



Howell Township Public Schools Social Studies Curriculum Guide Grades 6-8

Approved: August 23, 2017

Table of Contents

| | |
|----------------------------|------------|
| Acknowledgment..... | 2 |
| Philosophy..... | 3 |
| Introduction..... | 4 |
| Current Events..... | 5 |
| Units of Study..... | 6 |
| Grade Six..... | 8 |
| Grade Seven..... | 64 |
| Grade Eight..... | 106 |

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Philosophy

“History is about high achievement, glorious works of art, music, architecture, literature, philosophy, science and medicine -- not just politics and the military -- as the best of politicians and generals have readily attested. History is about leadership, and the power of ideas. History is about change, because the world has never not been changing, indeed because life itself is change.”

David McCullough, 2003

Howell Township embraces this philosophy. Our twenty-first century students need to be equipped with historical knowledge to analyze change. They must understand history as a key to their future; not as a dusty vestige of the past, but as a dynamic gift. In an interdependent world, it is necessary that our students learn about the common human qualities that unite people, cultures, societies and economic systems that prevail in other parts of the world and recognize the political and cultural barriers that impede dialogue.

The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world.

The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

Introduction

“The best prophet of the future is the past.”
Byron

The Social Studies Curriculum Framework for grades six through eight embraces the charge given to educators to develop enlightened citizens in a rapidly changing world. This curriculum provides the opportunity to experience Byron’s reflection as they study the past as a guide.

The chronological plan of study examines social studies skills, civics, history, economics and geography as they relate to each theme. The curriculum has been developed using the *Understanding by Design* model to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the New Jersey Core Curriculum Content Standards.

In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

Current Events

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence present day.

Writing Across the Curriculum

In order for students to be successful writers, writing must take place in all content areas. Communication with language arts teachers regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of:

- *Outlines*
- *Captions*
- *Political cartoons*
- *Summaries*
- *Journal entries*
- *Open-ended questions*
- *Essays*
- *Research projects*

Best Practices

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- *Regular opportunities to investigate topics in depth*
- *The ability to exercise choice and responsibility by choosing their own topics*
- *Opportunities for active participation in the classroom and the community*
- *Exploration of open-ended questions that challenge their thinking*
- *Opportunities for reading, writing, observing, discussing, and debating ideas*
- *Activities that include independent inquiry and cooperative learning*
- *Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts*
- *Strategies and tools to read and comprehend informational text*

○



Grades 6-8 Units of Study

Grade Six

Early Human Societies and Agriculture
Mesopotamia and the Hebrew Kingdoms
Ancient Egypt and Kush
Asian Civilizations
Greece
Rome
Islam
Medieval Period and Renaissance Periods

Grade Seven

Overview of European Colonization of the Americas
English Colonies
American Revolution
The Constitution and Early Republic
A Changing Nation
Civil War
Reconstruction

Grade Eight

Government (Transitional Unit)
Immigration, Industry, and Progressive Era
Becoming a World Power
World War I
Roaring 20's
Great Depression
World War II
Holocaust and Genocide
Cold War
Civil Rights
Vietnam War
America in the Changing World

Grade Six

Units of Study

Grade 6 Social Studies Scope and Sequence

| Trimester | Units | Estimated Pacing/Weeks |
|---------------------|--|---|
| 1 9/7-12/8 | Early Human Society & Agriculture Mesopotamia & The Hebrew Kingdoms Ancient Egypt & Kush (Start) | 3 weeks 5 weeks 3.5 weeks |
| 2 12/11-3/16 | Ancient Egypt & Kush (Finish) Asian Civilizations: India & China Ancient & Classical Greece | 2 weeks 5 weeks 6 weeks |
| 3 3/19-6/22 | The World of Ancient Rome The Rise of Islam Medieval & Renaissance Europe | 5 weeks 2 weeks 5 weeks |

Grade 6
Unit 1

Early Human Societies
& Agriculture

Grade 6 Unit 1

Unit Title: Early Human Societies & Agriculture

Duration: Three Weeks

New Jersey Student Learning Standards for Social Studies:

6.2.8.A.1.a. Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.B.1.b -Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.2.8.C.1.a- Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.2.8.D.1.c. Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

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

Reading History:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing History:

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

- A. 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.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices:

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply the appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Early humans, like people today, adapt to their environment.

Enduring Understandings:

Students will understand that:

- The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and peoples, issues and events.
- Early humans adapted to their environment. They developed tools and domesticated plants and animals to improve their lives
- As people become better farmers, they settled into larger villages. Some developed into complex villages with new ways of life.
- Farming developed independently in river valleys throughout the world.

Essential Questions:

- Whose point of view matters in historical analysis?
- How does one locate legitimate primary sources?
- What is the value of secondary source analysis?
- How are present events related to past events?
- How did early humans interact with the environment?

- How did humans' way of living change as they interacted and adapted?
- What were some of the tools created by early humans?
- What kind of culture did early humans create?
- Why was living in a river valley necessary for agricultural growth?
- How did farming advance the quality of human life?

Learning Targets:

- Describe the way of life of the hunter-gatherer.
- Describe the beginnings of the domestication of animals and plants.
- Trace the impact of farming on the development of settlements among early humans.
- Describe what life was like in these early complex villages.

Learning Vocabulary:

| | | | |
|----------------|--------------|--------------------------------|------------------------------|
| prehistory | domesticate | Paleolithic (Old Stone Age) | Neolithic (New Stone Age) |
| oral tradition | ravines | primary source | agriculture |
| technology | paleontology | secondary source | social class |
| archaeology | inhabitants | hunter-gatherer | nomads |
| bands | migration | irrigation | fertile |
| surplus | artisans | specialization | domestication |
| Catal Huyak | | | |

Suggested Assessments:

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period
- Oral presentations using Venn diagrams to compare and contrast hunters and gatherers.
- Brainstorm skills of hunters and gatherers.

- Research and analyze cave drawings, then create one
- Research natural materials and methods used to make tools
- Summarize and present relevant information
- Research and summarize information to show the changes that shaped human communities such as:
 - Early hominid development, including the development of language and writing;
 - Migration and adaptation to new environments;
 - Differences between wild and domestic plants and animals;
 - Differences between hunter/gatherer, fishing, and agrarian communities
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration:

Science:

- Integrate the creation of stone tools with science during the geology unit.
- Learn the word speleology; apply to geology study

Art:

- Groups draw Museum Displays about a topic. This is a labeled picture of a museum display.
- Create a tool using only natural materials
- Create a class book of cave drawings

Suggested Resources:

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapter 1

Primary Sources:

- See resources in McDougal Littell

Websites:

- <http://www.culture.gouv.fr/culture/arcnat/chauvet/fr/>
- <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>
- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <https://www.youtube.com/watch?v=T1AtNpTz1cM>

Grade 6 Unit 2

Mesopotamia & the Hebrew Kingdoms

Grade 6 Unit 2

Unit Title: Mesopotamia and the Hebrew Kingdoms

Duration: Five Weeks

New Jersey Student Learning Standards for Social Studies:

6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

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

6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

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

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

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

6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

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

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

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

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

6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

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Career Ready Practices:

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CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Geography influenced where people settled, how they lived, and the development of their beliefs in the Fertile Crescent region.

Enduring Understandings:**Students will understand:**

- A complex way of life, called civilization developed in Sumer, a region in southern Mesopotamia.
- Successive empires rose and fell in Mesopotamia and the lands to the east.
- Why the land between the Tigris and Euphrates River was able to support agriculture.
- How man was able to adapt to living in the region despite the lack of natural resources.
- This region developed the basic concepts of writing and law.
- Land in the Fertile Crescent became the home of the Hebrews, who believed it had been promised to them by God.
- Roman rule brought the end to the Jewish political state, but not to the Jewish religion.

Essential Questions:

- How did geography influence the development of civilization in Southwest Asia?
- How did the land between the Tigris and Euphrates Rivers support agriculture?
- What is the relationship between Fertile Crescent and Mesopotamia?
- How did the lack of resources affect the development of cities?
- What religious concepts developed?
- How did city-states turn into empires?
- What contributions did the Mesopotamian civilization make to the development of writing and law?
- What is the central belief of Hebrewism?
- What was the impact of Roman rule on the Jews?
- How did the Jews continue to keep the religion alive during their years of exile?

Learning Targets:

- Describe the geographic features of Mesopotamia and the ways in which they contributed to the spread of agriculture.
- Explain how early farmers managed to control water supplies in the region.
- Discuss the characteristics of a civilization.
- Outline key features and major scientific developments of Sumerian society.
- Describe the major inventions of Mesopotamia and how they influence the world today.
- Trace and explain the rise and fall of the empires in Mesopotamia: Akkadians, Babylonians, Assyrians, Chaldeans, and Persians.
- Explain the origins and significance of central beliefs of the Hebrews.
- Describe the locations of the settlements of the Hebrew people and Moses' role in Hebrew freedom.
- Explain the consequences of resistance to Roman control.
- Summarize how the Jews kept their faith alive after the Diaspora

Learning Vocabulary:

| | | |
|------------------|------------|------------------|
| Mesopotamia | exile | Ten Commandments |
| fertile crescent | provinces | monotheism |
| Tigris River | Royal Road | silt |
| Euphrates River | toleration | drought |
| city state | tribute | surplus |
| Hammurabi | cuneiform | code of law |
| polytheism | Stele | Satrap |
| floodplain | Moses | minted coins |
| arid | Abraham | empire |
| swell | Torah | rabbi |
| Diaspora | synagogues | |

Suggested Assessments:

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between monotheism and polytheism.
- Webquests
- Journal entries from the perspective of someone living during this time period
- Oral presentations using Venn diagrams to compare and contrast Mesopotamian empires
- Research and develop ideas for and against "Laws are necessary for the protection of individuals and society." Write persuasive essays and form teams to debate the arguments for and against the issue.
- **DBQ online activity:** "Hammurabi's Code: Was It Just?"
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration – Links to other content areas:

Mathematics:

- Consider the mathematics of building; geometry used for building the Gates of Ishtar for example.

Music:

- Write song lyrics – use a familiar tune and rewrite the lyrics to create a song about Cyrus. Perform the songs for the class.

Suggested Materials

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 2 & 3

Primary Sources:

- See resources in McDougal Littell

Web Sites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.mrdonn.org/ancienthistory.html>
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://www.pbs.org/wgbh/nova/sunken/wonders/>
- <http://www.yale.edu/lawweb/avalon/medieval/hammenu.htm>
- <https://www.youtube.com/watch?v=BsPbqmYwxso>
- <https://www.youtube.com/watch?v=IB9hY0FI5kQ>
- <https://www.youtube.com/watch?v=DYxJvufGlgU>

Grade 6
Unit 3

Ancient Egypt & Kush

Grade 6 Unit 3

Unit Title: Ancient Egypt and Kush

Duration: Six Weeks

New Jersey Student Learning Standards for Social Studies:

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

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

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

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

6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

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

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

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

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

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

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing History

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

- A. 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.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices:

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply the appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Egypt was affected by the structure of geographic, social, political, economic, religious strata.

Enduring Understandings:**Students will understand that:**

- The development of civilizations along rivers continues.
- The Nile River gave life to Egypt.
- The New Kingdom was another period of advancement for Egypt.
- The prosperity of Egypt encouraged advances in the arts, religion, mathematics and the sciences.

Essential Questions:

- What was the importance of the Nile River to the life of Egypt?
- How was the success of the Egyptian culture tied to the Nile River?
- How did Egyptian technological improvements advance civilization?
- How did Egypt's religious and social structures affect daily life?
- What economic activities developed in Egypt?
- How did the unification process affect Egypt's government?

Learning Targets:

- Explain how the flooding of the Nile River benefited the ancient Egyptians.
- Describe how Egyptians used the fertile land along the Nile River.
- Understand the role of Egyptian trade.
- Identify jobs and social roles of ancient Egyptians.
- Describe Egyptian advances in math and science.
- Explain Egyptian religious beliefs.
- Explain how government and religion were linked in ancient Egypt.
- Describe how the pyramids were built and what they contained.
- Compare and contrast the Middle Kingdom and the Old Kingdom.
- Identify the main rulers of ancient Egypt along with their major achievements.

Learning Vocabulary:

| | | | |
|-------------|---------------|---------|---------------|
| Nile River | delta | scribe | pyramid |
| cataract | hieroglyphics | Menes | Ramses |
| Kush | pharaoh | papyrus | Khufu |
| unification | mumification | dynasty | Hatshepsut |
| Nubia | shadoof | obelisk | Rosetta Stone |

| | | | |
|-----------|-------------|-----------|--------|
| afterlife | Tutankhamen | cataract | silt |
| fertile | plateau | quarried | embalm |
| mummy | polytheism | overseers | Piye |
| Hittites | | | |

Suggested Assessments:

Performance Tasks:

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period.
- Oral presentations using Venn diagrams to compare and contrast the Middle Kingdom and the Old Kingdom.
- Write a diary entry about a day on the Nile River as an Egyptian trader.
- Interpret charts
- Create a timeline of Old and Middle Kingdoms.
- Class and group discussions
- Research women in ancient Egypt and their roles in marriage, family, household, careers, and government.
- Create a presentation on Egyptian afterlife.
- **DBQonline activity:** "How Did the Nile Shape Ancient Egypt?"
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration – Links to other content areas

Math:

- Explore the barter system
- Investigate Egyptian numerals.
- Use Egyptian math to calculate equations

Science:

- Relate the Egyptian irrigation system to astronomy; Sirius, the Dog Star is visible during flood season.
- Research the arid nature of Egypt's climate; relate it to preservation of artifacts.
- Explain the return of Sirius

Art:

- Design a monument that a modern Pharaoh might build to honor his/her life and accomplishments

Suggested Resources**Textbooks:**

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 4

Primary Sources:

- See resources in McDougal Littell

Web Sites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://guardians.net/hawass/>
- <http://ancienthistory.mrdonn.org/AncientEgypt.html>
- <http://www.bbc.co.uk/history/forkids/>
- <https://www.youtube.com/watch?v=E77WPW0vWw>

Grade 6
Unit 4

Ancient Asian Civilizations:
India and China

Grade 6 Unit 4

Unit Title: Ancient Asian Civilizations: China and India

Duration: Five Weeks

New Jersey Student Learning Standards for Social Studies:

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

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

6.2.8.B.2.b- Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

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

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

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

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

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

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

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

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

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

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

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

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

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

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

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

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C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

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

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices:

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CRP2 Apply the appropriate academic and technical skills

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CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Geography, religion, and cultural developments all have an impact upon the development of civilizations.

