visual/Spatial})
- Organize the class into small groups to conduct research on the Equal Rights Amendment. Assign each group one of the following research topics: the text of the Equal Rights Amendment (ERA); Alice Paul, the author of the ERA; the history of the ERA; the current political status of the amendment; and arguments for and against making the ERA part of the Constitution. Then have each group present its findings to the class. (TE page 202 {Interpersonal, Verbal/Linguistic})

Chapter 6-Section 2

- Have each student select one amendment on the timeline that is of particular interest to him or her. Ask students to conduct research on the amendment's passage and place the amendment in a matrix of events, people, time, and place. Have students use the information to create a collage of words and images that evokes the era in which the amendment was added to the Constitution. (TE page

206 {Verbal/Linguistic, Visual/Spatial}}

- Discuss with students the meaning and importance of each amendment in the Bill of Rights. Make a chart of the information for students to see. Hand each student a prepared slip of paper with a specific right found in the Bill of Rights or a number from 1-10. Have students circulate to match specific rights to the correct amendment number. (TE page 216 {Verbal/Linguistic})
- Discuss with students the basic rights that the First Amendment protects. Copy the table found on TE page 217 for students to see. Have students match each freedom on the left with the correct example on the right. Help the class come up with additional examples for each freedom. (TE page 217 {Verbal/Linguistic, Visual/Spatial})
- Organize the class into groups. Have each group develop a list of 10 rights they would like to include in a "Class Bill of Rights." Tell students that the document must clearly protect students' rights while focusing on creating an effective classroom. After all groups have completed their lists, ask a representative from each group to present that group's ideas to the class. Make a list of the ideas for students to see. Have students discuss the ideas that appear on several lists. What concerns do they reflect? Then have students compare their lists with the Bill of Rights. Have students vote to determine which 10 rights to include in their official "Class Bill of Rights." Post the list in the classroom. (TE page 218 {Interpersonal, Verbal/Linguistic})

Chapter 8

- Have a group of three students role play the three branches of government. Have the students playing the legislative branch write a bill/law on two pieces of paper and give them to the other two students. Each of these students should then explain what his or her branch will do with the bill/law. (TE page 258 {Interpersonal, Kinesthetic})
- Discuss with students why it is important in a republic to have informed citizens who actively participate in the political process. Then discuss with students the ways in which they can participate in politics. Have students choose an issue facing their school or community. During the study of this unit, have students work as a class to gather information about the issue. Help students to decide upon a course of action for addressing the issue. Students might write to a local or state official, organize a community awareness campaign, or form an organization to address the issue. (TE page 261 {Interpersonal, Verbal/Linguistic})

Chapter 8-Section 1

- Explain to students that the presidential election of 1800 was very close. Have students use what they learned in the last chapter to predict what some of the main issues in the election might have been. Next, have students preview the chapter by reading the section titles and the blue headings and by looking at the images. Then ask students if they can tell from this quick preview what some of the important events of the Jefferson era were. List students' responses for the class to see. Conclude by having students discuss which of the events they listed would have been most significant to the development of the United States. Tell students to keep the discussion in mind as they study the chapter. (TE page 262 {Verbal/Linguistic, Visual/Spatial})
- Preteach the key terms and people for this chapter by hosting a vocabulary game

for students. Write the key terms and people for students to see. Then organize the class into teams. Read aloud definitions or descriptions and have teams take turns guessing which term identifies the description. If one team guesses incorrectly, allow the next team an opportunity to guess the answer. You might want to have students keep a list of correct descriptions for each term. (TE page 265 {Interpersonal, Verbal/Linguistic})

- Have students list the section's key people, events, and issues. Write the list for students to see. Then ask students to imagine that they are news reporters. Have each student write a headline for each main event and issue. Model the activity by doing the first headline for students. (TE page 266 {Verbal/Linguistic})
- To help students understand the significance of Marbury v. Madison, copy the graphic organizer found on page 269 in TE. Have students copy the graphic organizer and complete it by identifying the significance of the case. (TE page 269 {Visual/Spatial})

Chapter 8-Section 2

- Have each student create a time line of key events related to the Louisiana Purchase. Review students' time lines as a class. Have students discuss the ways in which the United States benefited from the purchase of Louisiana. (TE page 272 {Visual/Spatial})
- Have students work as a class to list five to six key events related to the Louisiana Purchase. Briefly discuss each event with students. Organize students into small groups and assign each group one of the key events. Have each group create a short skit or dialogue about its assigned event. Each group should write a script that includes a cast of characters. Have groups assign members roles or tasks to ensure that each student participates. In the correct order, groups should re-enact before the class each of the key events of the Louisiana Purchase. (TE page 273 {Interpersonal, Kinesthetic})
- Have students examine the diagram titled The Journey West on page 275 in the textbook. Have students examine the photos. Ask students to describe the types of terrain the explorers crossed. Ask students to identify the forms of transportation used. Ask volunteers to read aloud the time line entries. At the proper times in the sequence, have volunteers also read aloud the journal excerpts. Then have students discuss what theme runs through the journal entries. (TE page 275 {Verbal/Linguistic, Visual/Spatial})

Chapter 8-Section 3

- Have students use the section and the time line in it to create his or her own drawing of the Road to the War of 1812. Students should draw a winding road and alongside it, provide annotations and illustrations depicting the main events and issues covered in this section. Have students use their drawings to review the causes of the War of 1812. (TE page 278 {Verbal/Linguistic, Visual/Spatial})
- Ask students to imagine that they are American merchants and that Congress has just passed the Embargo Act. Have each student write a petition asking President Jefferson for a repeal of the Embargo Act. Students should indicate in their petitions why they want the Embargo Act repealed. Ask volunteers to read their petitions to the class. Close with a discussion of the causes and effect of the Embargo Act and how Americans viewed it. (TE page 279 {Verbal/Linguistic})
- To help students understand the effects of the Embargo Act of 1807, copy the

graphic organizer on page 280 of the textbook. Have students copy the graphic organizer by providing the information requested. Review the answers as a class. (TE page 280 {Visual/Spatial})

Chapter 8-Section 4

- Have each student divide a sheet of paper into six window panes and label the panes with the following labels: War at Sea, Battles along the Canadian Border, The Creek War, British Attack in the East, The Battle of New Orleans, and Effect of the War. (The titles match headings in the section.) Tell students to use words, phrases, headlines, and drawings to record the key ideas, events, and people for each topic. Have students share some of their entries from each window pane. (TE page 284 {Verbal/Linguistic, Visual/Spatial})
- Organize students into small groups. Have the members of each group discuss and list the main events, people, and issues of the War of 1812. Have each group rank the list by order of significance. Give each group 10 index cards. Have the groups create trading cards for the 10 most significant people, events, battles, and issues of the war. On the front of each card, students should provide image for a person or event. On the back of each card, students should provide facts about the person or event on the front of the card. Have each group share its cards with the class. Lead a class discussion of the activity. Which events and people did all the groups include? Which did only one group include? (TE page 285 {Interpersonal, Verbal/Linguistic})
- Play for students a recording of “The Star-Spangled Banner.” Have students share what they feel when they hear the national anthem. Provide students with the song’s lyrics. Instruct students to write new lyrics to the tune of “The Star-Spangled Banner” that describe another significant battle or event of the War of 1812. Alternatively, have students compile a series of images depicting key events of the war and create a slide show that could be accompanied by “The Star-Spangled Banner.” Close by having students discuss how “The Star-Spangled Banner” exemplifies the mood of Americans following the War of 1812. (TE page 286 {Auditory/Musical, Verbal/Linguistic})

1619 Project: Mapping Your Community’s Connections to Slavery

Step 1. For context on how U.S. geography was shaped by the institution of slavery, read “Chained Migration: How Slavery Made Its Way West” by Tiya Miles (page 22) and/or “The Idea of America” by Nikole Hannah-Jones (pages 14–26).

Step 2. Research your own state or community in order to answer the following questions:

- To whom did your state or community’s land belong before it was colonized by the U.S., or what would become the U.S.?
- Why did the U.S. want to own this land?
- What industries were developed on this land after the U.S. acquired it? Whose labor fueled those industries?
- How is your community shaped by the institution of slavery today?

Step 3. Choose a creative format in which to present your research findings. You might **develop a presentation** including discussion questions and deliver it to your class or school; **write an essay** modeled on the essay(s) you read in step 1; **create a poster** incorporating primary source documents to show your research; or **conduct a photography/visual art project** in which you show your community’s historical and present-day connections to slavery.

*Experiences: Virtual
Tours and Field Trips*

Militia Museum of New Jersey

Visit the Militia Museum of New Jersey for a trip through U.S. war history. Groups will learn about conflicts fought in the U.S. and abroad, such as the Civil War, American Revolutionary War, the World Wars, and more. Groups will see some of the museum's collections, which include outdoor military vehicles, soldier uniforms, photographs, 19th and 20th century weapons, and even a Civil War Canon! Educational programs focus on topics such as the Civil War, the Revolutionary War, and the U.S Constitution's impact on New Jersey.
<http://www.nj.gov/military/museum/> (Chapter 4-Section 1)

Independence National Historical Park

Stand in the shadow of Independence Hall, read the inscription on the Liberty Bell, and learn about the ideas of liberty and self-government that began at this historic location. Guided and self-guided tours include various films, interactive activities, exhibits and a chance to enter Independence Hall. Groups will have a ranger-guided tour of the Independence Hall, where the Declaration of Independence and the U.S. Constitution were drafted and signed. School groups can also reserve a tour of Franklin Court and engage in interactive educational programs.
<https://www.nps.gov/inde/index.htm> (Chapter 4-Section 2)

Rockingham Historic Site

Learn about what life was like in 18th century Colonial America. The house served as General George Washington's headquarters towards the end of the American Revolution. Groups can tour the first and second floors of the house, complete with 18th century furnishings. Groups can also enjoy reenactments, learn about how death was handled in the 18th century, see a sheep wool spinning demonstration, enjoy a performance by The Practitioners of Music, and more. The site's kitchen garden is also available for tour featuring 18th-century plants herbs, flowers, berry bushes, an apple tree, and much more. <http://www.rockingham.net/> (Chapter 4-Section 4)

National Constitution Center

Your students are sure to be inspired, informed, and engaged by their visit to the National Constitution Center—the Museum of We the People. The museum's main exhibit includes three signature attractions: *Freedom Rising*: This multimedia theater-in-the-round performance connects visitors—in an inspiring, unforgettable way—with the story of the United States Constitution and its ongoing role in our lives. *The Story of We the People*: This hands-on exhibit illuminates America's constitutional history through innovative exhibits, films, photographs, rare artifacts, and engaging activities led by our education staff. *Signers' Hall*: Sign the Constitution alongside 42 life-size, bronze statues of the Founding Fathers.
<http://constitutioncenter.org/visit/group-visits/student-and-youth-groups/> (Chapter 5-Section 3)

Resources

- Deverell, W., & White, D. G. (n.d.). *Holt McDougal United States history*.
- Deverell, W., & White, D. G. (2012). *United States history*. Orlando, FL: Houghton Mifflin Harcourt.
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- Historical Videos -

<http://www.hippocampus.org/HippoCampus/History%20%26%20Government;jsessionid=2396311A2A8F822295E7D8DD97CC6F02>

- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Lesson Plans and Activities - <https://www.learner.org/resources/discipline-social-science.html>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- U.S. Constitution Resources - <http://www.constitution.org/>
- Amistad Commission: Unit 5 Establishment of a New Nation & Independence to Republic
<http://www.njamistadcurriculum.net/history/unit/establishment-new-nation>
- Amistad Commission: Unit 6 Constitution and the Continental Congress
<http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress>
- Amistad Commission: Unit 7 Evolution of a New Nation State
<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
- Amistad Commission: Slavery in the Constitution <https://sheg.stanford.edu/history-lessons/slavery-constitution>
- Amistad Commission: Slavery: A Dark Economy <https://newsela.com/units/218303/subtopics/218304>
- Amistad Commission: Life Aboard a Slave Ship <https://www.youtube.com/watch?v=PmQvofAiZGA>
- Amistad and Holocaust Commission: Cartoon Prints <https://www.loc.gov/collections/american-cartoon-prints/?c=150&sp=1&st=list>
- Holocaust Commission: Rewilding: How do we identify bias?
<https://www.common sense.org/education/lesson-plans/rewilding-how-do-we-identify-bias>
- Holocaust Commission: Bully vs. Bystander <https://www.common sense.org/education/lesson-plans/bully-vs-bystander-0>
- Holocaust Commission: Finding Credible News <https://www.common sense.org/education/digital-citizenship/lesson/finding-credible-news>
- Holocaust Commission: This Just In! <https://www.common sense.org/education/digital-citizenship/lesson/this-just-in>
- Holocaust Commission: African Americans in the Revolutionary War <https://newsela.com/read/gl-history-black-soldiers-revolutionarywar/id/27106/>
- 1619 Project <https://pulitzercenter.org/builder/lesson/activities-extend-student-engagement-26505>

Each Suggested

2nd Marking Period (40 days)

Time Frame:

D- Indicates differentiation at the Lesson Level. **NJASCD, 12 Centre Drive Monroe Township, NJ 08831 njascd.**

Social Studies 7

Content Area:	Social Studies (Third Marking Period Jan.-Apr. {40 days})	Grade(s)	7th
Unit Plan Title:	The American Revolution and The New Nation (Unit 3 Chapter 10, Unit 4 Chapters 12, 13, & 14)		
Social Studies NJ Standard			
<p>6.1.8.A.4.a - Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c - Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.a – Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a - Analyze the push-pull factors that led to increases in immigration and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.c - Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>			
Overview/Rationale			
<p>The 1800s saw many changes in the American society. These were felt in all areas including but not limited to: politics, economics, and social structure. There were many groups that led these movements and overcame many challenges along the way. This unit will focus on the changes experienced during the 1800s and how they impacted the United States. Race, gender, and socio-economic status will be a focal point of examination. Featured topics will include, Jackson’s presidency, Indian removal, the Industrial Revolution in the U.S., the growth of the cotton industry, and the expansion of the slave system. This unit will accompany the textbook <u>United States History</u> (Holt McDougal) and reference the following Units/Chapters/Sections in Unit 3: Chapter 10 (Sections 1, 2, & 3), Unit 4: Chapter 12 (Sections 1, 2, & 3), Chapter 13 (Sections 1, 2, & 3), and Chapter 14 (Sections 1, 4, & 5). These sections should be completed before the end of the third marking period.</p>			
Career Readiness Practices			
<ul style="list-style-type: none"> • CRP2 – Apply appropriate academic and technical skills. • CRP4 – Communicate clearly and effectively and with reason. • CRP6 – Demonstrate creativity and innovation. • CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them. • CRP11 – Use technology to enhance productivity 			
Technology Standard(s)		Interdisciplinary Standard(s)	
<ul style="list-style-type: none"> • 8.1.8.A.3 - Create a <u>multimedia presentation</u> including sound and images. 		<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • RH.6-8.1: Cite specific textual evidence to support 	

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

analysis of primary and secondary sources.

- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e: Establish and maintain a formal style.
- W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- WHST.6-8.1: Write arguments focused on *discipline-specific content*.
- WHST.6-8.1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and

evidence that demonstrate an understanding of the topic or text, using credible sources.

- WHST.6-8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d: Establish and maintain a formal style.
- WHST.6-8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments

that contribute to the topic, text, or issue under discussion.

- SL.6.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact.

Essential Question(s)

- **What impact does a leader have on their nation? (Chapter 10)**
- **How does industrialization change the area that it develops in? (Chapter 12)**
- **How does geography affect the way people live? (Chapter 13)**
- **How does a nation handle difficulties as they develop within the nation? (Chapter 14)**

Enduring Understandings

- **Andrew Jackson's presidency affected the United States socially, politically, and economically. (Chapter 10)**
- **The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people. (Chapter 10-Section 1)**
- **Andrew Jackson's presidency was marked by political conflicts. (Chapter 10-Section 2)**
- **President Jackson supported a policy of Indian removal. (Chapter 10-Section 3)**
- **During the early 1800s, the North changed socially, economically, and technologically. (Chapter 12)**
- **The Industrial Revolution transformed the way goods were produced in the United States. (Chapter 12-Section 1)**
- **The introduction of factories changed working life for many Americans. (Chapter 12-Section 2)**
- **New forms of transportation improved business, travel, and communication in the United States. (Chapter 12-Section 3)**
- **Slavery and agriculture permeated daily life in the South. (Chapter 13)**
- **The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor. (Chapter 13-Section 1)**
- **Southern society centered on agriculture. (Chapter 13-Section 2)**
- **The slave system in the South produced harsh living conditions and occasional rebellions. (Chapter 13-Section 3)**
- **Social reformers attempted to affect immigration, slavery, and women's rights. (Chapter 14)**
- **The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants. (Chapter 14-Section 1)**
- **In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States. (Chapter 14-Section 4)**

- Reformers sought to improve women’s rights in American society. (Chapter 14-Section 5)

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

By the end of the unit, students will be able to analyze and evaluate how and why:

- The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people. (Chapter 10-Section 1)
- Andrew Jackson’s presidency was marked by political conflicts. (Chapter 10-Section 2)
- President Jackson supported a policy of Indian removal. (Chapter 10-Section 3)
- The Industrial Revolution transformed the way goods were produced in the United States. (Chapter 12-Section 1)
- The introduction of factories changed working life for many Americans. (Chapter 12-Section 2)
- New forms of transportation improved business, travel, and communication in the United States (Chapter 12-Section 3)
- The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor. (Chapter 13-Section 1)
- Southern society centered on agriculture. (Chapter 13-Section 2)
- The slave system in the South produced harsh living conditions and occasional rebellions. (Chapter 13-Section 3)
- The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants. (Chapter 14-Section 1)
- In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States. (Chapter 14-Section 4)
- Reformers sought to improve women’s rights in American society. (Chapter 14-Section 5)

Assessments

- Pre and Formative
-All Chapters and Sections
*One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
*Student Conference - (One on one conversations with students to check their understanding.)
*Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught.)

The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.

*Readers Theater - (From an assigned text have students create a script and perform it.)

-Chapter 10-Section 1

*Guided Reading Workbook pages 109-111. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 324.

-Chapter 10-Section 2

*Guided Reading Workbook pages 112-114. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 331.

-Chapter 10-Section 3

*Guided Reading Workbook pages 115-117. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 335.

-Chapter 12-Section 1

*Guided Reading Workbook pages 130-132. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 389.

-Chapter 12-Section 2

*Guided Reading Workbook pages 133-135. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 395.

-Chapter 12-Section 3

*Guided Reading Workbook pages 136-138. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 401.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("National Road-1811" {DBQ document analysis})

-Chapter 13-Section 1

*Guided Reading Workbook pages 142-144. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 419.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Cotton Gin, Exterior-1885" {DBQ document analysis})

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Cotton Gin, Interior-1890" {DBQ document analysis})

-Chapter 13-Section 2

*Guided Reading Workbook pages 145-147. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 423.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Black Codes of Mississippi-1865 {DBQ document analysis})

-Chapter 13-Section 3

*Guided Reading Workbook pages 148-150. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 429.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Incidents in the Life of a Slave Girl-1820s" {DBQ document analysis})

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Narrative of Sojourner Truth-1850" {DBQ document analysis})

-Chapter 14-Section 1

*Guided Reading Workbook pages 151-153. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 442.

-Chapter 14-Section 4

*Guided Reading Workbook pages 160-162. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 459.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("A Letter on the Anti-Slavery Movement-1855" {DBQ document analysis})

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Story of Eliza Harris-mid-1800s" {DBQ document analysis})

-Chapter 14-Section 5

* Guided Reading Workbook pages 163-165. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 466.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Disappointment is the Lot of Women-1855" {DBQ document analysis})

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The United States V. Susan B. Anthony-1873" {DBQ document analysis})

- Summative

-All Chapters and Sections

*Section quizzes and tests.

-Chapter 10-Sections 1, 2, & 3

*Comprehension and Critical Thinking Questions (page 339-340 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #4 on page 324, Section 2, question #6 on page 331, Section 3, question #5 on page 335 in *U.S. History Textbook*)

-Chapter 12-Sections 1, 2, & 3

*Comprehension and Critical Thinking Questions (page 407-408 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #5 on page 389, Section 2, question #5 on page 395, Section 3, question #6 on page 401 in *U.S. History Textbook*)

-Chapter 13-Sections 1, 2, & 3

*Comprehension and Critical Thinking Questions (page 431-432 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #5 on page 419, Section 2, question #4 on page 423, Section 3, question #6 on page 429 in *U.S. History Textbook*)

-Chapter 14-Sections 1, 4, & 5

*Comprehension and Critical Thinking Questions (page 469-470 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #5 on page 442, Section 4, question #5 on page 459, Section 5, question #5 on page 466 in *U.S. History Textbook*)

- Authentic
 - Chapter 10-Section 1
 - *Jacksonian Democracy (#4 on page 322 in TE {journal entry})
 - *Interpreting Information-Writing a Letter (page 174 in Differentiated Instruction Teacher Management System Manual {Letter Writing})
 - Chapter 10-Section 2
 - *Jackson's Administration (#4 on page 326 in TE {news article})
 - *Identifying Cause and Effect (1840 Whig Campaign Flyer, page 330 in TE {flyer creation})
 - Chapter 10-Section 3
 - *Indian Removal (#4 on page 322 in TE {poem creation})
 - *Supporting a Point of View (Opposing Indian Removal Act, page 333 in TE {speech})
 - Chapter 12-Section 1
 - *The Industrial Revolution in America (#4 on page 384 in TE {poster creation})
 - *Comparing and Contrasting (Analyzing Changes in Manufacturing, page 387 in TE {report writing})
 - *Visualizing the Industrial Revolution (page 179 in Differentiated Instruction Teacher Management System Manual {paragraph writing})
 - Chapter 12-Section 2
 - *Changes in Working Life (#4 on page 390 in TE {political cartoon creation})
 - *Collaborative Learning (Lowell Offering Magazine, page 393 in TE {magazine creation})
 - Chapter 12-Section 3
 - *The Transportation Revolution (#4 on page 396 in TE {paragraph creation})
 - *Baltimore and Ohio Railroad (page 399 in TE {display creation})
 - Chapter 13-Section 1
 - *Growth of the Cotton Industry (#4 on page 414 in TE {journal entry})
 - *Cotton Gin Marketing Campaign (page 415 in TE {marketing campaign creation})
 - Chapter 13-Section 2
 - *The Southern News (page 421 in TE {newspaper's front-page creation})
 - Chapter 13-Section 3
 - *The Slave System (#4 on page 424 in TE {letter writing})
 - *Spirituals (page 427 in TE {song creation})
 - *Interpreting Information: Writing a Monologue (page 184 in Differentiated Instruction Teacher Management System Manual {monologue writing})
 - Chapter 14-Section 1
 - *Mid-1850s Classified Newspaper (page 440 in TE {newspaper creation})
 - *Step into the Picture (page 441 in TE {letter writing})
 - Chapter 14-Section 4
 - *The Movement to End Slavery (page 454 in TE {flyer creation})
 - *Report on Opposition to Abolition (page 458 in TE {graphic creation})
 - Chapter 14-Section 5

- *Addressing the Opposition (page 463 in TE {editorial creation})
- *Persuasive Letter about Stanton (page 467 in TE {persuasive letter})

- Other assessment measures

- All Chapters and Sections

- *Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)
- *Chat Stations, Learning Menu
- *WebQuest, Google Slide Presentation
- *Do Now, Exit Tickets
- *Bell Ringers

- Chapter 10-Section 1

- *Evaluating Information (Overheard Dinner Conversation, page 325 in TE {notes from a dinner party})
- *Interpreting Information-Visual Presentation (page 174 in Differentiated Instruction Teacher Management System Manual {Letter Writing})

- Chapter 10-Section 2

- *Differentiating Instruction (Advanced/Gifted and Talented, page 329 in TE {outline creation})

- Chapter 10-Section 3

- *Cross-Discipline Activity: Art (Native American Removal Memorial, page 334 in TE {art project})
- *Interpreting Cause and Effect (page 174 in Differentiated Instruction Teacher Management System Manual {Discussion})

- Chapter 12-Section 1

- *Differentiating Instruction (English Language Learners, page 385 in TE {headline creation})
- *Factory Owner Letter Requesting a Loan (page 388 in TE {letter writing})

- Chapter 12-Section 2

- *Life of a Mill Girl: Lowell Girl Journal Entry (page 393 in TE {journal entry})
- *Differentiating Instruction (Advanced/Gifted and Talented, page 394 in TE {speech})
- *Skit: The Lowell Girls (page 180 in Differentiated Instruction Teacher Management System Manual {Skit})

- Chapter 12-Section 3

- *Personal Conviction and Bias (Bias in the News, page 406 in TE {paragraph creation})

- Chapter 13-Section 1

- *Dependence on Cotton Editorial (page 418 in TE {editorial creation})
- *Graph Quiz (page 430 in TE {quiz creation})

- Chapter 13-Section 2

- *Writing Diary Entries (#10 on page 432 of TE {diary entry})

- Chapter 13-Section 3

- *Slavery: An Oral History (page 426 in TE {research and presentation on oral histories})
- *Nat Turner Dialogue (page 428 in TE {dialogue creation})

- Chapter 14-Section 1

*Immigrants and Urban Challenges (page 438 in TE {quiz creation})

*English-Language Learners (page 439 in TE {caption creation})

-Chapter 14-Section 4

*Underground Railroad Account (page 457 in TE {journal entry})

*Legacy of Fredrick Douglass Mural (page 460 in TE {mural creation})

-Chapter 14-Section 5

*Women's Rights (#4 on page 461 in TE {song creation})

*Women's Rights Collage (page 465 in TE {mural creation})

*Getting Involved (page 468 in TE {free-write})

Teaching and Learning Actions

Instructional Strategies

D-

Chapter 10 see TE pages 323(AL), 327(SN), 329(G&T), 333(AL), & 334(SN).