Enduring Understandings:

Students will understand that:

- The impact of geography was significant to development of these civilizations.
- Religious beliefs affected the structure of family life.
- Social classes determined several aspects of daily life.
- Modern archaeology discoveries expand our knowledge of ancient China and ancient India.
- Cultural developments helped to spread civilization.
- A complex civilization developed in ancient India that produced a sophisticated urban life as well as a rich culture.
- The influence of India can be seen around the world today in religion, art, and mathematics.
- Due to natural barriers, Chinese culture developed with limited outside influence.
- Chinese philosophies had a lasting influence on East Asia as did advances in technology, agriculture, and trade made during Han times.

Essential Questions:

- How are these civilizations affected by their river valley locations?
- How did Hinduism, Buddhism, Taoism and Confucianism develop?
- What is the relationship between social structures in China and India?
- What is the value of learning about the specific cultural achievements of China and India?
- How do India's rich history and culture affect the world today?
- How do the people, events and ideas that shaped ancient China continue to influence the world today?

Learning Targets

- Describe the physical features, including the river systems, of ancient India and China.
- Describe the development of early Indian and Chinese civilizations.
- Analyze the social structure of the caste system.
- Summarize the features of the main religions in India and China.
- Compare and contrast the different philosophies from ancient China.
- Describe the rise and fall of the different empires and dynasties from India and China.
- Analyze the achievements of ancient India and China in the arts, math and science.
- Analyze the impact of trade in ancient India and China.

Learning Vocabulary:

| | | | |
|--------------------|-----------------|-------------------|-----------------------|
| caste system | Himalayas | Nirvana | caste |
| Buddhism | Indus | Great Wall | Asoka |
| Confucius | Yangtze River | Dharma | |
| migration | Qin | Four Noble Truths | Brahminism |
| Hinduism | Silk Road | subcontinent | Harappan Civilization |
| Mt. Everest | Shi Huangdi | Eightfold Path | Vedas |
| Siddhartha Gautama | Terracotta Army | monsoons | |
| Daoism | Legalism | Confucianism | |

Suggested Assessments:**Performance Tasks:**

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period
- Oral presentations using Venn diagrams to compare and contrast different philosophies.
- Research Harappa; what is its significance to twenty-first century students?
- Create a Venn Diagram; present the similarities and differences between Buddhism and Hinduism
- Research Chinese calligraphy and painting. Create and label your own painting
- Create a postcard describing the geography of ancient India or China

- **DBQonline activities:** "Asoka: Ruthless Conqueror or Enlightened Ruler?" & "The Great Wall of Ancient China: Did the Benefits Outweigh the Costs?" & "The Silk Road: Recording the Journey"
- **NewsELA.com activities:**
 - Chapter tests
 - Quizzes
 - Written responses based upon essential questions
 - Trimester assessments

Curriculum Integration – Links to other content areas:

Math:

- Find the number of people living in India today. Find the number of Indian speakers of specific languages. Calculate percentages and display in a pie graph.
- Calculate how long it would take to walk the Great Wall.

Science:

- Research the engineering necessary for the Three Gorges Dam.

Art:

- Chinese painting and calligraphy

Suggested Resources

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 5 & 6

Primary Sources:

- See resources in McDougal Littell
- Bhagavad-Gita
- Analects

Web Sites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://ancienthistory.mrdonn.org>
- <http://www.bbc.co.uk/history/forkids/>
- <http://www.historyforkids.net>
- <https://www.youtube.com/watch?v=KhDY4KJuvc0>
- <https://www.youtube.com/watch?v=7a4RKO1xJek>
-

Nonfiction text:

- 1421 The Year China Discovered the World. (This in a brand new non-fiction book and DVD from PBS)

Grade 6
Unit 5

Ancient & Classical Greece

Grade 6 Unit 5

Unit Title: Ancient and Classical Greece

Duration: Six weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

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

6.2.8.A.3.c- Determine the foundational concepts and principles of Athenian Democracy and the Roman republic that later influenced the development of the US Constitution.

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

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

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

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

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

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

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

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

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

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

6.2.8.B.4.a- Explain how geography influences the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

6.2.8.D.4.a- Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

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

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

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RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

The growth of city-states led to the development of different political systems; including democracy.

Enduring Understandings:**Students will understand that**

- The geography of Greece, lack of rivers, led to sea travel and trade that helped to influence Greek culture.
- The geography of Greece led to the development of individual city-states (polis).
- The ancient Greeks honored many gods and developed their own literature.
- Societal preferences dictated the focus of polis development; example: Sparta's military growth; Athens's political growth.
- War with neighbors resulted in several changes for Greece.
- There are significant differences between Ancient and Classical Greece.
- Classical Greece included the spread of Hellenism; particularly by Alexander the Great.

Essential Questions:

- How do Greek literature and social customs relate to their religious beliefs (gods and goddesses)?
- How was Greece organized politically?
- How did educational philosophy affect the Spartan military and the Athenian polis?
- What were the results of the Peloponnesian Wars?
- What are the differences between ancient and classical Greece?
- What were the achievements of Alexander the Great?

Learning Targets:

- Describe the effect of mountains and the sea on Greek life.
- Explain how Greeks viewed and honored their gods.
- Understand how the ancient Greek Olympics influenced the Olympics of today.
- Differentiate between the various forms of Greek literature.
- Explain how Greece developed politically over time within the different city-states.
- Compare and contrast Sparta and Athens
- Describe how the different wars/battles affected the city-states.
- Compare the democracy of ancient Athens to the democracy of the U.S. today.
- Explain the influence of Alexander the Great.
- Describe how the concepts and styles of Greek architecture and art are still influential today.
- Name some important Greek historians and philosophers and summarize their contributions.
- Explain how the Greeks made advancements in math and science.

Learning Vocabulary:

| | | |
|-----------|----------|-------------|
| peninsula | Olympics | aristocracy |
|-----------|----------|-------------|

| | | |
|------------|-------------|---------------------|
| citizen | Acropolis | oligarchy |
| isthmus | epics | Peloponnesian Wars |
| democracy | Pericles | Alexander the Great |
| myths | city-states | drama |
| agora | polis | comedy |
| tragedy | Aristotle | Parthenon |
| philosophy | Plato | |

Suggested Assessments:

Performance Tasks:

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period.
- Oral presentations using Venn diagrams to compare and contrast life in Sparta and Athens.
- Analyze how government from ancient Greece influenced modern government today.
- Read myths and write a personal myth
- Polis simulations
- **DBQonline activities:** "Education in Sparta: Did the Strengths Outweigh the Weaknesses?" & "How Great was Alexander the Great?"
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration Suggestions – Links to other content areas:

Mathematics:

- Relate Euclid's theories to the study of geometry
- Look for geometric patterns in Greek architecture.

Science:

- Discover the basis for the geocentric theory of Ptolemy
- Explore the famous Greek inventions of people such as Archimedes and Aristarchus

Art:

- Use the ancient Greek alphabet to write their names; polis banners, etc.
- Build the Acropolis (and / or other architectural references)

Suggested Resources**Textbooks:**

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 7 & 8

Primary Sources:

- See resources in McDougal Littell

Web Sites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://ancienthistory.mrdonn.org>
- <http://www.bbc.co.uk/history/forkids/>
- <http://www.historyforkids.net>
- <http://www.mythweb.com/>
- http://www.ancientgreece.com/s/Main_Page/
- <http://www.ancient-greece.org/>

Grade 6
Unit 6

The World of Ancient Rome

Grade 6 Unit 6

Unit Title: The World of Ancient Rome

Duration: Five Weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

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

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

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

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

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

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

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

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

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

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing History

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

- A. 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.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices:

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply the appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

The legacy of Rome has influenced several societies.

Enduring Understandings:

Students will understand that

- Rome grew from a Mediterranean city, to a republic, to an empire.
- The daily lives of Romans revolved around family, religion and social class, as well as sports and public entertainment
- The development of Christianity took place within the Roman Empire.

- The fall of Rome was caused by several weaknesses which led to the split into Eastern and Western Empires.

Essential Questions:

- Where is Rome located?
- What are the important parts of the Roman Republic?
- How did Rome expand to an empire?
- How did Rome’s religion affect Roman culture?
- What was the daily life of an ancient Roman like?
- How did Christianity affect the Empire?
- What problems weakened Rome?
- What aspects of Roman culture have influenced other societies?

Learning Targets:

- Understand geography factors that helped Rome built a civilization.
- Describe how Rome’s republican government was organized.
- Analyze the causes and effects of Roman expansion and its transition from republic to empire.
- Understand and explain the role of the rulers and military on the Roman republic.
- Trace the influence of other cultures on Roman religious beliefs.
- Understand how Roman families and societies were organized.
- Describe what life was like in Roman cities.
- Analyze the development and influence of Christianity on the Roman Empire.
- Summarize the events that led to the decline and fall of the Roman Empire.

Learning Vocabulary:

| | |
|-----------------------|------------------|
| Romulus | republic |
| Remus | Constantine |
| Plebeians | patricians |
| Senate | consuls |
| tribunes | Pax Romana |
| Julius Caesar | Cicero |
| Augustus | aqueduct |
| Colosseum | gladiator |
| Jesus | disciples |
| parable | Eastern Orthodox |
| Roman Catholic Church | Byzantine Empire |
| Gospel | Diocletian |
| Paul | disciples |

Suggested Assessments:

Performance Tasks:

- Construct timelines of the events occurring during major eras.

- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period.
- Venn Diagram and/or compare and contrast essay of Greek/Roman gods and goddesses
- Compare and contrast life in Rome to life in Greece
- Diagram a Roman aqueduct with an explanatory essay
- Draw a cross section of a Roman bath with an explanatory essay
- Create a list of Latin words and their English derivatives
- **DBQonline activities:** "Citizenship in Athens & Rome: Which Was the Better System?" & "Why Did Christianity Take Hold in the Ancient World?" & "What Were the Primary Reasons for the 'Fall' of Rome?"
- **NewsELA activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration – Links to other content areas:

Mathematics:

- The geometry of the dome in Roman architecture
- Engineering of Roman roads, baths, aqueducts, etc.

Science:

- Engineering of Roman roads, baths, aqueducts, etc.
- Development of concrete

Art:

- Use the ancient Greek alphabet to write their names; polis banners, etc.
- Build the Acropolis (and / or other architectural references)
- Poster of Latin idioms
- Map of Paul's journeys

Suggested Resources:

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 9 & 10

Primary Sources:

- See resources in McDougal Littell

Web Sites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://ancienthistory.mrdonn.org>
- <http://www.bbc.co.uk/history/forkids/>
- <http://www.historyforkids.net>
- <http://www.teacheroz.com/romans.htm>

Grade 6
Unit 7

The Rise of Islam

Grade 6 Unit 7

Unit Title: The Rise of Islam

Duration: Two weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.2.8.D.3.e- Compare and contrast the tenets of various world religions that developed in or around this time period (i.e. Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism) their patterns of expansion, and their responses to the current challenges of globalization.

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

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

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

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

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

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

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

6.2.8.D.4.h- Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

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RH8- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing History

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

- A. 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.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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 research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Ready Practices:

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply the appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Muslim leaders spread Islam and created an empire.

Enduring Understandings:

Students will understand that

- Islam is a world religion.
- Muhammad adopted the religion of Islam and helped spread it throughout the Arabian Peninsula
- After the death of the Prophet a crisis developed over succession.

Essential Questions:

- What was Muhammad’s role in Islam’s development?
- What rules do Muslims follow for religious practice in everyday life?

Learning Targets:

- Explain how the desert climate of the Arabian Peninsula affected the way of life for different groups of people.
- Summarize the life and teachings of Muhammad.
- Explain how the teachings of Islam provide laws and guidelines for the religious practice and everyday life of Muslims.

Learning Vocabulary:

| | |
|----------|--------------|
| Muhammad | Islam |
| Allah | Five Pillars |
| mosque | Qu’ran |

Suggested Assessments:

Performance Tasks:

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period.
- Venn Diagram of Islam and another world religion that we have studied.
- Current event poster, PowerPoint, etc. discussing the role of Islam in the world today.
- Oral presentation of the current events findings from above.
- Listen to an audio clip of a passage from the Quran www.classzone.com and write a response
- Create a pamphlet for using Arabic numerals in today’s society
- Create a poster comparing the two cultures
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Suggested Curriculum Integration – Links to other content areas:

Mathematics:

- Explore the use of Arabic numerals.
- Look at online examples of Islamic architecture

Suggested Resources:**Textbooks:**

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 11

Primary Sources:

- See resources in McDougal Littell

Web Sites:

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.kathimitchell.com/ancivil.html>
- <http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <http://ancienthistory.mrdonn.org>
- <http://www.bbc.co.uk/history/forkids/>
- <http://www.historyforkids.net>
- <http://www.ducksters.com/history/islam/islam.php>

Grade 6
Unit 8

Medieval &
Renaissance Europe

Grade 6 Unit 8

Unit Title: Medieval and Renaissance Europe

Duration: Five Weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.B.1.b- Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions and the role of trade during this period.

6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation.

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

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

6.2.8.A.4.c- Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

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

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

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

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

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

6.2.8.D.4.e- Assess the demographic, economic, and religious impact of the plague on Europe.

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing History

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

- A. 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.
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- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
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- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

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WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

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Career Ready Practices:

CRP1 Act as a responsible and contributing citizen and employee

CRP2 Apply the appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

CRP5 Consider the environmental, social, and economic impacts of decisions

CRP6 Demonstrate creativity and innovation

CRP7 Employ valid and reliable research strategies

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

CRP11 Use technology to enhance productivity

CRP12 Work productively in teams while using cultural global competence

Learning Goal:

Europe faced many changes during the Middle Ages.