Chapter 12 see TE pages 385(ELL), 386(SN), 387(AL), 392(AL), 394(G&T), 397(ELL), 398(SN), & 399(AL).

Chapter 13 see TE pages 416(SN), 418(AL), 422(SN), 425(SN), 426(AL), & 428(ELL).

Chapter 14 see TE pages 438(ELL), 440(AL), 441(SN), 455(ELL), 456(SN), 462(SN), 463(AL), & 465(SN).

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Accountable Talk – Student centered discussion where students are engaged because they are allowed to use their natural inclination to talk to each other. They will process lesson materials more deeply through the active discussion and defense of their ideas and opinions. The teacher is able to assess every student through his or her participation in the discussion.

Choice Board Assignments – These assignments are written on cards hung on a board. Students choose an assignment from a particular row or area of the board. The rows and areas are organized around specific skills.

Close Reading – A thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, & meanings.

Cooperative Learning – A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Discovery and Inquiry Based Learning – This strategy starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator.

Document Based Questioning – A strategy that uses engaging questions and the use of primary and secondary sources to give students the opportunity to investigate history from a variety of perspectives. It supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills.

Jigsaw – Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas

about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.

Learning Stations – Students can visit each station and use what they have learned at each station to complete each activity. Activities at each station can be leveled for review, challenge, and remediation at appropriate levels. The teacher can rotate and facilitate instruction, as needed, as well as use this time to work with struggling students.

Leveled Instruction – During leveled instruction, the teacher gives an introductory lesson to the entire class, and then the teacher provides varying access points for students to practice the skills that were provided. The teacher will provide several assignments with different levels of difficulty, and the student or the teacher will be able to choose an assignment.

Peer Teaching/Collaboration – Peer teaching involves one or more students teaching other students in a particular subject area. Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Role Play/Simulations – Role play and simulations are forms of experiential learning where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

MTSS:

Special education student's modification:

-Adhere to all modifications and health concerns stated in each IEP

-New Visions Social Studies Curriculum | New Visions - Social Studies-Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have to challenge themselves for growth.

-Use the online reading platform software, which can revise the reading lexile level to meet students at current reading level.

At risk of failure students:

-Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit

-Modified instructional strategies: reading aloud, graphic organizers, reading study guides, small learning group instruction, class websites, syllabus, inclusion of more visuals and films, field trips, google expeditions, peer support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments

-Academic contracts

-Extra credit, research papers

-Current event topics: <https://www.50states.com/ce/>

-LDonline.org: Guide to Learning Disabilities and ADHD:

-Accommodating instructional strategies: reading aloud, graphic organizers, reading study guides, one-on-one instruction, class website (Google Classroom), handouts, definition list, syllabus, large print, outlines, vocabulary flash cards, modified vocabulary builder activities, modified chapter review activities, modified chapter test

-Utilize speech to text resource

-Special Education & IDEA Resources:

<http://www.nea.org/tools/special-education-IDEA-resources.html>

-LDonline.org: Guide to Learning Disabilities and ADHD:

<http://www.ldonline.org/index.php>

-Digital History Active Learning:

http://www.digitalhistory.uh.edu/active_learning/explorations/explorations.cfm

-Digital History Reference Room Images:

<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Maps:

http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

- Graphic Organizers:

<https://freeology.com/graphicorgs/>

-How to Adapt your Teachings Strategies to Student needs:

<https://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs>

-Multisensory Vocabulary Instruction: Guidelines and Activities:

<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and->

<http://www.ldonline.org/index.php>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-Graphic Organizers: <https://freeology.com/graphicorgs/>

-Extra Credit Strategies that Work:

<https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Education Games: <https://mrnussbaum.com/>

Gifted and talented students:

-Modified instructional strategies: Socratic seminar, group discussion, Think-Pair-Share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents, completing case studies, point-of-view articles, maintain journals and/or diaries, write historical fiction, peer teaching, debate, and analyze in depth political documents

-Student led classroom instruction and discussion, also project based learning

-New Visions Resources: <https://curriculum.newvisions.org/social-studies/resources/?unit=2&course=1&component=&keyword=>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-2010 Pre-K Grade 12 Gifted Programming Standards:

<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

-Think-Pair-Share: <https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: <https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar-29/>

-Sharemylesson.com Gifted and talented resource page:

[https://sharemylesson.com/search?grade\[\]=middle_school&subject\[\]=gifted_and_talented&f\[\]=curriculum_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:

activities

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Academic Support:

<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Education Games: <https://mrnussbaum.com/>

English Language Learners (ELL) students:

-Use the district purchased software; give students the option to change the language of the article to the student's native language for most articles

-Speech to text resource website extension addition. Will read to the student in the language selected.

-Vocabulary word bank

-Use visuals whenever possible to support classroom instruction and classroom activities.

-Teacher modeling and written instructions for every assignment

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

Students with a 504:

-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Developing 504 Classroom Accommodation Plans:

<http://www.idonline.org/article/8065/>

-Spanish for Native/Heritage Speakers:
<https://www.curriculumpathways.com/portal/#/pd/strategies/13>

-English Language Learners:
<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:
<http://www.loc.gov/pictures/>

-Maps:
[http://claver.gprep.org/sjochs/historical-blank maps for quizzes-.htm](http://claver.gprep.org/sjochs/historical-blank%20maps%20for%20quizzes-.htm)

-Digital History Reference Room Images:
<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-PBS Learning Media Middle School Image Resources:
https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:
https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

-Teaching English Language Learners:
<https://teachinghistory.org/teaching-materials/english-language-learners>

-Multisensory Vocabulary Instruction: Guidelines and Activities:
<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and->

activities

-Education Games: <https://mrnussbaum.com/>

Activities

D-

Chapter 10 see TE pages 323(AL), 327(SN), 329(G&T), 333(AL), & 334(SN).

Chapter 12 see TE pages 385(ELL), 386(SN), 387(AL), 392(AL), 394(G&T), 397(ELL), 398(SN), & 399(AL).

Chapter 13 see TE pages 416(SN), 418(AL), 422(SN), 425(SN), 426(AL), & 428(ELL).

Chapter 14 see TE pages 438(ELL), 440(AL), 441(SN), 455(ELL), 456(SN), 462(SN), 463(AL), & 465(SN).

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

Chapter 10

- Ask students to scan the chapter and examine the section titles, major headings, photographs, maps, and charts. Have student identify some of the controversial actions taken by Jackson. Make a list of students' responses for the class to see. Have students copy the list of topics they suggested and then jot down anything they learned about them based on their preview of the chapter. Next, have students write any questions they have about the text. Tell students to add information to their lists and to answer their questions as they read the chapter. (TE page 318 {Verbal/Linguistic, Visual/Spatial})
- Have each students write a sentence for each key term. Have students rewrite their sentences, leaving blanks where the key term or person belongs. Have students exchange papers with a partner and complete the fill-in-the-blank activity. (TE page 321 {Verbal/Linguistic})

Chapter 10-Section 1

- Pair students and have each pair use the term Jacksonian Democracy to create an acrostic. For each letter in Jacksonian Democracy, students should find a key term, figure, event, or issue from the section that includes that letter. Students should then write the terms horizontally so that the letters in Jacksonian Democracy align vertically. Then have students share terms from their acrostics. (TE page 322 {Intrapersonal, Verbal/Linguistic})
- Organize the class into large groups and assign each group either Andrew Jackson or John Quincy Adams. Have each group create a 30-second political advertisement in support of its candidate for the 1828 election. Instruct groups to assign each member a specific role, such as director, researcher, designer, writer, editor, actor, props person, or cameraperson. Have each group write, act, and record its political ad. Then show the ads to the class. Conclude by leading a class discussion about how the expansion in democracy in the 1820 and 1828 campaign led to a new pattern in American political participation and power. (TE page 323 {Interpersonal, Kinesthetic})

Chapter 10-Section 2

- For each of the section key terms and people, have students write a sentence explaining how that term or person relates to the sectional and/or political conflicts that took place during Jackson's presidency. Then have each student create a flowchart that links all the key terms and people. (TE page 326 {Verbal/Linguistic, Visual/Spatial})
- Give each student a blank outline map of the United States. Have students mark the nation's political borders in 1820. Instruct student to draw caption boxes pointing roughly to areas of the North, the South, and the West. Have students enter the information in the Quick Facts on

page 327 in the U.S. History Textbook into the appropriate boxes on their maps. Then write three or four political issues of the period for students to see, such as tariffs, manufacturing, the sale of public lands, and internal improvements. Help students understand the view of each region toward each issue. (TE page 327 {Verbal/Linguistic, Visual/Spatial})

- To help students understand the issues involved in the Nullification Crisis, draw the graphic organizer found in the TE on page 328. Have each student copy the organizer and complete it by explaining the key figures, events, and issues on each side (TE page 328 {Verbal/Linguistic, Visual/Spatial})

Chapter 10-Section 3

- Organize students into groups. Assign each group one of the following: (1) Choctaw, Creek, and Chickasaw; (2) Cherokee; (3) Fox, Sauk, and Seminole. Have each group create a storyboard that uses images and captions to narrate how the policy of Indian removal affected its assigned Native American group(s). Have each group present its storyboard to the class.
- Organize students into groups of three. Have each group select one sign maker. The other two members will serve as writers. Distribute one sheet of construction paper to each group. Have the sign maker fold the paper to make two sections that are 9" x 12" and then open the sheet. Instruct students to write Indian Relocation across the top of the page and label the two columns Effects on Native Americans' Lives and Effects on Settlers' Lives. Instruct groups to discuss the ways that lives were changed by the Indian removal and treaties and have writers record the group's observations in the appropriate columns. Have group volunteers share some of their observations with the class (TE page 336 {Interpersonal, Verbal/Linguistic})
- Organize students into five groups and assign each group one of the Native American groups labeled on the map. Have each group conduct research on the climate and physical geography of the assigned group's traditional homelands as well as the climate and physical geography of the area to which the group was relocated. Instruct each group to create a large table comparing and contrasting the two regions. Encourage students to include images or photographs of the regions to enhance their tables. Groups should then write a summary of the differences between the two regions. Have each group present its work to the class. Have students discuss how geographic differences contributed to the hardships Native Americans faced when forced to relocate. (TE page 337 {Interpersonal, Verbal/Linguistic})
- Have students review the text in Section 3 under the headings "Indian Removal Act" and "Cherokee Resistance." Organize students into groups and ask the groups to imagine that they are members of the U.S. Congress at that time. Have each group consider a solution to the problem of American settlers wanting to move into Native American lands that does not require forcing Native Americans to move and that respects their right to their lands. Each group should create a flow chart showing its responses for each of the steps listed under "Learn the Skill."

Have a representative from each group present his or her group's flow chart to the class. Have students evaluate each group's proposed solution and discuss possible advantages and disadvantages. (TE page 338 {Interpersonal, Logical/Mathematical})

Chapter 12

- Organize the students into two groups: those who work on farms and those who work in factories. You might want to show students pictures of modern-day farms and factories to get them thinking about daily activities, how hard they might have to work, where they would live, and how life differs in rural and urban areas. Start a classroom discussion by asking students to complete these sentences: (a) "Working on a farm is better than working in a factory because.....," and (b) "Working in a factory is better than working on a farm because" List responses for students to see. Tell students to keep these responses in mind as they read the chapter and learn about how the Industrial Revolution changed life for Americans at home and at work. (TE page 380 {Verbal/Linguistic})
- Read the list aloud so that students will know how to pronounce each term or name. Then organize the students into pairs and assign each pair a person or term from the list. Have each pair identify the importance of the person or term. Then have each group draw a picture that represents the significance of the term or person. Have each student present the term, description or definition, and illustration to the class. Encourage students to take notes on the presentations. (TE page 383 {Verbal/Linguistic, Visual/Spatial, Interpersonal})

Chapter 12-Section 1

- Create a flow chart by writing the section's main ideas in large, vertically stacked boxes. Have students copy the flow chart and complete it by entering supporting details about the main ideas into the boxes. Have students share the information in their flow charts and discuss the cause-and-effect connections among events. Ask students to explain how the section's main ideas relate. (TE page 384 {Visual/Spatial})
- Draw the graphic organizer found in TE on page 386. Have each student copy the organizer and complete it by describing the innovations of Slater and Whitney and the effects of those innovations. (TE page 386 {Visual/Spatial})

Chapter 12-Section 2

- Ask students to imagine that they are factory workers who also write for a workers' magazine. Have each student write an article titled "Factory Life" describing how factories have changed workers' lives in the Northeast. Students should address the effects of factories on farm families and craftspeople, the type of factory systems that developed, the advantages and disadvantages of mill work, and the role of labor unions. Ask volunteers to read their articles aloud. Discuss them to review the section. (TE page 390 {Visual/Spatial})
- Have each student create an advertisement seeking employees for Slater's mills. Students should address the following questions in their advertisements: What types of workers does Slater want to attract? What segments of society might want to work in a mill? What incentives might appeal to and attract possible employees? Why would a person

want to work in one of Slater's mills as opposed to another mill? Have volunteers share their advertisements with the class. Lead a discussion on working conditions in mills during this period. (TE page 391 {Verbal/Linguistic})

- Read aloud the following: "We have never published anything which our own experience had convinced us was unfair. But, if in our sketches, there is too much light, and too little shade, let our excuse be... We have not thought it necessary to state.... That our life was a toilsome one – for we supposed that would be universally understood." Have students discuss how Farley defends the magazine's image of mill life and whether her argument is valid. What factors might have influenced her viewpoint? Why might the editors have chosen to ignore the harsh realities of mill life? (TE page 392 {Verbal/Linguistic})

Chapter 12-Section 3

- Have each student write the Big Idea, listed on page 396 of U.S. History textbook in the middle of a piece of paper. Above the big idea have students draw a box and label it "Causes." Below the Big Idea, have students draw a box and label it "Effects." Have students list the factors that led to new forms of transportation and identify what those new forms were. Then have students describe the effects of the Transportation Revolution. (TE page 396 {Visual/Spatial})
- Have students examine the image on page 397 of U.S. History Textbook. Ask them to explain what the various people in the image are doing. Next, have students examine the way the people are dressed. What two categories of people can students identify based on dress? Based on these groups, what services did steamboats provide? Guide students in a discussion about the development of the steamboat and how it affected trade and daily life. Then have each student write at least three newspaper headlines about steamboat development and its effects. (TE page 397 {Verbal/Linguistic, Visual/Spatial})
- Lead a discussion on the innovations of the Transportation Revolution and the effects of those innovations on the economy and daily life in the United States. Have each student create a drawing illustrating innovation of the Transportation Revolution. Then have each student write a caption for his or her drawing explaining how transportation innovations changed life in the United States. (TE page 398 {Visual/Spatial})
- Guide students in a discussion of the relationships among wood, coal, iron, steel, and the railroad industry. Have students refer to their texts to understand how and why coal replaced timber as a fuel source and why steel replaced iron. Make a class list of the uses of coal and steel. Then have each student create a diagram showing the relationship among the railroad industry and the coal and steel industries. Have volunteers explain their diagrams with the class. (TE page 400 {Visual/Spatial})

Chapter 13

- Have students think of a new technologies and inventions that they have seen in their lifetimes. Then ask students how life has changed because of each new piece of technology or invention. What impact has there been on jobs, communication, and leisure, for example? Are there health

or safety issues related to the new invention or technology? Can students predict other changes that might occur in their lifetime? (TE page 410 {Verbal/Linguistic})

- Pre-teach the key terms and people from this chapter by asking students what they think each term means or who each person was. Ask the class to identify the terms or people about which they know the least. Write the list of terms for the class to see. Have each student define or identify the terms or person. Then have each student draw an illustration to represent each term or person. (TE page 413 {Verbal/Linguistic, Visual/Spatial})

Chapter 13-Section 1

- Have students use information in the section to write a brief encyclopedia entry about the cotton gin. In their entries, have students answer the questions who, what, when, where, how, and why. Invite volunteers to read aloud portions of their encyclopedia entries. (TE page 414 {Verbal/Linguistic})
- Review with students the positive and negative effects of the cotton boom. Draw the chart on page 416 in the TE. Have students copy the chart and complete it by listing the positive and negative effects of the cotton boom on the South's economy. (TE page 416 {Visual/Spatial})
- Give students the following scenario: After the invention of the cotton gin, a southern planter is trying to decide whether to switch to growing cotton. The planter decides to create a costs-benefits chart to help make the decision. Have each student create a costs-benefits chart that such a planter might have made. The chart should list the benefits and costs of making the switch to cotton. Remind students to consider the negative effects the cotton boom had on enslaved Africans in the South. Ask volunteers to share information from their charts as you create a master chart. (TE page 417 {Verbal/Linguistic})

Chapter 13-Section 2

- Ask students to fold a piece of paper into four quarters. Label each quarter with one of the following social groups in free southern society: planters, yeomen, poor whites, and free African Americans. Have students use the information in this section to fill in each section of their papers. Have students help you complete a master copy of the chart. (TE page 420 {Verbal/Linguistic})
- Draw the graphic organizer on page 422 in the TE. Have each student complete the graphic organizer by identifying as many details as possible that describe southern city life. Have students use their organizers to make a general statement about life in the urban South. (TE page 422 {Visual/Spatial})

Chapter 13-Section 3

- Write the Big Idea for students to see. Below it, write the following headings from the section: Slave and Work, Life under Slavery, Slave Culture, and Slave Uprisings. As you review the section, have volunteers share important points from the text that support the Big Idea. Write the information under the appropriate headings. (TE page 424 {Verbal/Linguistic, Visual/Spatial})
- Create a three-column chart for students to see. Write the boldfaced

headings (TE page 425) at the top of each column. Read aloud the italicized answers (TE page 425) in random order and have students write them down. Have students copy the chart and complete it by placing each answer under the appropriate heading. Then review the answers as a class. (TE page 425 {Verbal/Linguistic})

- Copy the graphic organizer found on page 428 of the TE for students to see. Have each student copy the graphic organizer and complete it by listing the ways in which enslaved Africans challenged the slavery system. Review the answers and then lead a discussion about why these tactics failed to end the system of slavery. (TE page 428 {Visual/Spatial})

Chapter 14

- Explain to students that Americans have developed a strong tradition of identifying social problems and creating groups and strategies to solve those problems. Lead a guided discussion about activism in the United States today. Ask students to identify some activist organizations. Ask them the following questions: What methods do these groups use to effect change and promote their cause? What other social problems or issues exist today? What actions might students take? Explain that activism, or reform, became a major trend in the United States in the early and mid-1800s. As students read the chapter, ask them to compare the issues reforms addressed in the 1800s to those activities address today. (TE page 434 {Verbal/Linguistic})
- Have students look over the list of key terms and people. Review with students each term that relates to a social, cultural, or reform movement. Then have students preview the chapter and write a sentence about each movement and why it was important. Ask for volunteers to share their sentences with class. (TE page 437 {Verbal/Linguistic})

Chapter 14-Section 1

- Discuss how and why immigration to the United States increased during the mid-1800s. Then have each student create a list of questions that he or she would like to have asked an immigrant of that time period. As students read the section, have them answer as many of their questions as possible. Have students share their questions and answer as well as some of their unanswered questions. (TE page 438 {Verbal/Linguistic})
- Discuss with students the reasons for the rapid growth of U.S. cities and the problems that developed as a result of the growth. Draw the graphic organizer (TE page 441) on the chalkboard. Have each student copy and complete the organizer. (TE page 441 {Visual/Spatial})

Chapter 14-Section 4

- Have each student, working individually or in pairs, write a summary of each part of the selection, indicated by the blue headings. As you review the section, have volunteers share their summaries. Write them for the class to see and ask students to provide supporting details for each one. (TE page 454 {Verbal/Linguistic})
- Copy the graphic organizer for students to see (TE page 455). Have each student copy the organizer and complete it by listing the leaders and main methods of abolitionist movements. Then have students discuss what methods reformers and activists might use today. (TE page 455 {Visual/Spatial})

	<ul style="list-style-type: none"> Assign each student one of the individuals mentioned in the section. Have each student use the information in the text to write a description of the individual's contributions to the fight against slavery – without mentioning the individual's name. Have students place their descriptions in a box. Then ask volunteers to pick descriptions from the box and read them aloud to the class. Have other students try to identify the individuals described. Students should not answer their own descriptions. (TE page 456 {Verbal/Linguistic}) <p>Chapter 14-Section 5</p> <ul style="list-style-type: none"> Have each student create a time line of the key events in the early women's rights movement. Above the time line, have students list the goals and leaders of the movement. Below the time line. Have students list the opposition to the movement. Have volunteers share information from their time lines and lists. Create a master version for the class to see. (TE page 461 {Verbal/Linguistic, Visual/Spatial}) Draw the graphic organizer (TE page 462) for students to see. Have each student copy the chart and complete it by explaining how the abolitionist movement influenced the women's rights movement. (TE page 462 {Visual/Spatial}) Organize students into small groups. Have half the groups create promotional pieces to encourage attendance at the Seneca Falls Convention. Have the other half of the groups create similar items discouraging attendance. Promotional items might include flyers, posters, and buttons. To modernize the activity, have students create radio and television spots also. Students should focus on the purpose of the convention and what the people holding it hoped to achieve. Remind student to use messages that would appeal to the Americans in the mid-1800s. (TE page 464 {Interpersonal, Verbal/Linguistic})
<p><i>Experiences</i></p>	<p><u>The National Museum of American History</u></p> <p>The Museum's collections document centuries of remarkable changes in products, manufacturing processes, and the role of industry in American life. In the bargain, they preserve artifacts of great ingenuity, intricacy, and sometimes beauty. The carding and spinning machinery built by Samuel Slater about 1790 helped establish the New England textile industry. Nylon-manufacturing machinery in the collections helped remake the same industry more than a century later. Machine tools from the 1850s are joined by a machine that produces computer chips. Thousands of patent models document the creativity of American innovators over more than 200 years. The collections reach far beyond tools and machines. Some 460 episodes of the television series. <i>Industry on Parade</i> celebrate American industry in the 1950s. Numerous photographic collections are a reminder of the scale and even the glamour of American industry. http://americanhistory.si.edu/collections/subjects/industry-manufacturing (Chapter12-Section 1)</p> <p><u>Women's Rights National Historical Park</u></p> <p>Women's Rights National Historical Park tells the story of the first Women's Rights Convention held in Seneca Falls, NY on July 19-20,1848. It is a story of struggles for civil rights, human rights, and equality, global struggles that continue today. The efforts of women's rights leaders, abolitionists, and other 19th century reformers</p>

remind us that all people must be accepted as equals.
<https://www.nps.gov/wori/index.htm> (Chapter 12-Section 2)

Slavery and Underground Railroad Tour

Learn about the dramatic history of slavery and the Underground Railroad in NYC. Listen to tales of courage and triumph and discover the stories of real New Yorkers who risked life and property to help people escaping American Slavery. Visit historic stops that were part of the Underground Railroad network and listen to tales of courage and triumph of real New Yorkers who risked life and property to help people escaping American Slavery and the dramatic history of slavery and the Underground Railroad in NYC. New York Pass grants you free admission to this tour.