Enduring Understandings:

Students will understand that

- The fall of Rome created chaos for Europe.
- Feudalism emerged as the new social order.
- Towns developed as feudalism declined.
- The Catholic Church dominated all strata of medieval life.
- The Crusades affected trade and the availability of products.
- The Renaissance emerged as the power of the Catholic Church declined.
- The Reformation was a response to the division within the Catholic Church.

Essential Questions:

- What were the Dark Ages?
- How did feudalism function?
- What was town life like in the middle ages?
- Why was the Catholic Church so powerful?
- What was the Catholic Church's relationship with medieval society?
- How did the Crusades affect trade?
- How did the Reformation affect European society and politics?

Learning Targets:

- Describe Europe’s geography.
- Identify the changes in Europe after the fall of the Western Roman Empire.
- Analyze the spread of Christianity and its contributions.
- Describe feudalism and its structure.
- Identify causes of conflict between the Church and monarchs.
- Describe the effects of the plague on European society.
- Explain the significance of war and warfare technologies.
- Trace the emergence of modern European nations.
- Explain the legal system and growth of government in England.
- Review the events that led to the end of feudalism and the growth of trade.
- Explain why the Renaissance began in Italy and spread throughout Europe.
- Examine the impact of the advances made during the Renaissance.
- Identify some of the early critics of the church and the ideas that caused the Reformation.
- Explain the development of other Protestant religions in Europe and how the Catholic Church responded.

Learning Vocabulary:

| | |
|-----------------------|---------------|
| Renaissance | Medieval |
| castle | serf |
| lord | vassal |
| knight | monk |
| nun | monastery |
| Abbot | Abby |
| Martin Luther | crusades |
| St. Francis of Assisi | St. Benedict |
| St. Thomas Aquinas | Magna Carta |
| King John | Habeas corpus |
| Parliament | humanism |
| Da Vinci | Michelangelo |
| Protestant | reformation |
| chivalry | knighthood |
| cathedral | |

Suggested Assessments:**Performance Tasks:**

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions and environments.
- Use maps and other documents to explain the historical migration of people.
- Compare and contrast differing interpretations of current and historical events.
- Analyze and differentiate between primary and secondary sources.
- Webquests
- Journal entries from the perspective of someone living during this time period.

- Compare the Magna Carta to the US Constitution Bill of Rights.
- Create a presentation on an aspect of Medieval life.
- **NewsELA.com activities:**
- Chapter tests
- Quizzes
- Written responses based upon essential questions
- Trimester assessments

Curriculum Integration – Links to other content areas

Mathematics:

- Integrate the building of cathedrals
- Fibonacci sequence

Music:

- Explore the development of the bar line and Gregorian Chant
- Mention motet and madrigal.

Art:

- Build a castle
- Create a coat of arms
- Create a stained glass window

Suggested Resources

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times
 - Chapters 16 & 17

Primary Sources:

- See resources in McDougal Littell

Web Sites:

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com
- <http://www.bbc.co.uk/history/forkids/>
- <http://www.historyforkids.net>
- <http://medievaleurope.mrdonn.org>
- <http://www.historyforkids.net/middle-ages.html>
- http://www.ducksters.com/history/middle_ages_timeline.php
- <https://www.kidsdiscover.com/shop/issues/middle-ages-for-kids/>
- <http://www.ducksters.com/history/renaissance.php>
- <https://online.kidsdiscover.com/unit/renaissance>
- <https://www.youtube.com/watch?v=utVpNjsRioQ>

Grade Seven

Units of Study

Social Studies

Grade 7 Social Studies Scope and Sequence

| Unit | Months | Estimated Pacing |
|---|-------------------|------------------|
| Unit 1: Overview of European Colonization of America | September | 2-3 weeks |
| Unit 2: English Colonies | October- November | 4-5 weeks |
| Unit 3: American Revolution | December- January | 5-6 weeks |
| Unit 4: Constitution and Early Republic | January-February | 5-6 weeks |
| Unit 5: A Changing Nation | March-April | 4-5 weeks |
| Unit 6: Civil War | April-May | 5-6 weeks |
| Unit 7: Reconstruction | May-June | 2-3 weeks |

Grade 7
Unit 1:

Overview of
European Colonization of the Americas

Grade 7 Unit 1

Unit Title: Overview of European Colonization of the Americas

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1 U.S. History: America in the World

6.1.8.B.1.b -Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.B.2.b -Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

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 Columbian Exchange on ecology, agriculture, and culture from different perspectives.

6.1.8.C.2.a -Relate slavery and indentured servitude to Colonial labor systems.

6.1.8.C.2.c -Analyze the impact of triangular trade on multiple nations and groups.

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.D.2.b -Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about interaction of European colonization and its impact on the Americas and West African lives and culture.

Enduring Understandings:

- European exploration expanded global economic and cultural exchange into Western Hemisphere.
- Indigenous societies in the Western Hemisphere changed in response due to their interactions with Europeans.

Essential Questions:

- What were the causes and effects of European exploration on the Americas?

Learning Targets:

- Analyze primary and secondary resources
- Recognize perspective
- Identify factors that led to North American exploration and settlement
- Evaluate impact of the Columbian Exchange
- Define slavery and summarize how it developed in the Americas
- Describe the lives of enslaved people and how slavery led to racism
- Explain impact of colonization on Native Americans.
- Explain how exploration and trade fueled European expansion during the 1400’s

Learning Vocabulary:

| | | |
|------------------------|------------------------|---------------|
| civilization | ethnic | migration |
| colony | exploration | multicultural |
| racism | famine | prejudice |
| economic | immigration | mercantilism |
| emigrate | inquisition | missionary |
| middle passage | indentured servants | alliance |
| printing press | Treaty of Tordesillas | slave codes |
| North Atlantic Current | South Atlantic Current | conquistador |
| Spanish Armada | mission | plantation |
| Columbian Exchange | export | import |
| great famine | society | Black Death |
| Protestants | Renaissance | Reformation |

| | | |
|-----------|---------|--|
| Catholics | slavery | |
|-----------|---------|--|

Suggested Assessments:

- **DBQ Activity-** "Cabeza de Vaca: How Did He Survive?"
- Research and develop an argument -"Christopher Columbus: Hero or Villain?"
- Current events on modern exploration and discoveries and discuss its impact on society
- Use map and directional skills to outline the voyages of the explorers to help draw conclusions
- Write a historical fiction story about the middle passage
- Write petitions asking the Spanish king to force Spanish colonists to stop abusing Native Americans in the colonies
- End of Trimester Assessment

Curriculum Integration – Links to other content areas

Language Arts:

- Write a fictional narrative account of a European who "lived" in the period 1300-1500.
- Write a report on the conditions in 1492 that finally caused the Spanish monarchs to accept Columbus' plan.

Science:

- The science behind the annihilation of native peoples from disease; navigation techniques of the time; effects of the Columbian Exchange on the world nutrition and diet

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 1-2)
- This Land Is Our Land: A History of American Immigration by Linda Barrett
- Awesome America by Katy Steinmetz

Historical Fiction:

- Rifka, Karen Hesse, 1992

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rh>
- www.dbqonline.com
- www.mariner.org
- www.classzone.com
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Videos:

- A & E Biography, "Christopher Columbus"
- <http://www.history.com/this-day-in-history/columbus>

- <https://www.youtube.com/watch?v=NjEGncridoQ&t=1s>
- <http://www.history.com/topics/exploration/exploration-of-north-america>
- <https://www.youtube.com/user/crashcourse/videos>
- <https://www.youtube.com/watch?v=HQPA5oNpfM4>

Grade 7
Unit 2
English Colonies

Grade 7 Unit 2

Unit Title: English Colonies

Duration: 4-5 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.2.a - Determine the roles of religious freedom and participatory government in various North American colonies.

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.A.2.c - Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.

6.1.8.B.2.a - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.b - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.a - Compare the practice of slavery and indentured servitude to Colonial labor systems.

6.1.8.C.2.b - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.D.2.b - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

6.1.8.B.3.a - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.D.3.a - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal(s):

All students will acquire the knowledge and skills to think analytically about how the experiences of the early colonists shaped America's political and social ideals.

All students will acquire the knowledge and skills to identify and discuss what factors allowed each colonial region to grow and prosper.

Enduring Understandings:

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

Essential Questions:

- How did the experience of the early colonists shape America's political and social ideas?
- What factors allowed each colonial region to grow and prosper?
- What traditions, events, and forces helped form an American identity?

Learning Targets:

- Identify the first English colonies
- Describe the founding and growth of Jamestown
- Explain why different groups such as the Pilgrims came to America and describe their early years there.
- Identify common features of the New England colonies.
- Explain how the Mayflower Compact and the Fundamental Orders of Connecticut provided for self-government and laid a foundation for the republican government of the United States.
- Explain the effects of Atlantic trade on New England
- Analyze the causes of King Philip's War
- Summarize the changes that took place in Puritan Society in the 1600's
- Analyze the common features shared by the Southern colonies.
- Summarize the early history of the Middle Colonies

- Explain why the Middle Colonies were prosperous
- Describe the role of African Americans in building cities
- Summarize ways that ethnic diversity encouraged tolerance
- Describe the plantation economy in the South
- Analyze how the search for cheap labor led to slavery
- Explain ways that African Americans resisted enslavement
- Identify changes in American society caused by the Great Awakening and summarize Enlightenment ideas and how they affected the colonies.
- Identify issues which created conflicts between England and colonies over colonists' right
- Describe events which led to the beginning and spread of the French and Indian War.
- Describe the changing attitudes of colonial Americans and Native Americans following the French and Indian War.

Learning Vocabulary:

| | | |
|------------------------|----------------------|-----------------------------------|
| charter | banish | Puritan |
| colony | immigration | plantation |
| Act of Toleration | indentured servants | Quaker |
| Lord Baltimore | migration | joint-stock company |
| emigrate | William Penn | dissenter |
| John Smith | investor | textiles |
| Mayflower Compact | prejudice | Fundamental Orders of Connecticut |
| Roger Williams | Protestant | Jamestown |
| mercantilism | headright | persecute |
| House of Burgesses | charter | backcountry |
| royal colony | triangular trade | proprietary colony |
| Bacon's Rebellion | Eliza Lucas | Stono Rebellion |
| subsistence farming | smuggling | Navigation Acts |
| King Phillip's War | congregation | cash crops |
| overseers | elite | tolerance |
| clans | Scots-Irish | Sir Walter Raleigh |
| Anne Hutchinson | diversity | Margaret Brent |
| denomination | artisans | James Oglethorpe |
| Appalachian Mountains | prominent | Benjamin Franklin |
| Great Awakening | Enlightenment | John Locke |
| apprentice | literacy | Magna Carta |
| Parliament | Glorious Revolution | John Peter Zenger |
| English Bill of Rights | tyrant | smallpox |
| French and Indian War | Pontiac's Rebellion | Albany Plan of Union |
| Treaty of Paris (1763) | Proclamation of 1763 | Edmund Andros |

Suggested Assessments:

- **DBQ Activity:** "Early Jamestown: Why Did So Many Colonists Die?"
- **DBQ Activity:** "What Caused the Salem Witch Trial Hysteria of 1692?"

- Essays
 - Compare/contrast three different colonial regions on: reasons for founding, geography, climate, religion, and economy
- Simulations for the formation of a colony
- Create a brochure promoting immigration to the Middle Colonies
- Create a newspaper from Massachusetts Bay Colony
- Write editorials for a Colonial or British either supporting or opposing the Navigation Acts.
- Text analysis of journal entries of Captain John Smith and Governor William Bradford; create a brochure
- Write a letter from the perspective of an early colonist living in one of the colonies

- Write a letter to your governor expressing why you feel there should be freedom of religion
- Write a letter to a "pen pal" living in an English colony. Explain how some religious conflicts important in the 1600's were eventually resolved, which conflicts are still at issue today, and current religious conflicts causing problems and possible solutions.
- Create a flowchart showing the development of the plantation system from the mid-1600's to the mid-1700's
- Compare/contrast life in the three sections of the thirteen English colonies (New England, Middle, and Southern)
- Using Map skills – identify the Thirteen Colonies and triangular trade routes and draw conclusions
- Debate whether or not the New England colonists believe in freedom and democracy
- Write a newscast explaining the Mayflower Compact and the Fundamental Orders of Congress and how they relate to American democracy
- Write letters to the King from the Carolina elite's point of view

Curriculum Integration – Links to other content areas:

Science:

- Climate patterns of the 3 colonial regions

Math:

- Calculate the distance of the Mayflower voyage
- Calculate the days it took and the miles per day they traveled

Language Arts:

- Create a colony magazine. Write magazine articles comparing and contrasting an aspect of the single year existence of Popham Colony in Maine with the colonists' first year at Jamestown. Include visuals and any recent archaeological discoveries.
- Write an expository essay about Puritan rules and values, or a persuasive essay arguing whether or not the Puritans should continue them.
- Research the conflicts that arose between the Puritan leaders of Massachusetts and Roger Williams or Anne Hutchinson. Write a persuasive essay for or against banishing either one.

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (ch. 3-5)
- This Land Is Our Land: A History of American Immigration by Linda Barrett
- The Extraordinary Suzy Wright: A Colonial Woman on the Frontier by Teri Kanefield
- This Land Is Our Land: History of American Immigration by Linda Barrett
- Colonial Williamsburg by Meish Goldish

Historical Fiction:

- It Looks Like This by Rafi Mittlefehldt
- Dear America: The Diary of Remember Patience Whipple by Kathryn Lasky
- Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rlh>
- www.dbqonline.com
- <http://curry.edschool.virginia.edu/socialstudies/projects/jvc/unit/webquests/what.html>
- www.Mayflowerhistory.com
- <http://www.pbs.org/wnet/colonialhouse/>
- www.salemwitchtrials.org
- <http://www.apva.org/ngex/index.html>
- www.classzone.com
- <https://www.landofthebrave.info/13-colonies.htm>
- <https://www.youtube.com/user/crashcourse/videos>
- <http://study.com/academy/lesson/causes-of-the-american-revolution.html>
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Videos:

- A & E Biography: "Pocahontas: Ambassador of the World"
- PBS Colonial House Video
- Video: Salem Witch Trials
- Video: Ben Franklin: Citizen of the World, A & E 2004
- <http://www.history.com/topics/salem-witch-trials/videos/salem-witch-trials>
- <https://www.youtube.com/watch?v=Eytc9ZaNWyc>

Grade 7
Unit 3
American Revolution

Grade 7 Unit 3

Unit Title: American Revolution

Duration: 5-6 weeks

New Jersey Student Learning Standards for Social Studies:

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.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.B.3.b-Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

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.B.3.d-Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.C.3.a- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.C.3.b- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.D.3.a-Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

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.D.3.f- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal:

All students will acquire the skills and knowledge to explain how Americans emerged from the Revolution as citizens of a unified nation that valued the ideal of liberty.