<https://www.newyorkpass.com/En/new-york-attractions/tickets/Slavery-and-Underground-Railroad-Tour/> (Chapter 13-Section 3)

Ellis Island Tour

How far would you travel to find a better life? What if the journey took weeks under difficult conditions? If you answered "Whatever it takes," you echo the feelings of the 12 million immigrants who passed through these now quiet halls from 1892 to 1954. Ellis Island afforded them the opportunity to attain the American dream for themselves and their descendants. <https://www.statuecruises.com/groups-tour-operators/school-groups> (Chapter 14-Section 1)

Resources

- Deverell, W., & White, D. G. (n.d.). *Holt McDougal United States history*.
- Deverell, W., & White, D. G. (2012). *United States history*. Orlando, FL: Houghton Mifflin Harcourt.
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- Historical Videos - <http://www.hippocampus.org/HippoCampus/History%20%26%20Government;jsessionid=2396311A2A8F822295E7D8DD97CC6F02>
- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Lesson Plans and Activities - <https://www.learner.org/resources/discipline-social-science.html>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- U.S. Constitution Resources - <http://www.constitution.org/>
- Amistad Commission: Unit 7 Evolution of a New Nation State <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
- Amistad Commission: Slavery Narratives <https://sheg.stanford.edu/history-lessons/slavery-narratives>
- Amistad Commission: Roots: Th system of American Slavery <https://www.youtube.com/watch?v=zZkDYr7qsCw>
- Amistad Commission: Missouri Compromise and Slavery in the Western U.S. <https://newsela.com/read/lib-ushistory-missouri-compromise/id/30385/>
- Amistad Commission: Resistance to Slavery <https://newsela.com/units/218729/subtopics/218994/text-sets/219022>

- Amistad and Holocaust Commission: Cartoon Prints <https://www.loc.gov/collections/american-cartoon-prints/?c=150&sp=1&st=list>
- Holocaust Commission: Waiting for the Civil War (American History Documentary) https://www.youtube.com/watch?v=NnECar_LYrU
- Holocaust: United to End Genocide Past Genocides and Mass Atrocities <http://endgenocide.org/learn/past-genocides/>
- Holocaust Commission: United to End Genocide Who's at Risk <http://endgenocide.org/whos-at-risk/>
- Holocaust Commission: Rewilding: How do we identify bias? <https://www.common sense.org/education/lesson-plans/rewilding-how-do-we-identify-bias>
- Holocaust Commission: Prejudice, Polygons, and Bringing Themes to Action <https://www.common sense.org/education/lesson-plans/prejudice-polygons-and-bringing-themes-to-action-0>
- Holocaust Commission: Finding Credible News <https://www.common sense.org/education/digital-citizenship/lesson/finding-credible-news>
- Holocaust Commission: This Just In! <https://www.common sense.org/education/digital-citizenship/lesson/this-just-in>

Suggested Time Frame:

3rd Marking Period

D- Indicates differentiation at the Lesson Level. **NJASCD, 12 Centre Drive Monroe Township, NJ 08831 njascd.**

Social Studies 7

Content Area:	Social Studies (Fourth Marking Period Apr.-June {35 days})	Grade(s)	7 th
Unit Plan Title:	The New Nation and The Nation Breaks Apart (Unit 4 Chapter 15 & Unit 6 Chapters 16 and 17)		
Social Studies NJ Standard			
<p>6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a - Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>D. History, Culture, and Perspectives</p> <p>6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c - Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>			
Overview/Rationale			
<p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation. This unit will examine the main causes of the American Civil War, key participants and battles that impacted the outcome of the war. Race relations and regional differences will be focal points of study during this unit. The period of time</p>			

following the American Civil War is best known for its division of groups who were trying to reunite. Efforts to reunite the country through Reconstruction were contested, resisted, and long-term consequences. In this unit, the students will analyze the impact that Reconstruction policies had on the United States. This unit will accompany the textbook United States History (Holt McDougal) and reference the following Units/Chapters/Sections in Unit 4: Chapter 15 (Sections 1, 2, 3, & 4), Unit 6: Chapter 16 (Sections 1, 4, & 5), and Chapter 17 (Sections 1, 2, & 3). The experiences of African Americans during Reconstruction will be analyzed. These sections should be completed before the end of the fourth marking period.

Career Readiness Practices

- CRP2 – Apply appropriate academic and technical skills.
- CRP4 – Communicate clearly and effectively and with reason.
- CRP6 – Demonstrate creativity and innovation.
- CRP8 – Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 – Use technology to enhance productivity

Technology Standard(s)

- 8.1.8.A.3 - Create a multimedia presentation including sound and images.
- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Interdisciplinary Standard(s)

Reading

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing

- W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c: Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

- W.6.2e: Establish and maintain a formal style.
- W.6.2f: Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- WHST.6-8.1: Write arguments focused on *discipline-specific content*.
- WHST.6-8.1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d: Establish and maintain a formal style.
- WHST.6-8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- L.7.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.7.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

- SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - SL.6.1.b: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - SL.6.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact.

Essential Question(s)

- What does the issue of slavery affect politics? (Chapter 15)
- What may be the causes for a nation to break apart? (Chapter 15-Section 4)
- How does internal conflict change a nation? (Chapter 16)
- How does a nation recover from internal conflict? (Chapter 17)
- How do race relations impact a global society? (Chapters 15-17)

Enduring Understandings

- The issue of slavery affected politics in the United States by creating two warring factions that would eventually lead to the U.S. Civil War. (Chapter 15)
- Antislavery literature and the annexation of new lands intensified the debate over slavery. (Chapter 15-Section 1)
- The Kansas-Nebraska Act heightened tensions in the conflict over slavery. (Chapter 15-Section 2)
- The split over the issue of slavery intensified due to political division and judicial decisions. (Chapter 15-

Section 3)

- The United States broke apart due to the growing conflict over slavery. (Chapter 15-Section 4)
- The Civil War transformed the nation politically, socially, and economically. (Chapter 16)
- The Civil War broke out between the North and the South over slavery in 1861. (Chapter 16-Section 1)
- The lives of many Americans were affected by the Civil War both socially and politically. (Chapter 16-Section 4)
- Union victories in 1863, 1864, and 1865 ended the Civil War. (Chapter 16-Section 5)
- A deeply divided nation came together after the Civil War by rebuilding both cities and relationships. (Chapter 17)
- The nation faced many problems in rebuilding the nation. (Chapter 17-Section 1)
- The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction. (Chapter 17-Section 2)
- As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild. (Chapter 17-Section 3)

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	A	Communication
X	Civic Literacy	A	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

By the end of the unit, students will be able to analyze and evaluate how and why:

- The issue of slavery affected politics in the United States by creating two warring factions that would eventually lead to the U.S. Civil War. (Chapter 15)
- Antislavery literature and the annexation of new lands intensified the debate over slavery. (Chapter 15-Section 1)
- The Kansas-Nebraska Act heightened tensions in the conflict over slavery. (Chapter 15-Section 2)
- The split over the issue of slavery intensified due to political division and judicial decisions. (Chapter 15-Section 3)
- The United States broke apart due to the growing conflict over slavery. (Chapter 15-Section 4)
- The Civil War transformed the nation politically, socially, and economically. (Chapter 16)
- The Civil War broke out between the North and the South over slavery in 1861. (Chapter 16-Section 1)
- The lives of many Americans were affected by the Civil War both socially and politically (Chapter 16-Section

- 4)
- Union victories in 1863, 1864, and 1865 ended the Civil War. (Chapter 16-Section 5)
 - A deeply divided nation came together after the Civil War by rebuilding both cities and relationships. (Chapter 17)
 - The nation faced many problems in rebuilding the nation. (Chapter 17-Section 1)
 - The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction. (Chapter 17-Section 2)
 - As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild. (Chapter 17-Section 3)

Assessments

- Pre and Formative
 - All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.)
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
 - Chapter 15-Section 1**
 - *Guided Reading Workbook pages 166-168. [Key Terms and People/Section Summary]
 - **U.S. History Textbook Section Assessment*, page 481.
 - *DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("The Black Codes of Mississippi-1865" {DBQ document analysis})
 - Chapter 15-Section 2**
 - *Guided Reading Workbook pages 169-171. [Key Terms and People/Section Summary]
 - **U.S. History Textbook Section Assessment*, page 487.
 - Chapter 15-Section 3**
 - *Guided Reading Workbook pages 172-174. [Key Terms and People/Section Summary]
 - **U.S. History Textbook Section Assessment*, page 492.
 - *DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("First Inaugural Address (March 4, 1861)" {DBQ document analysis})
 - Chapter 15-Section 4**
 - *Guided Reading Workbook pages -175-177. [Key Terms and People/Section Summary]
 - **U.S. History Textbook Section Assessment*, page 497.
 - *DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Second Inaugural Address (March 4, 1865)" {DBQ document analysis})
 - Chapter 16-Section 1**
 - *Guided Reading Workbook pages 178-180. [Key Terms and People/Section Summary]
 - **U.S. History Textbook Section Assessment*, page 515.
 - *DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Emancipation Proclamation (1862)" {DBQ document analysis})

-Chapter 16-Section 4

*Guided Reading Workbook pages 187-189. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 534.

-Chapter 16-Section 5

*Guided Reading Workbook pages 190-192. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 543.

-Chapter 17-Section 1

*Guided Reading Workbook pages 193-195. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 557.

*DBQ document and questions from disc titled "Library of Primary Sources-United States History" ("Civil Rights Act-1866" {DBQ document analysis})

-Chapter 17-Section 2

*Guided Reading Workbook pages 196-198. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 563.

-Chapter 17-Section 3

*Guided Reading Workbook pages 199-201. [Key Terms and People/Section Summary]

**U.S. History Textbook Section Assessment*, page 571.

- Summative

-All Chapters and Sections

*Section quizzes and tests.

-Chapter 15-Sections 1, 2, 3, & 4

*Comprehension and Critical Thinking Questions (page 499-500 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #6 on page 481, Section 2, question #5 on page 487, Section 3, question #5 on page 492, Section 4, question #5 on page 497 in *U.S. History Textbook*)

-Chapter 16-Sections 1, 4, & 5

*Comprehension and Critical Thinking Questions (page 545-546 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #4 on page 515, Section 4, question #6 on page 534, Section 5, question #6 on page 543 in *U.S. History Textbook*)

-Chapter 17-Sections 1, 2, & 3

*Comprehension and Critical Thinking Questions (page 573-574 in *U.S. History Textbook*)

*Section Assessment: Focus on Writing (Section 1, question #5 on page 557, Section 2, question #6 on page 563, Section 3, question #6 on page 571 in *U.S. History Textbook*)

- Authentic

-Chapter 15-Section 1

*The Debate Over Slavery (#4 on page 476 in TE {letter to the editor})

*Slavery Dispute Flyers (page 477 in TE {flyer creation})

-Chapter 15-Section 2

*Trouble in Kansas (#4 on page 483 in TE {radio news report})

*The Nightly News from Kansas (page 486 in TE {newscast})

-Chapter 15-Section 3

*Contrasting Lincoln and Douglas (page 491 in TE {compare/contrast paragraphs})

*A House Divided (page 491 in TE {political cartoon creation})

-Chapter 15-Section 4

*The Nation Divides (#4 on page 493 in TE {expository writing})

*Election of 1860 Newspaper Articles (page 495 in TE {newspaper article creation})

-Chapter 16-Section 1

*Justice: Equal Protection of the Laws (page 505 in TE {research brochure})

*The War Begins (#4 on page 510 in TE {journal entry})

*Front Page News: Fort Sumter (page 511 in TE {newspaper creation})

-Chapter 16-Section 4

*The Mighty Mississippi (page 527 in TE {essay writing})

*Emancipation Proclamation (page 529 in TE {letter to Lincoln})

*Civil War Letters (page 533 in TE {civil war letter creation})

*Synthesizing Information (Writing a Film Script-page 193 in Differentiated Instruction Teacher Management System Manual {film script creation})

-Chapter 16-Section 5

*The Tide of War Turns (page 536 in TE {newspaper editorial})

*The Gettysburg Address (page 540 in TE {newspaper article creation})

*Final Battles Web Site (page 541 in TE {website design})

-Chapter 17-Section 1

*Congressional Committee (page 554 in TE {congressional committee plan writing})

*Creating a Documentary Film (page 555 in TE {documentary film creation})

*Writing a Proposal (page 556 in TE {proposal for honoring the Freedmen's Bureau})

-Chapter 17-Section 2

*Breaking News on the Fourteenth Amendment (page 560 in TE {write and enact a newscast})

*Covering the Elections of 1866 (page 561 in TE {newspaper article creation})

-Chapter 17-Section 3

*Reconstruction in the South (page 564 in TE {newspaper article creation})

*Supreme Court Decisions (page 568 in TE {compare/contrast poster creation})

*Advanced/Gifted and Talented (page 570 in TE {expository essay creation})

● Other assessment measures

-All Chapters and Sections

*Vocabulary Builder, Modified Vocabulary Builder, & Flash Cards (for lower level and ELL students)

*Chat Stations, Learning Menu

*WebQuest, Google Slide Presentation

*Do Now, Exit Tickets

*Bell Ringers

-Chapter 15-Section 1

- *Harrier Beecher Stowe Book Signing (page 480 in TE {newspaper piece creation})
- *Synthesizing Information-Writing a Newspaper Report (page 188 in Differentiated Instruction Teacher Management System Manual {Newspaper Report Writing})

-Chapter 15-Section 2

- *Advanced/Gifted & Talented (Page 485 in TE {report and mock congressional hearing})

-Chapter 15-Section 3

- *Interpreting Information (page 189 in Differentiated Instruction Teacher Management System Manual {political cartoon})

-Chapter 15-Section 4

- *Issue of Secession (page 496 in TE {letter writing})
- *Synthesizing Information (Writing a Position Paper-page 190 in Differentiated Instruction Teacher Management System Manual {position paper creation})

-Chapter 16-Section 1

- *The North versus the South (page 512 in TE {military report creation})
- *Advanced/Gifted and Talented (page 513 in TE {poster creation})
- *Synthesizing Information (page 191 in Differentiated Instruction Teacher Management System Manual {research paper creation})

-Chapter 16-Section 4

- *Vicksburg Strategy Headlines (page 526 in TE {newspaper headline creation})
- *Daily Life during the War (#4 on page 528 in TE {section summary book creation})
- *Celebrating Emancipation (page 530 in TE {poem creation})

-Chapter 16-Section 5

- *Battle of Gettysburg Storyboards (page 538 in TE {storyboard creation})
- *Letter about Lee's Surrender (page 542 in TE {letters home, about war})

-Chapter 17-Section 1

- *Rebuilding the South (#4 on page 552 in TE {expository writing})
- *Synthesizing Information (Political Cartoons, page 195 in Differentiated Instruction Teacher Management System Manual {political cartoon creation})

-Chapter 17-Section 2

- *Conducting an Impeachment Trial (page 562 in TE {mock trial})
- *Interpreting Information (Writing a Letter, page 196 in Differentiated Instruction Teacher Management System Manual {political cartoon creation})

-Chapter 17-Section 3

- *Advanced/Gifted and Talented (page 567 in TE {debate})
- *Struggling Readers (page 569 in TE {letter writing})
- *English-Language Learners (page 569 in TE {political cartoon creation})

Teaching and Learning Actions

<i>Instructional Strategies</i> D-	Accountable Talk – Student centered discussion where students are engaged because they are allowed to use their natural inclination to talk to each other. They will process
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Chapter 15 see TE pages 478 (SN), 484 (SN), 485 (G&T), 489(SN), 490(G&T), & 494(ELL)

Chapter 16 see TE pages 513(G&T), 526(SN), 526(ELL), 530(SN), & 532(G&T)

Chapter 17 see TE pages 553(G&T), 553(SN), 559(ELL), 562(G&T), 565(SN), 566(SN), 567(G&T), 568(G&T), 569(SN), 569(ELL), & 570(G&T)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

lesson materials more deeply through the active discussion and defense of their ideas and opinions. The teacher is able to assess every student through his or her participation in the discussion.

Choice Board Assignments – These assignments are written on cards hung on a board. Students choose an assignment from a particular row or area of the board. The rows and areas are organized around specific skills.

Close Reading – A thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, & meanings.

Cooperative Learning – A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

Discovery and Inquiry Based Learning – This strategy starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator.

Document Based Questioning – A strategy that uses engaging questions and the use of primary and secondary sources to give students the opportunity to investigate history from a variety of perspectives. It supports discussion and debate as students clarify their own ideas and write evidence-based arguments. Learning this way not only deepens student understanding of history, it also builds reading, thinking, and writing skills.

Jigsaw – Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand.

Learning Stations – Students can visit each station and use what they have learned at each station to complete each activity. Activities at each station can be leveled for review, challenge, and remediation at appropriate levels. The teacher can rotate and facilitate instruction, as needed, as well as use this time to work with struggling students.

Leveled Instruction – During leveled instruction, the teacher gives an introductory lesson to the entire class, and then the teacher provides varying access points for students to practice the skills that were provided. The teacher will provide several assignments with different levels of difficulty, and the student or the teacher will be able to choose an assignment.

Peer Teaching/Collaboration – Peer teaching involves one or more students teaching other students in a particular subject area. Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their

peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Role Play/Simulations – Role play and simulations are forms of experiential learning where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

MTSS:

Special education student's modification:

-Adhere to all modifications and health concerns stated in each IEP

New Visions Social Studies Curriculum | New Visions - Social Studies-Give students a MENU options allowing students to pick assignments from different levels based on difficulty. Students have to challenge themselves for growth.

-Use the online reading platform software, which can revise the reading lexile level to meet students at current reading level.

-Accommodating instructional strategies: reading aloud, graphic organizers, reading study guides, one-on-one instruction, class website (Google Classroom), handouts, definition list, syllabus, large print, outlines, vocabulary flash cards, modified vocabulary builder activities, modified chapter review activities, modified chapter test

-Utilize speech to text resource

-Special Education & IDEA Resources: <http://www.nea.org/tools/special-education-IDEA-resources.html>

-LDonline.org: Guide to Learning Disabilities and ADHD: <http://www.ldonline.org/index.php>

-Digital History Active Learning: http://www.digitalhistory.uh.edu/active_learning/explorations/explorations.cfm

At risk of failure students:

-Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit

-Modified instructional strategies: reading aloud, graphic organizers, reading study guides, small learning group instruction, class websites, syllabus, inclusion of more visuals and films, field trips, google expeditions, peer support, one on one instruction

-Constant parental contact along with mandatory tutoring appointments

-Academic contracts

-Extra credit, research papers

-Current event topics: <https://www.50states.com/ce/>

-LDonline.org: Guide to Learning Disabilities and ADHD: <http://www.ldonline.org/index.php>

-Document Analysis Worksheets: <https://www.archives.gov/education/lessons/worksheets>

-Graphic Organizers: <https://freeology.com/graphicorgs/>

-Extra Credit Strategies that Work: <https://www.thoughtco.com/extra-credit-strategies-7849>

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides: http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Education Games: <https://mrnussbaum.com/>

Gifted and talented students:

-Modified instructional strategies: Socratic seminar, group discussion,

-Digital History Reference Room Images:
<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-Maps:
http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

- Graphic Organizers:
<https://freeology.com/graphicorgs/>

-How to Adapt your Teachings Strategies to Student needs:
<https://www.readingrockets.org/article/how-adapt-your-teaching-strategies-student-needs>

-Multisensory Vocabulary Instruction: Guidelines and Activities:
<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

-Struggling Readers:
<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Academic Support:
<https://www.curriculumpathways.com/portal/#/pd/strategies/1>

-PBS Learning Media Middle School Image Resources:
https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:
https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

Think-Pair-Share, individual assignments graded on a more rigorous rubric, multimedia projects, working with more primary source documents, completing case studies, point-of-view articles, maintain journals and/or diaries, write historical fiction, peer teaching, debate, and analyze in depth political documents

-Student led classroom instruction and discussion, also project based learning

-New Visions Resources: <https://curriculum.newvisions.org/social-studies/resources/?unit=2&course=1&component=&keyword=>

-Document Analysis Worksheets:
<https://www.archives.gov/education/lessons/worksheets>

-2010 Pre-K Grade 12 Gifted Programming Standards:
<http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf>

-Think-Pair-Share: <https://www.readingrockets.org/strategies/think-pair-share>

-Socratic Seminar: <https://minds-in-bloom.com/5-steps-to-successful-socratic-seminar-29/>

-Sharemylesson.com Gifted and talented resource page:
[https://sharemylesson.com/search?grade\[\]=middle_school&subject\[\]=gifted_and_talented&f\[\]=curriculum_tree%3A28342%2F28412](https://sharemylesson.com/search?grade[]=middle_school&subject[]=gifted_and_talented&f[]=curriculum_tree%3A28342%2F28412)

-Flash Cards: <https://tinycards.duolingo.com/>

-Digital History Writing Guides:
http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

Students with a 504:

-Adhere to all modifications and health concerns stated in 504 plan. Then assess the academics of the student to implement the necessary modifications as described in this document

-PBS Learning Media Middle School Audio Resources:
https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Developing 504 Classroom Accommodation Plans:
<http://www.ldonline.org/article/8065/>

-Flash Cards: <https://tinycards.duolingo.com/>

-Education Games: <https://mrnussbaum.com/>

English Language Learners (ELL) students:

-Use the district purchased software; give students the option to change the language of the article to the student's native language for most articles

-Speech to text resource website extension addition. Will read to the student in the language selected.

-Vocabulary word bank

-Use visuals whenever possible to support classroom instruction and classroom activities.

-Teacher modeling and written instructions for every assignment

-Struggling Readers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/14>

-Spanish for Native/Heritage Speakers:

<https://www.curriculumpathways.com/portal/#/pd/strategies/13>

-English Language Learners:

<https://www.curriculumpathways.com/portal/#/pd/strategies/6>

-Library of Congress Images Catalog:

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

-Maps:

http://claver.gprep.org/sjochs/historical-blank_maps_for_quizzes-.htm

-Digital History Reference Room Images:

<http://www.digitalhistory.uh.edu/references/images.cfm>

-Digital History Writing Guides:

http://www.digitalhistory.uh.edu/references/writing_guides/writing_guides.cfm

-PBS Learning Media Middle School Image Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Image&selected_facet=subject:3026

-PBS Learning Media Middle School Audio Resources:

https://nj.pbslearningmedia.org/grades/middle-school/?selected_facet=media_type:Audio&selected_facet=subject:3026

-Flash Cards: <https://tinycards.duolingo.com/>

-Document Analysis Worksheets:

<https://www.archives.gov/education/lessons/worksheets>

-Teaching English Language Learners:

<https://teachinghistory.org/teaching-materials/english-language-learners>

-Multisensory Vocabulary Instruction: Guidelines and Activities:

<https://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities>

-Education Games: <https://mrnussbaum.com/>

Activities

D-

Chapter 15 see TE pages 478 (SN), 484 (SN), 485 (G&T), 489(SN), 490(G&T), & 494(ELL)

Chapter 16 see TE pages 513(G&T), 526(SN), 526(ELL), 530(SN), & 532(G&T)

Chapter 17 see TE pages 553(G&T), 553(SN), 559(ELL), 562(G&T), 565(SN), 566(SN), 567(G&T), 568(G&T), 569(SN), 569(ELL), & 570(G&T)

Chapter 15

- Ask students to imagine an issue that might divide their school. Have students consider the pros and cons of both sides. Next, focus students' attention on how they might resolve such a dispute. Then have students consider the pros and cons of each choice. Explain to students that they are going to learn about how the issue of slavery increasingly divided the nation, sometimes with violent results, and how the nation's leaders tried to resolve the problem. (TE page 472 {Verbal/Linguistic})
- Have each student create a set of flash cards using the key terms and people. Have students write the term or name on one side of the card and the definition of that term on the other side. Encourage students to use their flash cards regularly to study these people and terms. (TE page 475 {Verbal/Linguistic, Kinesthetic})