Enduring Understandings:

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.

Essential Questions:

- What drove colonists to declare Independence from Great Britain?
- How was it possible that American Patriots gained their independence from the powerful British Empire?

Learning Targets:

- Identify the reasons why the American colonies and Britain began to grow apart.
- Identify ways that Britain tightened its control over the colonies
- Explain how colonists protested British rule
- Describe the Intolerable Acts and how the colonists reacted to them.
- Explain why the revolution began.
- Summarize what happened during the siege of Boston
- Identify colonial grievances against the British and explain why independence was declared.
- Describe how the war divided Americans
- Summarize the problems each side faced while preparing for war

- Explain Washington’s strategy and the war in the Middle States
- Evaluate Britain’s Northern strategy
- Analyze the effects of the Battles of Saratoga
- Summarize the effects of the winter at Valley Forge on the American army
- Explain what happened when the war moved to the South
- Describe how the war ended.
- Analyze why Americans won the war.
- Summarize the costs of the war
- Identify the ideals on which a new nation was created following the Revolution

Learning Vocabulary:

| | | |
|--|--------------------------------|-----------------------------|
| George Washington | Paul Revere | patriots |
| nondenominational | loyalists | First Continental Congress |
| Continental Army | Mercenaries | rebel |
| frontier | Minutemen | Thomas Paine |
| Hessians | militia | tax |
| Intolerable Acts | Natural Rights | treaty |
| Boston Tea Party | Benedict Arnold | Battle of Bunker Hill |
| boycott | Sons of Liberty | King George III |
| Second Continental Army | Lexington and Concord | Second Continental Congress |
| Quartering Act | neutral | guerrillas |
| Joseph Brant | Battles of Saratoga | Horatio Gates |
| Marquis de Lafayette | Valley Forge | John Paul Jones |
| Wilderness Road | ally | Patrick Henry |
| John Adams | Lord Cornwallis | Battle of Yorktown |
| Treaty of Paris | Elizabeth Freeman | Richard Allen |
| Virginia Statute of Religious Freeman | committee of correspondence | Declaration of Independence |
| Sugar Act | Stamp Act | Townshend Acts |
| writs of assistance | Boston Massacre | Daughters of Liberty |
| Sons of Liberty | Samuel Adams | Thomas Jefferson |

Suggested Assessments:

- **DBQ Activity:** “Valley Forge: Would You Have Quit?”
- Essays: identify and argue which event leading up to the American Revolution actually led them to war
- Persuasive essay: Boston Tea Party – Patriotism or Vandalism?
- Open-ended questions: evaluate how Revere and Sam Adams’s manipulation of the events known as the Boston Massacre created more Whig support
- Simulations of the Continental Congress
- Create advertisements for/against the Patriot cause
- Critique an article on the Sons of Liberty as Terrorists
- Analyze political cartoons of the time and draw conclusions

- Text analysis of the *Declaration of Independence*, journal writings of the Founding Fathers and soldiers in the American Revolution
- Write a play that depicts and interprets any of the events of the American Revolution
- Compare and contrast the differences in purpose in scalping during the French and Indian War between the Native Americans and Europeans
- Create a pamphlet advertising the point of view of protesting colonists
- Speech writing/Public Speaking – protesting British Taxes
- Analyze Primary documents – Thomas Paine’s *Common Sense* and *The American Crisis*, *Declaration of Independence*
- Create an interactive timeline indicating the events leading up to the American Revolution
- Multi-genre American Revolution Journal: Students evaluate the American Revolution battles and creatively represent the information using different styles and genre
- Write and deliver a victory speech from the perspective of George Washington
- Write a nonfiction or historical fiction picture book explaining the events of the Revolutionary War
- Write a class Constitution
- End of Trimester Assessment

Curriculum Integration – Links to other content areas

Language Arts:

- Johnny Tremain, Esther Forbes
- My Brother Sam is Dead, James Lincoln Collier and Christopher Collier
- Dear America: The Winter of Red Snow, Cristina Gregory
- Rip Van Winkle,
- Longfellow’s “*The Midnight Ride of Paul Revere*”

Science:

Study the issues and/or innovations with medicine during the American Revolution and how that affected the battles.

Math:

- Analyze population figures and percentages to make a bar graph.

Suggested Materials:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 6-7)
- What is a Veteran, Anyway? by Robert C. Snyder
- America’s Tea Parties: Not One but Four! Boston, Charleston, New York, Philadelphia by Marissa Moss
- Answering the Cry for Freedom: Stories of African Americans and the American Revolution by Gretchen Woelfle

Historical Fiction:

- Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan
- Scar: A Revolutionary War Tale by J. Albert Mann
- Ashes by Laurie Halse Anderson

Historical Documents:

- *Declaration of Independence*
- *Common Sense*

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rlh>
- www.dbqonline.com
- <https://www.icivics.org/products/lesson-plans>
- www.theamericanrevolution.org
- www.myrevolutionarywar.com
- www.earlyamerica.com
- <http://www.bostonmassacre.net/>
- <http://www.constitutioncenter.org/>
- <http://www.history.com/minisites/saveourhistory/>
- www.nara.gov
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.history.com/topics/american-revolution/american-revolution-history/videos/george-washington-makes-surprise-attack-on-trenton>
- <http://www.ouramericanrevolution.org/index.cfm/page/view/m0002>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Videos:

- Liberty! The American Revolution. PBS Video, 1997
- The Founding Fathers, History Channel, 2000.
- The Revolutionary War (1776-1783). GPN Educational Media, 2004.
- The History Channel, "The Founding Fathers"
- The History Channel, "The Revolution"
- The History Channel, "Save our History: Valley Forge"
- https://www.youtube.com/watch?v=RN1jrr_CMzM Marquis de Lafayette
- <https://www.youtube.com/watch?v=eeR0Qe0RJgE> Lexington and Concord
- <https://www.youtube.com/watch?v=Eytc9ZaNWyc> Taxes & Smuggling
- <https://www.youtube.com/watch?v=9ShwJesWLBI> Causes of the American Revolutionary War
- <https://www.youtube.com/watch?v=yHkQCfu2cwc> Bunker Hill
- https://www.youtube.com/watch?v=k7ChSd_q4Og The Battle of Bunker Hill tactics
- <https://www.youtube.com/watch?v=5vKGU3aEGss&t=15s> Seven Years War
- <https://www.youtube.com/watch?v=3EiSymRrKI4&t=305s> Who won the American Revolution

Grade 7
Unit 4
Constitution and the Early Republic

Grade 7 Unit 4

Unit Title: Constitution and the Early Republic

Duration: 5-6 weeks

New Jersey Student Learning Standards for Social Studies:

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.f-Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

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.b- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

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.g-Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

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

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal(s):

All students will acquire the knowledge and skills to think analytically about and discuss the Constitution as a living and working document that embodies the purposes, values, and principles of the American Dream.

All students will acquire the knowledge and skills to think analytically about the political traditions and tensions that first appeared in the early years of the new republic.

Enduring Understandings:

- The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Essential Questions

- What are the fundamental principles underlying the Constitution?
- What are the rights and responsibilities of citizens?
- How did the events of Jeffersonian Democracy strengthen the nation?

Learning Targets:

- Explain why the states joined together to form a new government
- Describe the strengths and weaknesses of the Articles of the Confederation
- Evaluate the challenges delegates faced at the Constitutional Convention
- Explain how the Convention resolved challenges over slavery
- Explain why the Federalists supported ratification of the Constitution and why the Anti-federalists opposed it.
- Summarize the battle for ratification of the Constitution
- Analyze the Bill of Rights and summarize the issues addressed in the Bill of Rights and their importance in the US government
- Describe the seven principles guiding the Constitution and how they shape its article and amendments

- Summarize the Preamble and its stated goals
- Contrast the powers, terms, and numbers of the House and Senate
- Describe the specific powers granted to Congress and how a bill becomes a law
- Describe the election, powers, qualifications, and duties of the president
- Describe the judicial branch of the government and the federal court system.
- Summarize the system of checks and balances.
- Describe the process for amending the Constitution
- Summarize the supremacy of the national government
- Explain the ratification process
- Identify the issues that Amendments 11-17 address
- Describe the decisions made by Washington and Congress that established precedents for later years
- Summarize Hamilton's plan to address the nation's economic and financial issues
- Identify the challenges posed competing claims in the Northwest Territory and by the Whiskey Rebellion and how they were resolved
- Compare Washington the general to Washington the president
- Summarize national and international issues dividing Americans during Adam's presidency and conflict over states' rights
- Summarize Thomas Jefferson's view of government and democracy
- Analyze the impact of of *Marbury v. Madison*

Learning Vocabulary:

| | | |
|---------------------------|----------------------|----------------------------|
| amendment | Shay's Rebellion | James Madison |
| Confederation Congress | Executive Branch | preamble |
| Anti-Federalist | federalist | federalism |
| assemble | framers | Three-Fifths Compromise |
| cabinet | founders | ratify/ ratification |
| John Jay | New Jersey Plan | republic |
| constitution | Judicial Branch | suffrage |
| capital | legislation | The Federalists Papers |
| Electoral College | Legislative Branch | Federal Judiciary Act |
| Democratic | Virginia Plan | veto |
| Republican | Great Compromise | attorney general |
| Articles of Confederation | checks and balances | levy |
| Constitutional Convention | Seven Articles | checks and balances |
| Bill of Rights | Seven Principles | The Federalist "Number 51" |
| republicanism | separation of powers | limited government |
| individual rights | naturalization | Marbury vs Madison |
| ex post facto law | immunities | natural-born citizen |
| due process of the law | Senate | House of Representatives |
| common law | electors | civil rights |
| Thomas Jefferson | Alexander Hamilton | Whiskey Rebellion |
| majority rule | judicial review | Democratic-Republican |
| inferior courts | abridging | servitude |

| | | |
|----------------|-------------------------|-----------------|
| Jay's Treaty | Pinckney's Treaty | XYZ Affair |
| states' rights | Alien and Sedition Acts | political party |

Suggested Assessments

- **DBQ Activity:** "How Did the Constitution Guard Against Tyranny?"
- **DBQ Activity:** "How Free Were Free Blacks in the North?"
- Create a new bill
- Student Government Day
- Describe the three branches of government and their responsibilities

- Apply knowledge of the Constitution and the Amendments to real-life situations in relation to current events as they appear and how the Constitution and the Amendments affect students in school
- Formulate decisions on trials that are either in courts currently or historical trials
- Write a journal entry as a delegate to the Constitutional Convention
- Create a poster or political cartoon supporting or opposing the Constitution
- Create charts listing all of the Amendments and important information about each one

- Long Term Projects / Ideas for Research:**
 - Research Project topics
 - Voting rights
 - civil rights
 - freedoms guaranteed in the Bill of Rights
 - Pledge of Allegiance
 - Religion in the Schools
 - Research and create a newscast that highlights an area of the legislative branch or process
 - Create visual presentations that demonstrate and explain the rights and responsibilities of citizens in contemporary America

Curriculum Integration – Links to other content areas:

- Language Arts:**
- NJ State Bar Association: The Legal Eagle which analyzes and critiques current issues in law
- Math:**
- Percentages of Citizens who vote in elections; needed for ratification of: Constitution, amendments, treaties, impeachment
 - Graphing
- Geography:**
- CRAM lessons: all include an integration of geography skills and reading comprehension

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 8, Living Constitution, & 9-10.1)
- In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives by Kenneth C. Davis

Primary Sources:

- Constitution
- Bill of Rights
- *Marbury vs Madison*

Historical Fiction:

- *Nothing But the Truth*, Avi, 1992
- Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Websites:

- www.newsela.com
- www.dbqonline.com
- <https://www.icivics.org/products/lesson-plans>
- <https://sheg.stanford.edu/rh>
- www.nara.gov
- <http://hti.osu.edu/opper/index.cfm~> Editorial cartoons
- <http://www.constitutioncenter.org>
- <http://www.law.umkc.edu/faculty/projects/FTrials/ftrials.htm>
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.theroot.com/star-spangled-bigotry-the-hidden-racist-history-of-the-1790855893>
- <https://www.youtube.com/user/crashcourse/videos>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Videos:

- A More Perfect Union. Brigham Young University, 1989.
- Founding Fathers. History Channel, 2000
- <https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H> U.S. Government and Politics
- <https://www.youtube.com/watch?v=bO7FQsCcbD8> The Constitution
- <https://www.youtube.com/watch?v=3Ox6vGteek> Thomas Jefferson & His Democracy
- https://www.youtube.com/watch?v=9mP-nkFg5_E The Constitution

Grade 7
Unit 5
A Changing Nation

Grade 7 Unit 5

Unit Title: A Changing Nation

Duration: 5-6 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.4.a-Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b-Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c- Assess the extent to which voting rights were expanded during the Jacksonian period

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 removal of Native Americans.

6.1.8.C.3.c-Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

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.

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 nation.

6.1.8.C.4.c-Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a -Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.b-Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c-Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal:

All students will acquire the knowledge and skills to analytically about how different forces, policies, and events transformed America as well as increased regional tensions.

Enduring Understandings:

- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Essential Questions:

- What forces and events affected national unity and growth?