Chapter 15-Section 1

- Draw a two-column chart and label the columns Cause and Effect. Have students copy the chart and complete it by listing the major cause-and-effect relationships between events in the section. Model the activity for students by listing the following: cause-gain of Mexican Cession; effect-renewed bitter debate over slavery. As you review the section's main ideas, have students share the cause-and-effect relationships they listed. (TE page 476)

ELL-English Language Learners

AL-Above Level

G&T-Gifted & Talented

SN-Special Needs

{Verbal/Linguistic}

- List the section's Key Terms and People for students to see. Next, ask students to write eight sentences that summarize the section and use all the key terms and people. Students should write two sentences for each subsection. Ask students who have trouble putting thoughts into words to summarize each part of the section aloud. Then help students get their ideas on paper. As a class, students should share their sentences for each subsection. (TE page 478 {Verbal/Linguistic})
- As students read the section, have them make a list of the key leaders connected to the slavery issue. Then ask each student to create a large chart of the leaders on construction paper or poster board. For each leader, students should provide a short caption identifying the person and his view on the slavery issue. To illustrate each person's views, students might also include short quotes where available. Tell students to group leaders according to the leaders' views. Have students share the information they listed to help you create a large master chart. Display the master chart in the classroom and add to it during the study of the chapter. (TE page 479 {Verbal/Linguistic, Visual/Spatial})

Chapter 15-Section 2

- Have each student create a book jacket for Uncle Tom's Cabin. Provide either a model book jacket or a book jacket template for students to use. Students should fold a piece of paper to create front and back covers, a spine, and end flaps. On the front cover, students should provide the title and author of the novel, a promotional tag line, and a strong image. On the end flaps, students should provide a brief summary of the book followed by a brief biography of the author. On the spine, students should list the title and author. On the back cover, students should provide comments about the book's influence. (TE page 482 {Verbal/Linguistic, Visual/Spatial})
- Have each student list the section's blue and red headings on a piece of paper and leave room below each heading. Then instruct students to make short entries under each heading that detail the significant people, places, and events that contributed to violence in Kansas and in the Senate. As you review the section's main ideas, have students share their notes on the issues and events that led to violence. (TE page 483 {Verbal/Linguistic})
- Draw the graphic organizer found on page 484 in TE. Have each student copy the graphic organizer and complete it by describing the Kansas-Nebraska Act and the events that resulted. (TE page 484 {Visual/Spatial})

Chapter 15-Section 3

- Ask students to imagine that they are abolitionists in the 1850s. Have each student write three short letters to a fellow abolitionist in Great Britain. The letters should describe the changes in U.S. political parties, the Dred Scott decision, and the Lincoln-Douglas debates. Tell students to describe the events and to identify various groups' views of them. As you review the section's main ideas, have volunteers read their letters aloud. (TE page 488 {Visual/Spatial})
- Explain to students that the Kansas-Nebraska Act caused changes in the makeup of U.S. political parties. Draw the graphic organizer found on page 489 in the TE. Have students copy the graphic organizer and complete it by listing the changes that occurred in U.S. political parties as a result of the Kansas-Nebraska Act. (TE

page 489 {Visual/Spatial})

- Ask students to imagine that they are abolitionist reporters covering Dred Scott's case. They have been granted an exclusive interview with Dred Scott following the Supreme Court's ruling in the case. Have each student use the information in the text to write a fictional interview with Scott. Students should ask Scott why he sued for his freedom, how the Supreme Court ruled on his case, and what his reaction to the decision was. Students should write both their questions and Scott's answers. Have volunteers read their interviews with the class. (TE page 490 {Verbal/Linguistic})

Chapter 15-Section 4

- Number students from one to three. Have each of the "ones" create a poster to recruit supporters for John Brown's army. Ask each of the "twos" to create a campaign poster for the election of 1860 and assign each student a specific candidate to support. Have each of the "threes" create a poster to urge the southern states to secede. As you review the section's main ideas, have volunteers explain their posters. (TE page 493 {Verbal/Linguistic, Visual/Spatial})
- Write the following terms for the class to see: arm, arsenal, conspiracy, ferry, marines, mourned, raid, squad, treason, and uprising. Work with students as a class to locate each term and define it as used in the text. Then have students work in pairs or small groups to create a sequential flow chart listing the events connected to John Brown's raid. Have students share the events they listed with the class. List events for students to see. Then help students to use the list to write a summary of John Brown's raid. Model for students the use of Standard English and correct grammar. (TE page 494 {Verbal/Linguistic})

Chapter 16

- Ask students to imagine that people in part of their state have risen up against the U.S. government, which they claim is abusing its power and denying their rights. Tell students to imagine that some of their friends and even members of their family have decided to fight with the rebels. Have students discuss the results of such a situation. How would they feel if they had to fight against family members and friends in battle? What would it be like if battles were taking place in their local community? What would be some of the effects on the people and local environment? Explain to students that the Civil War divided Americans and resulted in extreme death and destruction across large parts of the nation. Tell students as they study this chapter to note how the war affected soldiers, civilians, and the environment. (TE page 506 {Verbal/Linguistic})
- Assign each student a key term or person from the list on page 509 in the TE. Have students define or identify their assigned term or name, then have students explain the importance of that term during the Civil War. Ask students to imagine that they are creating a series of bumper stickers with historical themes. Have each student create a slogan for a bumper sticker that relates the importance of the term or person they were assigned. Remind students to keep their slogans short, interesting, and to the point. (TE page 509 {Verbal/Linguistic, Visual/Spatial})

Chapter 16-Section 1

- Discuss with students the crisis Lincoln faced upon becoming president, including his view on succession. Then discuss how the attack on Fort Sumter triggered

the outbreak of the Civil War. Draw a jagged circle for students to see and label it Fort Sumter. Below the circle, draw two large boxes and label them "Americans Choose Sides" and "Preparing for War." Have students help you complete each box by listing main ideas for that topic. Have students copy the completed chart. (TE page 510 {Visual/Spatial})

- Have students read the quote by David R. P. Shoemaker found in the U.S. History Textbook on page 515. Create a two-column chart for students to see. Title the first column, "What We Know" and the second column, "What We Infer." Discuss with the class what specific details about the Union army they can learn about from this source. List students' responses in the chart. Ask students what they can infer from the source, using prior knowledge and information from the textbook. Have each student write an informative paragraph about the purpose and type of training soldiers received. (TE page 514 {Verbal/Linguistic})

Chapter 16-Section 4

- Discuss the feature on pages 526-527 in the U.S. History Textbook. Have students work in pairs to create time lines of the events in the Vicksburg campaign. Students should note one detail about each event. (TE page 526 {Visual/Spatial})
- Have students write down each word or phrase they do not understand in the feature found on pages 526-527 in the U.S. History Textbook. Organize students into mixed-ability pairs. Have partners look up the definitions of the words on their lists. Then have partners quiz each other on the words' meanings. (TE page 526 {Interpersonal, Verbal/Linguistic})
- Review the information about African American soldiers in this section. Then draw the chart found on page 530 in TE for students to see. Have each student copy the chart and complete it by listing reasons why African Americans joined the Union and some of the hardships they faced. (TE page 530 {Visual/Spatial})
- Explain that the U.S. Constitution gives Congress the power to raise and support armies but does not mention conscription or military draft. During the Civil War, both the North and the South resorted to using the draft. Organize student into two groups. Have one group support a military draft and have the other group oppose it. Have students work independently to jot down their ideas and arguments. Then give the groups time to prepare defenses and arguments supporting their assigned positions. If time allows, have students conduct research on the topic. Hold a debate between the two sides and serve as the moderator. Afterward, discuss the reasons for the drafts in the Civil War. (TE page 532 {Interpersonal, Logical/Mathematical})

Chapter 16-Section 5

- Have students discuss Lincoln's achievements and his importance in American history. Ask students to suggest words and short phrases that describe Lincoln, his accomplishments, and his legacy. Create a list for students to see. Then have students create an acrostic out of Lincoln's name. Have volunteers share some of their answers with the class. (TE page 535 {Verbal/Linguistic})
- Discuss the events that led to the end of the war. Then have each student create a visual diagram titled "The Road to Surrender." The diagram should use one or more images to show the key events from the Battle of Gettysburg and after that led to Lee's surrender at Appomattox Courthouse. Students should incorporate

dates. As you review the section, have volunteers share their visual diagrams. (TE page 536 {Visual/Spatial})

- Create a flow chart for students to see. Label the box on the left “Decision” and the box on the right “Consequences.” In the box labeled “Decision,” write the phrase “Lincoln replaces McClellan.” Ask students: What was the consequences of that decision? Write students’ responses in the box labeled “Consequence.” Continue to create and fill in “Decision” and “Consequence” boxes for the rest of the section content under the heading “Fredericksburg and Chancellorsville.” Ask students to predict if General Hooker will retain his position as leader of the Army of the Potomac. (TE page 537 {Visual/Spatial})
- Write the events shown on page 539 in the TE for students to see. Have each student create a time line that places the events in their proper sequence, provides the date of each event, and provides a short annotation explaining the importance of each event. (TE page 539 {Visual/Spatial})

Chapter 17

- Have students imagine that their town or city has been devastated by a natural disaster. For example, traffic signals do not work, hospitals and schools are closed, grocery stores have been stripped of food, and power and water plants have been destroyed. Ask students to list, in order of importance, what the town should focus on rebuilding or replacing first. Ask for volunteers to share their lists with the class. Explain to students that they will be learning about the efforts to rebuild and reunite the United States following the Civil War. Ask students to use their prior knowledge to predict what social, economic, and political issues might cause the North and South to disagree over priorities in rebuilding the nation {TE page 548 {Verbal/Linguistic}}
- Introduce the key terms and people from this chapter by reviewing with the class each term and its description. Have students write three multiple-choice questions about terms or people from the list. Have student’s exchanges questions with a partner and answer the questions. Then have each pair review the correct answers together. (TE page 551 {Verbal/Linguistic})

Chapter 17-Section 1

- First, have each student examine the main ideas for this section. Then have students create as many questions for each main idea as they can. Have students review the section and provide answers for each of the questions they created. (TE page 552 {Verbal/Linguistic})
- Have students locate and read a copy of Abraham Lincoln’s second inaugural address. Have each student write a short summary of the speech, including a short explanation of Lincoln’s views on Reconstruction. Discuss with students their interpretations of Lincoln’s ideas. (TE page 553 {Verbal/Linguistic})
- To help students answer the guided reading questions, draw a T-chart for students to see. Label one side of the chart “Ten Percent Plan” and the other “Wade-Davis Bill.” Have each student copy and complete the chart. Review with students the characteristics of each plan for Reconstruction. (TE page 553 {Verbal/Linguistic})

Chapter 17-Section 2

- Draw a four-column chart for students to see. Label the columns: *Opposition to President Johnson, Fourteenth Amendment, Congress Takes Control, and*

	<p><i>Fifteenth Amendment.</i> Have each student make a copy of the chart and complete it by listing the section’s main ideas and events in the appropriate column. Have students complete the master copy of the chart. (TE page 558 {Verbal/Linguistic})</p> <ul style="list-style-type: none"> Organize students into mixed-ability pairs. Have each pair review the information on opposition to President Johnson’s Reconstruction Plan. Have students create an acrostic for one of the key terms or people discussed under this heading. Each acrostic should reflect the views or concepts associated with the key term or person. (TE Page 559 {Verbal/Linguistic}) <p>Chapter 17-Section 3</p> <ul style="list-style-type: none"> Help students list the main people, events, and issues in the section. Then ask students to imagine that they are news reporters. Have each student write one news headline for each of the section’s main events and issues. Model the activity for students by doing the first headline as a class. Have students share their related headlines with the class. (TE page 564 {Verbal/Linguistic}) Review with students the new Reconstruction governments created in the South. Have students discuss the policies of many southern governments. Ask students to imagine that they are Republican officials in the South. Have each student create two or three political banners with slogans that describe reforms enacted by Republican governments. Remind students that political banners should help promote the accomplishments of their party. Have students illustrate their banners. (TE page 565 {Verbal/Linguistic, Visual/Spatial}) Discuss with students the details of the rise of the Ku Klux Klan and the effects the Klan had on the South during Reconstruction. To help students understand the causes and effect of the rise of the Ku Klux Klan, draw the graphic organizer found on page 566 in the TE for students to see. Have students copy the graphic organizer and complete it by identifying the causes and effects of the rise of the Klan. (TE page 566 {Verbal/Linguistic, Visual/Spatial})
<p><i>Experiences</i></p>	<p><u>Slavery and Underground Railroad Tour</u></p> <p>Learn about the dramatic history of slavery and the Underground Railroad in NYC. Listen to tales of courage and triumph and discover the stories of real New Yorkers who risked life and property to help people escaping American Slavery. Visit historic stops that were part of the Underground Railroad network and listen to tales of courage and triumph of real New Yorkers who risked life and property to help people escaping American Slavery and the dramatic history of slavery and the Underground Railroad in NYC. New York Pass grants you free admission to this tour. https://www.newyorkpass.com/En/new-york-attractions/tickets/Slavery-and-Underground-Railroad-Tour/ (Chapter 15-Section 1)</p> <p><u>Afro-American Historical Society Museum</u></p> <p>The Afro-American Historical Society Museum was organized as a committee by Captain Thomas Taylor, President of the Jersey City Branch of the National Association for the Advancement of Colored People. He saw a need to develop an appreciation for the historic and cultural heritage of African Americans. Toward this end he contacted Theodore Brunson, a lay historian in Afro-American history; Mrs. Nora Fant, a long time and active resident of Jersey City; and Mrs. Virginia Dunnaway, a community worker and teacher. Together they formed the Historical and Cultural Committee setting as its purpose the research, collection, preservation and exhibition of Afro-American history</p>

and culture. The committee chose February, Black History Month, as the appropriate time to present a program and exhibition on its findings.

<http://www.cityofjerseycity.org/docs/afroam.shtml> (Chapter 15-Section 1)

Slavery in New York Museum

For most of its history, New York has been the largest, most diverse, and most economically ambitious city in the nation. No place on earth has welcomed human enterprise more warmly. New York was also, paradoxically, the capital of American slavery for more than two centuries. Educational programs will bring new curricular materials to hundreds of schools in the metropolitan area and welcome school visitors to specially designed tours of the exhibition.

http://www.slaveryinnewyork.org/about_exhibit.htm (Chapter 15-Section 1)

The Civil War and Native American Museum

The Civil War and Native American Museum occupies a two story, seven room tenant house that was once part of the John Abbott II farm. The house was named "The Pepper House" for the drying vegetables which were hung from its rafters. Olympic great Jim Thorpe spent a season living in the house as a youthful migrant farm worker. The museum, although small, is the first Civil War Museum in New Jersey. The exhibits include uniforms, weapons, equipment and material relating to the experience of the common soldier in the Civil War. <http://www.campolden.org/> (Chapter 16-Section 1)

Resources

- Deverell, W., & White, D. G. (n.d.). *Holt McDougal United States history*.
- Deverell, W., & White, D. G. (2012). *United States history*. Orlando, FL: Houghton Mifflin Harcourt.
- Documents on Race Relations in the U.S. - <http://www.understandingrace.org/history/index.html>
- Secondary Source material on American Society - <http://www.historyisaweapon.com/indextrue.html#>
- Historical Videos - <http://www.hippocampus.org/HippoCampus/History%20%26%20Government;jsessionid=2396311A2A8F822295E7D8DD97CC6F02>
- Primary Source Documents - <http://www.digitalhistory.uh.edu/>
- Interpretation of Primary Source Documents - <https://peopleshistory.us/teachers/teachers/>
- Lesson Plans and Activities - <https://www.learner.org/resources/discipline-social-science.html>
- Additional Content Driven Resources - <http://www.discoveryeducation.com/>
- Videos and Other Media - <http://www.pbs.org/>
- Teaching Materials and Historical Content - <http://teachinghistory.org/>
- U.S. Constitution Resources - <http://www.constitution.org/>
- Amistad Commission: Unit 7 Evolution of a New Nation State <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
- Amistad Commission: Unit 8 Civil War and Reconstruction <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>
- Holocaust Commission: Rewilding: How do we identify bias? <https://www.common sense.org/education/lesson-plans/rewilding-how-do-we-identify-bias>
- Amistad Commission: Kansas-Nebraska Act: The Law that Ripped America in Two <https://newsela.com/read/smi-kansas-nebraska-act/id/30381/>
- Amistad Commission: Emancipation Proclamation <https://sheg.stanford.edu/history-lessons/emancipation->

proclamation

- Amistad and Holocaust Commission: Cartoon Prints <https://www.loc.gov/collections/american-cartoon-prints/?c=150&sp=1&st=list>
- Holocaust Commission: Finding Credible News <https://www.common sense.org/education/digital-citizenship/lesson/finding-credible-news>

Suggested Time Frame:

4th Marking Period

PACING GUIDE	DAYS
Unit 1: Our Colonial Heritage (Ch. 1-3)	25 days
Unit 2: The American Revolution and The New Nation (Ch. 4-6, 8)	40 days
Unit 3: The American Revolution and The New Nation (Ch. 10, 12-14)	40 days
Unit 4: The New Nation and The Nation Breaks Apart (Ch. 15-17)	35 days
Additional Unit for Financial Literacy	6 days during NJSLA testing

D- Indicates differentiation at the Lesson Level.

Appendix

Content Area:	United States History	Grade(s)	7
Unit Plan Title:	Financial Literacy		
Social Studies NJ Standard			
Financial Literacy (“Not Your Parents Money Book”)			
<ul style="list-style-type: none"> •9.1.8.A.1: Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. •9.1.8.A.7: Explain the purpose of the payroll deduction process, taxable income, and employee benefits. •9.1.8.A.7: Explain the purpose of the payroll deduction process, taxable income, and employee benefits..1.8.A.6: Explain how income affects spending decisions. •9.1.4.A.2: Identify potential sources of income •9.1.4.A.2: Explain how income affects spending and take-home pay. 			
Overview/Rationale			
<p>As a citizen of the United States it is essential to be financially literate, based upon the free-enterprise market economy that exists. Financial literacy refers to the ability to know how to earn money, save money and properly allocate funds within your daily life. Students need to be made aware of the basic system that currently exists and the predictions for how this system will change within their lives. Many concepts and programs such as pension plans and social security that the student’s parents may be eligible for will most likely either not exist or look far different then they do today. Students need to learn how to ensure that every financial decision that they make needs to have a specific purpose and not an impulse decision. When students are financially literate they can have full independence and success within the economy of the United States.</p> <p>Areas of Focus:</p> <ul style="list-style-type: none"> ● History of Money (Review) ● How Money is Made (Review) ● Smart Spending ● Making You Money Grow 			

- Why Does Money Make People so Crazy?

Career Readiness Practices

Financial Literacy

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standard(s)

- 8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.4: Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
- 8.2.5.B.4: Research technologies that have changed due to society's changing needs and wants.

Interdisciplinary Standard(s)

- CCSS.ELA-Literacy.RI.6.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-Literacy.RI.6.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.6.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
- CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA.Literacy.W.6.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA - Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.6.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-Literacy.SL.6.5 Include multimedia components (ex. graphics,

sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Essential Question(s)

- Why is money important?
- How (and why) do you handle your money in a specific way?
- What do adults mean when they discuss the "economy"?
- How do you make sure you earn enough money to live comfortably and achieve financial success?

Enduring Understandings

- Long-term financial success begins early in life.
- All financial decisions should be made with advanced thought towards the future.
- Students should be planning for how they will contribute to and succeed within the American economy.
- Financial security includes appropriate spending, saving and long-term investments.
- Attain an understanding of the United States monetary system.
- Understand investment types: stocks, bonds, mutual funds.

In this unit plan, the following 21st Century themes and skills are addressed.

<p><i>Check all that apply.</i> 21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills</p>	
T	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
E	Health Literacy	A	Communication
A	Civic Literacy	T	Collaboration
A	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- SWBAT learn Jean Chatzky's "Three Rules of Money"
- SWBAT understand how one obtains money

- SWBAT identify the 3 Cs of shopping.
- SWBAT attain a basic understanding of the workings of the United States monetary system
- SWBAT understand the basics of investment options: stocks, bonds, mutual funds
- SWBAT learn the importance of saving and how to make it a habit
- SWBAT identify methods of paying for items and the difference between them.
- SWBAT explain good debt and bad debt.
- SWBAT to explain how money can grow, (stocks, bonds, and mutual funds).
- SWBAT identify cause and effect relationships based upon decisions made in financial transactions.
- SWBAT identify methods for earning and saving money in their own lives.
- SWBAT identify cause and effect relationships based upon decisions made in financial transactions.
- SWBAT understand the place of charity in their life.
- SWBAT to set and prioritize financial goals.

Assessments

1. QFT Answer/Reflection
2. Discuss the difference between "needs" and "wants." (Formative)
3. Exit Tickets (Formative)
4. Have each student keep track of what they spend for a week or a month. (Summative)
5. Group activity: Make a bar graph depicting age and allowance amount (Summative)
6. Comparing Credit Cards (compare the costs and features of three credit cards)
http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities8.pdf
7. Allowances and Spending Plans http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/2_comp.pdf
8. What Does Your Statement Tell You?
http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities8.pdf
9. Checking Writing

Teaching and Learning Actions

<p><i>Instructional Strategies</i></p>	<ul style="list-style-type: none"> ● Question Formulation Technique (QFT) ● Socratic Seminar ● Exit Tickets ● Small Group Work ● Think-Write-Speak ● Class Discussions ● Interactive Word Wall ● Read-Aloud ● Research Strategies
<p><i>Activities</i></p>	<p>QFT Answer/Reflection for each chapter.</p> <p>.Guided Reading</p> <p>. Exit Tickets</p> <ul style="list-style-type: none"> ● Comparing credit cards. ● Interpreting a credit card statement. ● Balancing a checkbook ● Create a Google form to conduct a survey with each student asking their parents what they prefer to use for their daily and recurring expenses: credit card, debit card, or cash/check? Why? <p>https://www.laptopmag.com/articles/create-survey-google-forms</p> <ul style="list-style-type: none"> ● Each student picks a company that is listed on the New York Stock

	<p>Exchange. It should be the stock of a company that they are familiar with (e.g., McDonald's, the Gap, Google, Amazon, etc.). Set a time frame in which the students follow the stock day by day or week by week in the newspaper or online. At end of the time period, each student prepares a visual graph of their stock's performance and a short summary of why they believe their stock performed the way it did.</p> <ul style="list-style-type: none"> • In groups students will discuss the situations concerning money and value judgments noted in the "Money and Right and Wrong" section. • Research a charity you would like to support and create an ad for others to support your charity. Start your research with the data base Charity Navigator (www. Charitynavigator.org). Guide Star is another solid site to use for research. (www.guidestar.org) • Use the Cost of Credit calculator at practicalmoneyskills.com to determine how much items actually cost. http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities8.pdf • Create a Money Newsletter on information learned. https://www.educationworld.com/tools_templates/newsletter1.doc • Complete setting goals for short, medium, and long range goals. http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities12.pdf
<p><i>Experiences</i></p>	<p>Guest speaker from a local bank to discuss saving money and types of bonds.</p> <p>Field Trip to the NYS/ Wall Street https://freetoursbyfoot.com/new-york-stock-exchange-nyse-virtual-tour/</p> <p>Virtual Tour/Discovery https://www.discoveryeducation.com/community/virtual-field-trips/</p>

Resources	
<p>Money Workbook http://www.nysscpa.org/docs/default-source/pdf/the-complete-money-workbook.pdf</p> <p>Financial Fitness for Life http://fffl.councilforeconed.org/lessons.php?gradeLevel=6-8&lid=68246</p> <p>Grade 7/Practical Money Skills http://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_3/L3Activities12.pdf</p> <p>Avengers http://www.practicalmoneyskills.com/resources/comics/avengers</p> <p>Money Lesson http://www.scholastic.com/browse/article.jsp?id=3757932</p> <p>Money Games https://www.practicalmoneyskills.com/play/games_in_the_classroom</p> <p>Checking Writing https://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf</p> <p>Checking Resources https://www.moneyinstructor.com/checks.asp</p>	
Suggested Time Frame:	6 days (State Testing Timeframe)