Learning Targets:

- Identify the boundaries of Louisiana Purchase and explain how it changed the United States
- Summarize the Lewis and Clark expedition
- Describe the events that led to the War 1812 as well as the war's legacy
- Identify factors that led to the Industrial Revolution and explain the spread of new manufacturing methods
- Describe new inventions that changed transportation, communication, and agriculture
- Explain the effect of the cotton gin on slavery in the South
- Describe the daily life and culture of African Americans in the South in the mid 1800s
- Identify factors that promoted national unity in the early 1800s
- Describe events that increased sectionalism
- Explain the purpose of the Monroe Doctrine and its impact on foreign relations.

- Summarize how democracy changed during Jackson's presidency
- Identify economic issues that increased tension within the states
- Describe the issue of states' rights from two opposing points of view
- Explain why Jackson wanted the Native Americans to move West
- Summarize the effects of the Indian Removal Act on Native Americans
- Identify why the early pioneers moved west
- Summarize the challenges people faced in settling West
- Describe the sequence of events in the Texans' revolt against Mexico that resulted in the creation of the Lone Star Republic
- Summarize American support for manifest destiny
- Describe the war with Mexico and explain its impact of victory over Mexico
- Describe how the discovery of gold changed California and explain the final impact of the Gold Rush
- Identify the various immigrant groups in the mid-1800s and explain why these people chose to come to America
- Explain the challenges that immigrants faced in America
- Identify reform movements that attempted to improve society in America
- Describe the efforts of abolitionists in the 1800s to end slavery
- Explain how the abolition movement led to fight for women's rights
- Summarize the social and cultural changes that transformed America in the mid-1800s.

Learning Vocabulary:

| | | |
|-----------------------|-----------------------------|------------------|
| annex | civil servants | compromise |
| capitalism | diplomacy | Jim Crow |
| manifest destiny | nullification | racism |
| secede | spirituals | spoils system |
| tariffs | Louisiana Purchase | William Clark |
| Meriwether Lewis | Sacagawea | Zebulon Pike |
| Embargo Act of 1807 | War of 1812 | tribute |
| war hawk | impressment | coercion |
| Tecumseh | Industrial Revolution | factory system |
| Samuel Slater | Samuel F. B. Morse | Peter Cooper |
| threshing machine | mechanical reaper | Robert Fulton |
| textile mills | cotton gin | Eli Whitney |
| Nat Turner | William Lloyd Garrison | The Liberator |
| Zachary Taylor | Henry Clay | James Monroe |
| Erie Canal | nationalism | sectionalism |
| protective tariff | Treaty of Guadalupe Hidalgo | American System |
| McCulloch vs Maryland | The Monroe Doctrine | Andrew Jackson |
| John Quincy Adams | Jacksonian democracy | Bear flag Revolt |
| Indian Removal Act | assimilate | Mexican cession |
| Whig Party | inflation | Martin Van Buren |
| Santa Fe Trail | mountain men | Brigham Young |
| Stephen F. Austin | Antonio Lopez de Santa Anna | Sam Houston |

| | | |
|----------------------|------------------------|----------------|
| James K. Polk | forty-niner | James Marshall |
| California gold rush | "push" factor | "pull" factor |
| Know-Nothing Party | prejudice | labor union |
| temperance movement | Second Great Awakening | strike |
| Dorothea Dix | Horace Mann | evangelicalism |
| Copperheads | | |

Suggested Assessments:

- **DBQ Activity-** "Remembering the Alamo: A Personal Journal"
- **DBQ Activity-** "Was the United States Justified in Going to War with Mexico?"
- **DBQ Activity-** "The California Gold Rush: A Personal Journal"
- Analyze political cartoons
 - National Bank
- Essays analyzing:
 - Spoils System
 - Tammany Hall
 - Corrupt Politicians
 - Plantation Life (African Slave) vs. City Life (factory worker)
- Map/graph making
 - Missouri Compromise
 - States that had slavery
 - Population of states
 - Map and date westward expansion
- Debates: Jackson Vs. John Quincy Adams
- Newspaper analysis: mudslinging; link current events with situations on mudslinging in elections
- Mock Trials: Dred Scott Decision
- Mock debate – States' rights and the Nullification Crisis
- Journal writing from perspective of plantation slave or relocated Native American
- Andrew Jackson vs. John Quincy Adams campaign – campaign posters, speeches, slogan, muckraking, debates
- End of Trimester Assessment

Curriculum Integration – Links to other content areas:

Science:

- Starlab "Native American Skies"

Math:

- graphing representatives by state and political party

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 10.2-3-Chapter 14)
- Florence Nightingale: The Courageous Life of the Legendary Nurse by Catherine Reef
- This Land Is Our Land: A History of American Immigration by Linda Barrett
- In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives by Kenneth C. Davis
- The First Step: How One Girl Put Segregation on Trial by Susan E. Goodman
- Alamo All-Stars: A Texas Tale by Nathan Hale

Primary Sources:

McCulloch vs Maryland

Louisiana Purchase

Report to the Massachusetts Legislature

The Monroe Doctrine

Historical Fiction:

- Across Five Aprils by Irene Hunt
- To Stay Alive: Mary Ann Graves and The Tragic Journey of the Donner Party by Skila Brown
- Soldier's Heart
- Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rlh>
- www.dbqonline.com
- <https://www.icivics.org/products/lesson-plans>
- <http://www.whitehouse.gov/history/presidents/aj7.html>
- <http://www.albany.edu/~SISP11/html/civilcauses.html>
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>
- <https://www.biography.com/people/andrew-jackson-9350991> Andrew Jackson

Videos:

Andrew Jackson: A Man for the People A & E 1995

Trail of Tears: Cherokee Legacy, Rich-Heape Films 2006

<https://www.youtube.com/watch?v=C2bHZVewPoQ&t=467s> Race to Freedom

<https://www.youtube.com/watch?v=H1NzFuunWO8> Underground Railroad

<https://www.youtube.com/watch?v=7LSkfmCj8Jg> Trial of Tears

<https://www.youtube.com/watch?v=beN4qE-e5O8> The Jackson Era

Grade 7
Unit 6
Civil War

Grade 7 Unit 6

Unit Title: Civil War

Duration: 5-6 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.D.4.b-Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c-Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.A.5.a-Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.b-Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.B.5.a-Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.

6.1.8.C.5.a-Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b-Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.a-Prioritize the causes and events that led to the Civil War from different perspectives.

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.

6.1.8.D.5.c-Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d-Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how the Civil War's causes, major events, and outcomes transformed the nation.

Enduring Understandings:

- The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery
- Conflicts can divide a nation and its people.

Essential Questions:

- What issues and events shattered the nation's unity and led to civil war?
- What events, leaders, and strategies helped shape the Civil War?
- In what ways did the Civil War transform the nation?

Learning Targets:

- Compare and contrast the economic paths of the North and the South
- Summarize the effects of territorial expansion on the debate over slavery
- Analyze how the Compromise of 1850 fueled the Union's crisis
- Explain how political tensions resulted in violence
- Explain how the issues of slavery led to political divisions
- Identify the events that brought the nation to the breaking point
- Explain how the 1860 election revealed the divisions in the country
- Describe the reasons for, and responses to, the secession of seven Southern states
- Analyze the events that led up to the first shots at Fort Sumter
- Explain what strategy each side used to prepare for battle
- Summarize the significance of the Battle of Bull Run for both sides
- Explain why so many civilians volunteered to fight
- Summarize ways the Civil War was considered a new kind of war
- Describe Union victories in the West
- Summarize Southern success in the East
- Explore the impact of the Civil War on families and friends
- Analyze how the Emancipation Proclamation affected war effort
- Identify contributions African-Americans soldiers made to the Union cause

- Describe the disagreements that emerged inside the Union and the Confederacy
- Identify economic and social changes caused by the Civil War
- Explain the significance of major battles of the Civil War
- Analyze why the Confederacy fell
- Describe the losses and costs of the war
- Analyze how the war transformed the nation
- Analyze and understand two famous speeches of Abraham Lincoln

Learning Vocabulary:

| | | |
|-------------------------------|-------------------------------|--------------------------|
| bickering | popular sovereignty | Dred Scott v. Sandford |
| Harpers Ferry | Whig Party | Know-Nothing Party |
| Confederate States of America | platform | secede |
| States' rights | uprising | populous |
| border states | Confederacy | enlist |
| contractor | hygiene | plunder |
| emancipate | liberation | contraband |
| prolong | conscription | greenback |
| income tax | Writ of habeas corpus | inflation |
| dislodge | ratify | Crittenden Compromise |
| Wilmot Proviso | Stephen A. Douglas | Uncle Tom's Cabin |
| Kansas-Nebraska Act | Free-Soil Party | Compromise of 1850 |
| John Brown's Raid | Lincoln-Douglas Debates | Fugitive Slave Act |
| Fort Sumter | Harriet Beecher Stowe | Republican Party |
| Confederacy | Know-Nothing Party | Abraham Lincoln |
| Roger B. Taney | James Buchanan | Missouri Compromise |
| Robert E. Lee | Election of 1860 | Jefferson Davis |
| border states | Anaconda Plan | Thomas J. Jackson |
| First Battle of Bull Run | the Monitor | the Merrimack (Virginia) |
| George McClellan | Ulysses S. Grant | William T. Sherman |
| Battle of Shiloh | Seven Days' Battles | Battle of Antietam |
| Emancipation Proclamation | 54th Massachusetts Volunteers | Clara Barton |
| Battle of Gettysburg | Gettysburg Address | George Pickett |
| Pickett's Charge | Siege of Vicksburg | Appomattox Court House |
| Sherman's March to the Sea | Walt Whitman | John Wilkes Booth |
| 13th Amendment | Ford's Theatre | |

Suggested Assessments:

- **DBQ Activity-** "What was Harriet Tubman's Greatest Achievement?"
- **DBQ Activity-** "The Battle of Gettysburg: Why Was It a Turning Point?"
- Journal writing/Writing letters to home from the perspective of a Civil War soldier
- Analyzing Primary Sources-(Library of Congress graphic organizers)
 - o *Gettysburg Address*
 - o *Battle Maps*
 - o *Emancipation Proclamation*

- o Civil War Letters
- o Newspapers
- o Photographs

Long Term Projects/ Ideas for Research:

- Research Paper with possible topics
 - o People of the Civil War
 - o Role of the African American Soldiers
 - o Role of Women in the Civil War
 - o Medical Advances during the time of the Civil War
 - o Effects of Slavery on today's world
 - o Battles of the Civil War
- End of Trimester Assessment

Curriculum Integration – Links to other content areas:

Science:

- Medical Advances and Treatments
- Study the scientific explanation for the Angel's Glow at the Battle of Shiloh

Math:

- Chart the Battle Events
- Projectile Motion on Aiming Cannons
- State Presentation and Voting Patterns

Geography:

- CRAM lessons: all include an integration of geography skills and reading comprehension

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 15-17)
- John Lincoln Clem: Civil War Drummer Boy by E.F. Abbott
- In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives by Kenneth C. Davis
- Lincoln and Kennedy: A Pair to Compare by Gene Barretta
- What is a Veteran, Anyway? by Robert C. Snyder

Historical Fiction:

- Across Five Aprils
- Soldier's Heart
- Uncle Tom's Cabin
- Bull Run
- A Boy's War
- Red Badge of Courage
- Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rlh>
- www.dbqonline.com
- www.AmericanCivilWar.com
- www.famoustrials.com
- <http://www.civil-war.net/>
- <http://www.gettysburgmuseum.com/>
- <https://acwm.org/>
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>
- <https://www.civilwar.org/learn/articles/brief-overview-american-civil-war>
- <http://www.civilwar.com/>
- <http://www.pbs.org/kenburns/civil-war/#/>

Videos:

<https://www.youtube.com/watch?v=roNmeOOJCDY> Election of 1860

<https://www.youtube.com/watch?v=25HHVDOaGeE> Battles of the Civil War

<https://www.youtube.com/watch?v=ZkmMYUcixhA> Battle of Gettysburg

Gettysburg by Ronald F. Maxwell

Grade 7
Unit 7
Reconstruction

Grade 7 Unit Seven

Unit Title: Reconstruction

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.5.b- Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.C.5.a- Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b- Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.d- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

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

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

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about the challenges the nation faced after the Civil War and how the nation had to heal in order to move on after the Civil War.

Enduring Understandings:

- The Civil War and Reconstruction has a lasting impact on the development of the United States.

Essential Questions:

- How did a deeply divided nation move forward after the Civil War?

Learning Targets:

- identify the goals of presidential Reconstruction and summarize its successes and failures
- Explain the laws passed to enforce the goals of Congressional Reconstruction
- Describe how Reconstruction affected national politics and governments in the South
- Explain how former slaves responded to their new freedom
- Summarize ways the Ku Klux Klan resisted Reconstruction
- Describe the Republican Party's efforts to protect African-Americans' rights
- Identify reasons why Reconstruction weakened
- Explain the events that led to the end of Reconstruction

Learning Vocabulary:

| | | |
|--------------------|---------------------|------------------------|
| impeachment | Jim Crow | retaliatory |
| Reconstruction | radical republican | segregation |
| black codes | scalawag | amnesty |
| civil rights | impeach | Freedmen's Bureau |
| sharecropping | lynch | plantation |
| depression | compromise | amendment |
| Radical Republican | Andrew Johnson | 14th & 15th Amendments |
| sharecropping | carpetbagger | Compromise of 1877 |
| depression | stock market | electoral votes |
| compromise | freedmen's school | Ku Klux Klan |
| carpetbagger | Ulysses S. Grant | Andrew Johnson |
| Thaddeus Stevens | Rutherford B. Hayes | plunder |
| anarchy | veto | Panic of 1873 |

Suggested Assessments:

- **DBQ Activity-** "North or South- Who Killed Reconstruction?"

- Analyze the following quote "The slave went free, stood a brief moment in the sun, and went back to slavery again." Write an essay explaining the quote..
- Create editorial cartoons showing the conflict between Johnson and Congress.
- Journal entries as an African –American facing segregation
- Essay/Research- Choose which plan was best: Washington or DuBois – write a persuasive essay with your opinion
- What-if essay: What if Lincoln was never assassinated?
- Write a letter about rejoining the Union from the perspective of a journalist visiting the South after the war
- Write an editorial about Voting Rights, taking a position on the 15th Amendment.
- Write an essay on political corruption. Compare and contrast with government today
- Hold a mock trial for Andrew Johnson
- Students will work in small groups to create a timeline to understand the sequence of events that led to African Americans gaining full civil rights in the United States. Timelines should have 12-15 events listed.
- 13th, 14th, 15th Amendments - Explain the reasons for each of the Amendments
- Andrew Johnson's Reconstruction Radical Republican Reconstruction- Evaluate the strengths and weaknesses of each plan
- The impeachment process -Identify the steps of Reconstruction Evaluate the decision to keep Andrew Johnson as President
- The Election of 1877 - Explain how Hayes' election lead to the end of Reconstruction
- The rise of Jim Crow - Explain how Plessy v. Ferguson legalized segregation throughout the nation.
- End of Trimester Assessment
- Conduct a trial for the end of Reconstruction
 - Using chapter 18 of American History Beginnings through Reconstruction, conduct a trial to see if President Andrew Johnson will remain in office.
- Write a series of diary entries as an African-American during the Reconstruction Era
- Make a "time capsule" of the Reconstruction Era. What things from our past should be "buried" forever? Should they be forgotten or remembered?

Curriculum Integration – Links to other content areas:

Language Arts:

- Read diary entries from historical figures or everyday Americans living through the time period.

Mathematics :

- calculate 2/3 necessary to overturn a veto/impeach the president

Suggested Resources:

Schoology Group- *Howell Social Studies 7th Grade PLN Group (shared resources)*

Non-Fiction:

- McDougal Littell, [American History: Beginnings Through Reconstruction](#) (Chapters 18)
- [Elizabeth Started All the Trouble](#) by Doreen Rappaport

- Miss Paul and the President: The Creative Campaign for Women's Right to Vote by Dean Robbins

Historical Fiction:

- Around America to Win the Vote: Two Suffragists, A Kitten, and 10,000 Miles by Mara Rockliff

Websites:

- www.newsela.com
- <https://sheg.stanford.edu/rh>
- www.dbqonline.com
- <https://www.icivics.org/products/lesson-plans>
- www.splcenter.org/teachingtolerance.html
- The White Minority: Pioneers for Racial Equality / Richard Stiller.
- www.classzone.com
- <http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>
- https://www.pbs.org/wnet/jimcrow/stories_events_reconstruct.html
- <https://www.nytimes.com/2015/03/29/opinion/sunday/why-reconstruction-matters.html>
-

Primary sources:

- <http://www.multied.com/documents/reconstruction.html>
- <http://www.ushistory.org/us/35.asp>
-

Videos:

- History Channel, "A Secret History" (KKK video)
- <http://www.history.com/topics/american-civil-war/reconstruction>
-

Grade Eight

Units of Study

Social Studies

Grade 8 Social Studies Scope and Sequence

| Trimester | Units | Estimated Pacing/Weeks |
|--|--|---|
| <p style="text-align: center;">1</p> <p style="text-align: center;">9/7-12/8</p> | <p>Government (Transitional Unit)</p> <p>Immigration, Industrialization and Progressive Era</p> <p>Becoming a World Power</p> <p>World War I</p> | <p>1 week</p> <p>2-3 weeks</p> <p>2-3 weeks</p> <p>5 weeks</p> |
| <p style="text-align: center;">2</p> <p style="text-align: center;">12/11-3/16</p> | <p>Roaring 20's</p> <p>Great Depression</p> <p>World War II</p> <p>Holocaust/Genocide</p> | <p>2-3 weeks</p> <p>2-3 weeks</p> <p>4 weeks</p> <p>2-3 weeks</p> |
| <p style="text-align: center;">3</p> <p style="text-align: center;">3/19-6/22</p> | <p>Cold War</p> <p>Civil Rights</p> <p>Vietnam War</p> <p>America in a Changing World</p> | <p>2-3 weeks</p> <p>4-5 weeks</p> <p>3-4 weeks</p> <p>2-3 weeks</p> |

Grade 8
Constitution and the Growth
Of a Nation
(Transitional Unit)

Grade 8 Transitional Unit

Unit Title: Constitution and the Growth of a Nation

Duration: 1 Week

New Jersey Student Learning Standards for Social Studies:

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.g- Evaluate the impact of the Constitution and the Bill of Rights on current day issues.

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

6.3 Active Citizenship in the 21st Century

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to recognize that the United States Constitution is a living document that embodies the purposes, values, and principles of the American Dream.

Enduring Understandings :

- American liberties are protected by the U.S. Constitution and a Bill of Rights
- The Constitution is a flexible plan for governing the United States based on seven democratic principles.
- Twenty-seven amendments, including the Bill of Rights, protected individual rights, and the common good.

Essential Questions:

- How does the government established by the Constitution embody the purposes, values and principles of the American Dream while remaining a living document?

Learning Targets:

- Describe and analyze Constitutional amendments
- Identify examples of checks and balances
- Identify specific problems and issues that specific amendments attempted to solve
- Recognize how specific amendments affected elections

Learning Vocabulary:

| | | |
|-------------------|-------------------|---------------------|
| amendment | preamble | ratify/ratification |
| electoral college | individual rights | checks and balances |
| impeachment | veto | constitution |

Suggested Assessments:

- Simulate the election process
- Write an election speech
- Applying knowledge of the Constitution and the Amendments to real-life situations in relation to current events as they appear and how the Constitution and the Amendments affect students in school
- Formulate decisions on trials that are either in courts currently or historical trials (mock trial)
- Create charts listing all of the Amendments and important information about each one
- Create visual presentations that demonstrate and explain the rights and responsibilities of citizens in contemporary America
- Write an argument stating which goal of the Preamble you think is the most important and why.
- Research Project topics
 - o Voting rights
 - o Election process (research candidates and the issues)
- Quizzes
- Open-ended questions based on essential questions or primary source documents es

Curriculum Integration – Links to other content areas

Language Arts:

- NJ State Bar Association: The Legal Eagle which analyzes and critiques current issues in law

Math:

- Percentages of Citizens who vote in elections; needed for ratification of: Constitution, amendments, treaties, impeachment
- Graphing

Suggested Resources:

Websites:

- www.nara.gov
- <http://hti.osu.edu/opper/index.cfm~> Editorial cartoons
- <http://www.constitutioncenter.org>
- <http://www.law.umkc.edu/faculty/projects/FTrials/ftrials.htm>
- <https://www.icivics.org>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- United States Constitution

Nonfiction Texts:

- We The People
- McDougal Littell, American History, "Living Constitution Handbook"

Historical Fiction:

- Nothing But the Truth; Avi, 1992

Videos:

- A More Perfect Union; Brigham Young University, 1989
- Founding Fathers; History Channel, 2000
- American Promise, State Farm Insurance

Grade 8
Unit 1
Industrialization, Immigration and the
Progressive Era

Grade 8 Mini Unit 1

Unit Title: Industrialization, Immigration and the Progressive Era

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.C.3.c- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.A.4.a- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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.

6.1.8.C.4.c- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

6.1.8.D.4.a- Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.C.5.b- Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.d- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how government reforms addressed the problems created by rapid industrialization, immigration and the unfair treatment of women, children and minority groups.

Enduring Understandings:

- New inventions and corporations created the Gilded Age of industrial growth which created an illusion of great wealth in America.
- Immigration and industrialization spurred the rapid growth of America’s cities.
- Segregation and discrimination against African Americans were commonplace in the years after the Civil War.
- As business leaders guided industrial expansion, workers organized to gain their rights.
- Industrialization and new technology created a mass culture in the US.
- Progressive reformers promoted social welfare, expanded democracy, and created economic reform.

Essential Questions:

- What new problems and opportunities developed as America became an industrial power?
- How did Americans benefit from progressive reforms?

Learning Targets:

- Describe the growth created by the Industrial Revolution and the changes in American life.
- Summarize and analyze problems created by rapid urban growth and tell why political machines.
- Summarize the responses to racism of African Americans and contrast the approaches of Booker T. Washington and W.E. B. Du Bois.
- Describe and analyze the struggle between business and labor, including early setbacks, gains and strikes.
- Identify the goals of the Progressive movement.
- Evaluate Taft’s progressive policies.
- Summarize Wilson’s record as a progressive president.
- Describe the contributions of women and progressive leaders.

Learning Vocabulary:

| | | |
|-----------------------|---------------------|------------------------|
| progressivism | muckrakers | patronage |
| Sherman Antitrust Act | suffrage | direct primary |
| trust | monopoly | Sixteenth Amendment |
| Seventeenth Amendment | Federal Reserve Act | Clayton Anti-Trust Act |
| socialism | revenue | segregation |
| suffrage | | |

Suggested Assessments:

- Interpret graphs and charts of the election of 1912
- Chart the description of the Progressive Era amendments
- **DBQ Activity-** The Philanthropy of Andrew Carnegie: Did it make him a hero?
<https://www.dbqonline.com/instructor/>
- **DBQ Activity-** Progressivism: Where will you put your million dollars?
<https://www.dbqonline.com/instructor/>
- Divide students into groups. Have each group pick three famous people from this period and create a statement that reflects the views of the person. Have each group read its statement aloud as others try to guess the identity of the speaker.
- Make campaign posters for Theodore Roosevelt
- Identify the goals of the Progressive movement
- Evaluate Roosevelt's qualities as an activist president
- Summarize Roosevelt's conservation policies
- Evaluate Taft's progressive policies
- Compare using a Venn Diagram the policies of President Wilson compared to President Taft
- Create an editorial about a problem that needs to be addressed today
- Research topics
- Interpret how a third party candidate can influence an election
- Identify the changes in the lives of women during the Progressive Era
- Analyze the events that led to the passage of the Nineteenth Amendment
- Biography in a bag: Students will be assigned one important person in the Progressive Era. In a brown paper bag, they will put 3 important artifacts about their figure. (Example: Susan B. Anthony's ballot) After completing the artifacts, students will give a short presentation introducing the person and explaining how each artifact is connected with the person's life.
- Issues of the muckrakers
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- Muckraker biographies
- Read and interpret primary source documents from the time
 - The Evolution of the Conservation Movement
 - Excerpts from the Jungle by Upton Sinclair

Mathematics:

- Interpret graphs and charts
- Choose an occupation and find out the average wage for that occupation around 1900 and the latest year available. Create a class bar chart that shows each occupation's wages in 1900 and currently

Science:

- Research technologies that have changed how people do a specific household task such as laundry or cooking in the 20th century. Create posters or pamphlets to illustrate how they have changed the task. Discuss the pros and cons of each.

Suggested Resources:**Websites:**

- www.classzone.com
- Reading Like a Historian: <https://sheg.stanford.edu/progressivism>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- How the Other Half Lives; Jacob Riis, 1890
- Battle With the Slum; Jacob Riis, 1902
- Photographs from Progressive Era

Nonfiction Texts:

- McDougal Littell, American History, Chapters 2 & 3
- A Bully Father: Theodore Roosevelt's Letters to his Children; Theodore Roosevelt, 1995
- American Journalists: Getting the Story; Donald Ritchie, 1998

Historical Fiction:

- The Jungle; Upton Sinclair, 1906
- A Fall of Marigolds; Susan Meissner, 2014
- The Invention of Wings; Sue Monk Kidd, 2014

Videos:

- America the Story of Us

Grade 8
Mini Unit 2
Becoming a World Power
1880-1917

Grade 8 Mini Unit 2

Unit Title: Becoming a World Power 1880-1917

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.4.a- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and think analytically about how the United States achieved its manifest destiny to become a world power.

Essential Question:

- How did America's growing power affect its relationship with other nations?

Learning Targets:

- Identify and explain the reasons why the United States became an imperial power.
- Explain why the United States went to war with Spain over Cuba in 1898.
- Explain how the United States became a power in the Pacific.

Learning Vocabulary:

| | | |
|---------------------|-------------------------|-------------------|
| Imperialism | Expansionism | Nationalism |
| Annexation | manifest destiny | yellow journalism |
| Platt Amendment | Missionary | Maine |
| Rough Riders | Anti-Imperialist League | Monroe Doctrine |
| Roosevelt Corollary | sphere of influence | open door |
| Boxer Rebellion | Malaria | |

Suggested Assessments:

- Create a map of American expansion
- **DBQ Activity:** Should the United States have annexed the Philippines?
<https://www.dbqonline.com/instructor/>
- **DBQ Activity-** Should the United States drill for oil in Alaska's Wilderness?
<https://www.dbqonline.com/instructor/>
- Write a paragraph how Manifest Destiny is related to the theme of American history
- Analyze Kipling's "White Man's Burden"
- Write an essay to explain Mahan's work on the importance of sea power on history
- Write a yellow journalism article on the explosion of the Maine
- Create a map showing the manifest destiny of the United States
- Write an essay answering the question, "When should you get involved in the affairs of another country?"
- Create a newspaper for the expansion era in American history. Included in the newspaper should be editorials for or against American actions. Topics can include but are not limited to:
 - Panama Canal
 - Spanish American War
 - Annexation of Hawaii
 - Purchase of Alaska
- Unit Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment
- Debate: Was America justified to go to war?
- Research: Major battles of the Spanish American War.
- Compare and contrast Price of goods in the 1860 to compare with the purchase price of Alaska
- Evaluate the Resources and advantages of acquiring the Hawaiian Islands

Curriculum Integration – Links to other content areas:

Language Arts:

- Commodore Perry in the Land of the Shogun; Rhoda Blumberg, 1985
- Puerto Rico: America's 51st State?; David J. Abodaher, 1993
- Dogsong; Gary Paulsen, 2012

Science:

- diagram lock system in the Panama Canal
- prepare medical reports on malaria, yellow fever, or other common diseases in the Panama Canal (description, causes, prevention, treatment, effects on the building of the canal and people today)

Suggested Resources:

Websites:

- www.classzone.com
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- NY World and Journal articles from the date of the USS Maine's explosion
- McKinley's speech declaring war
- Liliuokalani's quote, "I had informed President Harrison...of the...assistance given by the forces of the United States ship Boston...through which...my government had been overthrown. I had asked that justice should be done, and that the rights of my people should be restored. President Harrison chose to set aside my statement and petition."

Nonfiction Texts:

- The Influence of Sea Power Upon History; Alfred P. Mahan, 1890
- McDougal Littell, American History

Historical Fiction:

- Culebra Cut ; Judith Head, 1995
- Into the Wild ; Jon Krakauer, 1996

Grade 8
Unit 3
World War I

Grade 8 Unit 3

Unit Title: World War I

Duration: 5 weeks

New Jersey Student Learning Standards for Social Studies:

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

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

6.1.12.A.7.c- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

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

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

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

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how the United States involvement in World War I affected the economy and relations with other countries after the war.

Enduring Understandings:

- The underlying causes of war in Europe include imperialism, nationalism, militarism and entangling alliances.
- After the outbreak of WWI, the United States eventually joined the Allies to fight against the Central Powers.
- The war required sacrifice for Americans at home and changed their daily lives.
- US forces helped the Allies win WWI.
- The war left Americans divided over foreign policy and domestic issues.

Essential Question:

- How did WWI impact America and transform Europe?

Learning Targets:

- Analyze the causes of WWI.
- Explain how the US became involved in the war.
- Describe the social changes brought about in Americans as the country raised an army and navy.
- Explain how American efforts helped to win the war for the Allies.
- Analyze the effects of the end of WWI.
- Compare and contrast the Treaty of Versailles and Woodrow Wilson’s plans for peace.
- Analyze the social changes that occurred after the war.

Learning Vocabulary:

| | | |
|-----------------|--------------------|----------------|
| trench warfare | Zimmerman Telegram | central powers |
| neutrality | convoy system | u-boat |
| liberty bonds | Sedition Act | propaganda |
| Bolsheviks | imperialism | nationalism |
| militarism | allies | armistice |
| Fourteen Points | reparations | |

Suggested Assessments:

- Diary entries as a WWI soldier living in trenches
- Essay or Debate – “Who is to blame for WWI?”
- Chart 4 main causes of WWI
- Chart each country's involvement in WWI
- Compare Contrast Essay- What Germans expected (14 point plan) to what they got (treaty of Versailles)
- Create a map of Allied and Central Powers

- List and explain the causes of WWI
- Identify how Franz-Ferdinand's death led to the outbreak of war in Europe
- Explain the rules for sinking ships and their influence on American attitudes towards Germany
- Empathize with the life of a WWI soldier
- Identify the aspects the Fourteen Points
- Justify the reason for the Fourteen Points
- Explain Russian withdrawal from the Great War
- Identify each nation's goals at Versailles
- Explain how Versailles led to WWII
- Create a classroom timeline of major events in WWI. Individual students will be asked to summarize an individual event for the time line.
- Debate the Fourteen Points
- Students will research the attitudes of the French, American, Germany, British and Italian governments at the end of World War I. Using their research and the Fourteen Points students will divide up and assume the role of one of the major powers in World War I. Each side will debate what they "want" at Versailles.
- Unit Tests
- Quizzes
- Open-ended questions based on essential questions or primary source document
- Trimester Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- Animal Farm by George Orwell – Russian Revolution
- Working Women’s Journal – research and create five journal entries of a working woman before and after the war. Include the job, pay, working conditions, effects on the family, what made the woman keep or lose her job after the war.

Science:

- Create a war technology catalog

Math:

- Graphing skills – size of armies in 1914
- Analyze the Great Migration

Art/Music:

- Listen to songs by George M. Cohan, analyze the songs and discuss how they reflected the time. Compare with songs of today.
- Analysis of WWI posters
- Design a combat medal
- Analyze music of WWI

Suggested Resources:**Websites:**

- Trenches on the Web: www.worldwar1.org
- www.classzone.com
- Crash Course in U.S. History: “Who Started WWI?”
<https://www.youtube.com/watch?v=pFCpKtwCkI&list=PLHeouZss9Nh6gzaD5mvVThDe2bOsjq9ZI&index=2>
- Crash Course in U.S. History: “Archdukes, Cynicism and World War I”
<https://www.youtube.com/watch?v=XPZQ0LAIR4&index=3&list=PLHeouZss9Nh6gzaD5mvVThDe2bOsjq9ZI>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- Wilson’s Fourteen Points
- Lusitania Warning

Nonfiction Texts:

- McDougal Littell, American History; Chapter 5

Historical Fiction:

- All Quiet on the Western Front; Erich Maria Remarque, 1928

Videos:

- All Quiet on the Western Front

Grade 8
Mini Unit 4
Roaring Twenties

Grade 8 Mini Unit 4

Unit Title: Roaring Twenties Unit

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.12.A.6.b- Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.D.6.c- Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.3 Active Citizenship in the 21st Century

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

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal: All students will acquire the knowledge and skills to think analytically about how the 1920s was a time of social, economic and political change.

Understandings:

- During the 1920's, most Americans were eager for a "return to normalcy" and prosperity
- Changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society.
- After World War I, African-Americans confronted new challenges and made great contributions to American culture.

Essential Questions

- What was life like before the 1920's?
- Predict how society changed in the 1920's based on what you know about the preceding period.
- The 1920's have been referred to as the "Roaring Twenties" and the "Jazz Age." What do these names suggest about the period?

Learning Targets:

- Summarize how the economy grew and struggled in the 1920's
- Explain why Warren G. Harding appealed to many voters in 1920.
- Describe daily life in the 1920's.
- Describe reactions to racial tensions that occurred in the 1920's.
- Explain significance of the Harlem Renaissance.

Learning Vocabulary:

| | | |
|-----------------|-----------------|-------------------------|
| Jazz Age | speakeasies | installment buying |
| popular culture | flapper | laissez-faire economics |
| Prohibition | Lost Generation | Harlem Renaissance |
| mass media | expatriate | |

Suggested Assessments:

- Role-play working on an assembly line
- **DBQ Activity-** Prohibition: Why did America change its mind?
<https://www.dbqonline.com/instructor/>
- Determine causes and effects of Prohibition
- Explain how new inventions changed every day life
- Identify how the prosperity of the 1920's was misleading
- Write a diary using 1920's slang terms
- Chart how 1920's affected the following groups:
 - Women
 - African Americans
 - Consumers
- Conduct an interview with a celebrity or athlete of the 1920's
- Design a propaganda poster or pamphlet supporting Prohibition

- Research famous artists of the Harlem Renaissance
- Chart Charles Lindbergh's flight across the Atlantic
- Graph consumer purchases in from 1020-1929
- Create an advertisement for a new product
- Write an essay that analyzes pros and cons of buying on credit
- Create a "Then and Now" poster that compares a figure from the 1920's with a contemporary figure in the same field
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment

Suggested Resources:

Websites:

- www.classzone.com
- Reading Like a Historian: <https://sheg.stanford.edu/wwi-1920s>
- Newsela: <https://newsela.com/>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary sources:

- Poetry
- Radio broadcasts
- Jazz recordings

Nonfiction Texts:

- McDougal Littell, American History Chapter 6

Historical Fiction:

- The Great Gatsby: F. Scott Fitzgerald 1925

Videos:

- America in the 20th Century: The Roaring 20's:
<https://www.youtube.com/watch?v=coB4WYjzAzA&t=3s&index=3&list=PLHeouZss9Nh5Fz208r8VSFaGQkIxwrbrj>
- America: The Story of Us

Grade 8
Unit 5
Great Depression

Grade 8 Unit 5

Unit Title: Depression

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.C.3.c- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.12.A.10.a- Evaluate the arguments regarding the role of the federal government during the New Deal era.

6.1.12.A.10.b- Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

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

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

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RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how the Great Depression resulted from government economic policies, business practices, and individual decisions.

Enduring Understandings:

- When the prosperity of the 1920s collapsed, President Herbert Hoover struggled to address the country's economic problems.
- President Franklin D. Roosevelt launched an aggressive program to fight the Great Depression.
- The Great Depression and the policies of the New Deal forever changed American society and government.

Essential Questions:

- How did the government react to the crisis of the Great Depression?
- Why do rules, laws and government not always preserve individual rights for the common good?

Learning Targets:

- Identify the events that led to the Great Depression.
- Describe President Hoover's policies for dealing with the Depression and America's response to those policies.
- Summarize the steps FDR took to boost public confidence and bring relief to those who suffered economic distress
- Describe the effects of the drought on the Great Plains and the effects of unemployment on millions of Americans.
- Evaluate the impact of the New Deal on society.

Learning Vocabulary

| | | |
|-------------------|---------------------|-------------|
| stocks | Hooverville | New Deal |
| supply and demand | economic depression | speculation |
| volunteerism | Black Thursday | credit |

Suggested Assessments:

- Simulate the stock market crash
- **DBQ Activity-** What caused the Dust Bowl? <https://www.dbqonline.com/instructor/>
- Simulate a fireside chat endorsing one of the New Deal programs
- Write an editorial in support or against one of the New Deal programs
- Create an "alphabet" book for the New Deal programs.
- Write a cause effect essay about the impacts of the Depression
- Write a persuasive essay about who had the strongest effect on the American System of Government – Hoover or FDR
- Write a persuasive essay about the most important achievement in the New Deal
- Chart the government social programs during the New Deal and their accomplishments
- Chart and compare Hoover and FDR's responses to economic problems
- Read various graphs of the economic problems during the Depression
- Explain supply and demand and how it lead to the Stock Market Crash
- Create a map of how the Dust Bowl created migration in America
- Write a diary explaining how Americans adjusted to the hard times of the

Depression

- Chart how the Depression and the New Deal affected the following groups:
 - Women
 - African Americans
 - Mexican Americans
 - Native Americans
 - Unions
- Compare America's reaction to the Depression to that of Italy, the USSR and Germany.
- Identify New Deal social programs that exist today and how they have changed.
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment

Curriculum Integration – Links to other content areas

Language Arts:

- Grapes of Wrath; John Steinbeck, 1917
- Write a short story based on Tenement Flats by Millard Sheets

Mathematics :

- Reading and creating graphs (New Deal, Depression and war casualties)
- Calculate the magnitude of stock losses
- Evaluate Social Security – less it the pros and cons and decide whether or not it should continue

Science:

- Construct a model dam
- Research a local environmental project and prepare a report about the project. Use visual aids to present the project.

Art:

- Illustrate daily life during the Depression
- Analyze art produced during the period

Music:

- Analyze music of the period

Suggested Resources:

Websites:

- www.classzone.com
- Reading Like a Historian: <https://sheg.stanford.edu/new-deal-wwii>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- Depression figures on unemployment
- stock prices
- FDR's fireside chats

Nonfiction Texts:

- McDougal Littell, American History; Chapter 7

Historical Fiction:

- The Great Crash, 1929; John K. Galbraith, 2003

- Out of the Dust; Karen Hesse, 2002
- Seabiscuit; Laura Hillenbrand, 2001

Videos:

- The Grapes of Wrath

Grade 8
Unit 6
World War II

Grade 8 Unit 6

Unit Title: World War II

Duration: 4 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.12.A.11.c- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.B.11.a- Explain the role that geography played in the development of military strategies and weaponry in World War II.

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

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RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal: All students will acquire the knowledge and skills to think analytically about the United States participated in World War II as an Allied power to prevent military conquests by Germany, Italy and Japan.

Enduring Understandings:

- The rise of dictators led to WWII.
- Americans at home made great contributions to the Allied victory.
- The Allies defeated the Axis powers in Europe and Africa.
- After early losses, the Allies defeated the Japanese in the Pacific.
- WWII had deep and lasting effects on the US and the world.

Essential Questions:

- How did the government react to the crisis of the Great Depression?
- Why do rules, laws and government not always preserve individual rights for the common good?

Learning Targets:

- Understand how dictators took power in several European nations.
- Describe and analyze the social changes brought about by WWII.
- Describe and analyze how the Allies achieved victory in Europe.
- Summarize the creation of the atomic bombs and evaluate the reasons why they were **used** to bring an end to the war.
- Describe the human and economic costs of the war and contrast the impact on the **US** with that of other nations.

Learning Vocabulary

| | | |
|--------------|-------------------|---------------|
| Nazi | internment | anti-Semitism |
| dictator | Rosie the Riveter | neutrality |
| volunteerism | | fascism |

Suggested Assessments:

- Conduct an interview with a woman or African American **impacted** by the outbreak of the war.
- **DBQ Activity-** Why did **Japan** attack Pearl Harbor?
https://www.dbqonline.com/instructor/
- Create a travel brochure of important World War II battle sites.
- Create a poster warning Americans of the rise of dictators.
- Compare America's reaction to the Depression to that of Italy, the USSR and Germany.
- Explain why nations in Europe looked towards dictators to solve their problems
- Explain how war preparation was used to solve Germany's economic problem
- Create a map of the major battles of World War II and explain their economic and military importance.
- Explain how World War II expanded opportunities for African Americans and women on the home front.
- Justify or condemn the Internment of Japanese Americans during the war
- Chart the human and economic costs of the war.
- Create a timeline from Treaty of Versailles to the end of WWII, noting cause/effect, consequences, and connecting event
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment

Curriculum Integration – Links to other content areas

Language Arts:

- Diary of Anne Frank

Mathematics :

- Reading and creating graphs (war casualties)
- Calculate the magnitude of loss of human life
- Calculate the cost of WWII for each country involved
- Measure distance between islands targeted in Island Hopping Campaign

Science:

- Examine long-term effects of radiation exposure from atomic bomb

Art:

- Analyze Nazi propaganda
- Analyze art produced during the period

Music:

- Analyze music of the period

Suggested Resources:

Websites:

- www.classzone.com
- Reading Like a Historian: <http://sheg.stanford.edu/rlh>
- Newsela: <https://newsela.com/>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary sources:

- Depression figures on unemployment
- stock prices
- see teacher resources in McDougal Littell for other primary sources

Non-Fiction Texts:

- McDougal Littell, American History Chapter 8
- Unbroken, Laura Hillenbrand, 2010
- Diary of Anne Frank
- Modoc, Ralph Hefler, 1998

Historical Fiction:

- The Aviator's Wife, Melanie Benjamin, 2013
-

Videos:

- America: The Story of Us

Grade 8
Unit 7
Holocaust/Genocide

Grade 8 Unit 7

Unit Title: Holocaust / Genocide

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.12.A.11.e- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d- Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.3. Active Citizenship in the 21st Century

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

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

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

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

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

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RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically and recognize that in order to prevent future genocides we must understand and learn from the past

Enduring Understandings:

- Over the course of time, people have chosen to be either bystanders or upstanders when groups are ostracized or isolated.
- Individual leaders can persecute minority groups who have little power.
- Throughout history, genocides have occurred all over the world. Some examples are: the Native Americans, Rwanda, Darfur, Bosnia-Herzegovina and others.

Essential Questions:

- What social, political, and economic opportunities and problems arise when cultures interact?
- How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others?
- How can future genocides be prevented?

Learning Targets:

- Demonstrate understanding of ideas of intimidation, being the target of harassment, being a bystander and resisting.
- Identify locations where genocides occurred in history.
- Examine personal stories and accounts.
- Formulate theories on how future genocides can be prevented.

Learning Vocabulary:

| | | |
|--------------------|---------------|----------------|
| genocide | holocaust | "undesirables" |
| prejudice | Nazism | |
| concentration camp | anti-Semitism | |

Suggested Assessments:

- 36 questions from the Simon Wiesenthal Center
- www.jewishvirtuallibrary.org
- Students will write stories how the stories of the Holocaust affected them.
- Identify where prejudice reduction can be used in America today.
- Journal entries
- Create timelines of the Holocaust
- Chart the victims of the Holocaust
- Read biographies of children who survived the Holocaust
- Create maps of pre and post WWII Europe
- Complete Holocaust questionnaire
- Research on one of the twentieth century genocides
 - Rwanda
 - Darfur
 - Armenia

- Pol Pot and the Khmer Rouge
- Create a "gallery walk" about one of the above
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Trimester Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- The Wave; Todd Strasser, 1981
- Diary of Anne Frank; Anne Frank, 1947

Mathematics :

- Create a graph of the displacement of the Jewish populations

Science:

- Research technological advances during this time and their impact on people

Art/Music:

- Analyze music and art of Holocaust survivors

Suggested Resources:

Websites:

- www.splcenter.org/teachingtolerance.html
- <https://www.ushmm.org>
- [USC Shoah Foundation](http://www.ushmm.org)
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary sources:

- Accounts of Holocaust survivors
- See Holocaust Handbook~ Binder of materials created by Heather VanVliet and Eileen Levine
- [The Oklahoma City Hope Trunk](http://www.oklahomacityhope.com)

Non-Fiction Texts:

- The White Minority: Pioneers for Racial Equality by Richard Stiller.
- "Strange Fruit" -- Billie Holliday
- "The Hangman" -- Maurice Ogden
- "No one left" -- Martin Niemoller
- Long Way Gone; Ishmael Beah, 2007
- The Nazi Officer's Wife; Edith Hahn Beer, 1999
- Zlata's Diary; Zlata Filipovic, 1994
- The Upstairs Room; Johanna Reiss, 1972
- Night; Elie Wiesel, 1960
- Parallel Journeys; Eleanor H. Ayer, 1995
- African Diary; Bill Bryson, 2002
- All that is Bitter and Sweet; Ashley Judd, 2011
- McDougal Littell, American History Chapter 8

Historical Fiction:

- A Long Walk to Water; Linda Sue Park 2010
- The Hate List; Jennifer Brown, 2009

- The Invention of Wings; Sue Monk Kidd, 2014
- The Boy in the Striped Pajamas; John Boyne 2006

Videos:

- The Wave
- [One Survivor Remembers](#)
- The Boy in the Striped Pajamas

Grade 8
Unit 8
Cold War

Grade 8 Unit 8

Unit Title: Cold War

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies

6.1.12.A.12.a- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.B.12.a- Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

6.1.12.D.12.b- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.3. Active Citizenship in the 21st Century

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over 40 years.

Enduring Understandings:

- The end of WWII led to prosperity and a new kind of war against communism.
- The Cold War and the Korean War produced a wave of anticommunist sentiment.
- Economic growth and the Cold War caused many changes in American society.

Essential Questions:

- How did the Cold War and domestic changes in the postwar years affect the nation?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How can the formal and informal relationship of the United States to other nations affect policy and society?

Learning Targets:

- Summarize how the United States' economy and political climate changed after WWII.
- Identify and analyze events leading to the Korean War and the war's outcome.
- Explain the significance of McCarthyism to the American people.
- Describe the American dream achieved by many people in the 1950's.
- Summarize the cultural influence on children and teenagers in the 1950s.

Learning Vocabulary:

| | | |
|---------------------------|------------------|----------------------|
| fair deal | Cold War | Truman Doctrine |
| containment | McCarthyism | NATO |
| 38 th Parallel | H-bomb | space race |
| Korean War | French Indochina | Berlin Airlift |
| Domino Theory | communism | Cuban Missile Crisis |
| Bay of Pigs Invasion | Vietcong | Ho Chi Minh |
| Berlin Wall | Sputnik | NASA |

Suggested Assessments:

- Create an advertising campaign for new products in the 1950's.
- **DBQ Activity-** Berlin, Korea, and Cuba: How did the US contain communism?
<https://www.dbqonline.com/instructor/>
- Write a letter from a parent to his/her child explain how "evil" rock and roll is.
- Perform a mock trial of a person accused of being a communist.
- Hold a debate on the merits of entering a war in Vietnam
- Write a newspaper article analyzing the surprise launch of Sputnik
- Essay--How did the Cold War and domestic changes in the postwar years affect the nation?
- Create a chart on median income and consumer price index.
- Create a timeline showing the effects of the arms race

- Write and deliver a television commentary on the rights and responsibilities of Americans
- Compare the issues of 1950's with the issues of today
- Compare/Contrast chart of Truman's policy of containment to Eisenhower's policy of brinkmanship
- Compare arms race of 1950's to economic competition of nations today
- Chart reasons to move to the Sunbelt in the 1950's.
- Chart causes of the Berlin Airlift and relate to Truman's containment policy
- Analyze political cartoon on the arms race between the United States and the USSR
- Use map to identify NATO and the Soviet Bloc
- Create timeline of events in the Cold War
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Benchmark Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- The Crucible; Arthur Miller 1976 – compare to the McCarthy cases

Science:

- Space race – science and technology
- Atomic weapons – fission and fusion

Art:

- Create an advertising campaign for the new "American Dream" life in the suburbs in the 1950's
- Create a visual plan for a livable city

Music:

- Analyze protest music of the 1960's
- Trace the roots of modern rock and roll music from the Blues through the 50's until today.

Math:

- Graph and analyze Inflation
- Analyze election returns

Suggested Materials / Resources / Technology/ Literature:

Websites:

- www.nara.gov
- www.coldwar.com
- www.historylearningsite.co.uk/coldwar.htm
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary sources::

- Various speeches from Eisenhower and Kennedy including but not to Kennedy's Berlin Wall speech
- Allen, Raymond, "[Communists Should Not Teach in American Colleges](#)"
- [Communist Control Act](#) of 1954 - excerpts from text

Non-fiction:

- McDougal Littell, American History Chapter 9

Historical Fiction:

- [Invisible Man](#), Ellison, Ralph, 1991
- [To Kill a Mockingbird](#), Harper Lee, 1960

Videos:

- [Miracle](#)

Grade 8
Unit 9
Civil Rights Unit

Grade 8 Unit 9

Unit Title: Civil Rights Unit

Duration: 4-5 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.C.3.c- Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.C.5.b- Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.d- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.3 Active Citizenship in the 21st Century

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

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how the civil rights movement marked a period of social turmoil and political reform resulting in the expansion of rights and opportunities for groups previously discriminated against.

Enduring Understandings:

- Between the 1870s and the 1950s, African Americans lost many of the civil rights they had gained during Reconstruction.
- Changes after WWII helped African Americans make progress in their struggle for equality.
- The civil rights movement led to the end of legal segregation.
- The African-American struggle for equality inspired other groups in their fight for civil rights.

Essential Questions

- How did Americans respond to discrimination before, during and after the civil rights era?
- How did America's foundation in slavery affect society throughout our history?

Learning Targets:

- Identify and analyze ways in which African Americans sought to improve their lives and fight for social justice.
- Describe the efforts of civil rights activists to protest discrimination against African Americans after segregation policies expanded.
- Explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act.
- Summarize the efforts of Mexican Americans and Native Americans to seek equality in the US.
- Explain the ways in which women were still discriminated against after WWII.

Learning Vocabulary:

| | | |
|------------------------------|------------------------|---------------------|
| segregation | Jim Crow Laws | Plessy vs. Ferguson |
| Brown vs. Board of Education | NAACP | sit-ins |
| boycott | Freedom Summer | SCLC |
| civil disobedience | strike | lynch |
| separate but equal | Malcolm X | demonstrations |
| non-violent protest | civil rights | black codes |
| integrate | Montgomery bus boycott | grassroots |
| Civil Rights Act of 1964 | Voting Rights Act | disenfranchised |

Suggested Assessments:

- Write an essay explaining the most defining moment of the Civil Rights Movement
- Write an essay explaining why "Change takes time"
- Analyze Primary source documents
- **DBQ Activity-** Politics or Principle: Why did LBJ sign the Civil Rights Act of 1964?
<https://www.dbqonline.com/instructor/>
- **DBQ Activity-** What made Cesar Chavez an effective leader?
<https://www.dbqonline.com/instructor/>
- Create an editorial or opinion piece
- Mock trials
- Mock elections
- Analyze and Create a political Cartoon
- Create graphs
- Conduct an interview as to which students will attend Central High School
- Write a journal-diary entry as one of the Little Rock Nine on the 1st day of school
- Essay- Most important person in the Civil Rights Movement
- Essay Choose a group to join and why you choose that group
- Analyze pictures and explain why that picture is worth a thousand words
- Complete cause and effect event grid
- Birmingham, Nashville, Montgomery and Little Rock - Identify key figures and events
- Threats and violence - White reaction
- Know principles of Civil Disobedience - When used, where used, consequences
- Legislation passes - Significance of the Civil Rights Act and the Voting Rights Act
- Create a presentation about the many groups involved - Methods to achieve goals and divisions among the groups
- Discuss changing philosophy toward Black Power in the mid to late 60's. Why? How?
- Essay- Choose one individual and explain why that person is the most important person in the Civil Rights Movement
- Research women who contributed to the movement and report out on their contributions
- Montgomery bus boycott
- Nashville sit-ins
- Greensboro sit-ins
- Plessy v. Ferguson
- Brown v. BOE
- Slaughterhouse cases
- U.S. v. Cruikshank
- U.S. v. Reese
- Tests
- Quizzes
- Open-ended questions based on essential questions or primary source documents
- Benchmark Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- Create a pamphlet advertising an event in support of a civil rights cause
- Warriors Don't Cry; Melba Petillo Bates, 1995
- Analyze civil rights messages.
- The Watsons Go to Birmingham; Christopher Paul Curtis, 1995
- The Contender; Robert Lipsyte, 1967

Math:

- Analyze charts on Eyes on the Prize

Suggested Resources:

Websites:

- www.classzone.com
- iCivics.org
- Reading Like a Historian
- Newsela
- strangefruit.org
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- "The March on Washington for Jobs and Freedom," Dr. Martin Luther King, Jr., 1963

Non-Fiction:

- I am Malala; Malala Yousafzai, 2013
- McDougal Littell, American History Chapter 10

Historical Fiction:

- The Emancipator's Wife; Barbara Hambly, 2005
- The Help; Kathryn Stockett, 2009

Videos:

- Eyes on the Prize
- The Children's March
- Teaching Tolerance video
- A&E Biography: Dr. Martin Luther King, JR.
- A Class Divided
- The Story of Emmett Till
- Hidden Figures
- He Named me Malala

Grade 8
Unit 10
Vietnam War

Grade 8 Unit 10

Unit Title: The Vietnam War

Duration: 3-4 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.12.A.12.a- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.D.12.d- Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e- Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.3 Active Citizenship in the 21st Century

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

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal: All students will acquire the knowledge and skills to think analytically about how the Vietnam War led to tensions between American military, civilians and the government.

Enduring Understandings:

- The US intensified its military and political interests in Southeast Asia.
- The US sent ground troops to Vietnam expecting victory, but soldiers soon grew frustrated.
- As the war escalated, it divided American society.
- The Vietnam War had lasting effects in the US and Southeast Asia.

Essential Questions

- What were the causes and effects of America's involvement in the Vietnam War?

Learning Targets:

- Describe events that shaped U.S. policy in Vietnam and how fear of Communism drove the U.S. into war.
- Contrast the tactics and strengths of Viet Cong and U.S. troops.
- Describe the Tet Offensive and its effects on American opinions.
- Describe groups that were opposed to the Vietnam War and their reasons.
- Summarize how the Vietnam War affected American politics, elections, and governmental decisions.
- Identify causes and effects of America's participation in and withdrawal from Vietnam.

Learning Vocabulary:

| | | |
|----------------|------------------------|----------------|
| domino theory | Cuban Missile Crisis | Viet Cong |
| communism | Ho Chi Minh | guerilla |
| Tet offensive | napalm | Agent Orange |
| counterculture | doves | hawks |
| Vietnamization | Twenty-sixth Amendment | War Powers Act |

Suggested Assessments:

- Analyze primary source documents
- Analyze maps
- Write an essay comparing/contrasting opposing views on the war
- Analyze photographs
- Research Vietnam War protest activities
- Explain how and why the United States sent troops to Vietnam
- Explain how the draft system worked
- Identify new technology used in the Vietnam War
- Compare fighting tactic between sides
- Identify how media coverage of the war led to protests

- Understand why some people did not support the war
- Analyze lyrics of protest music
- Determine whether the war was successful or not
- Research the effects of the Vietnam War on the following: soldiers, government, media and society
- Tests
- Quizzes
- Document-based questions
- Trimester Assessment

Curriculum Integration – Links to other content areas:

Language Arts:

- [Inside Out and Back Again; Thanhha Lai, 2011](#)

Math:

- Analyze charts on age and ethnic groups of men drafted

Science:

- Research uses for Agent Orange and Napalm in the Vietnam War
- Examine long-term effects of exposure to Agent Orange
- Determine how landscape and climate of Vietnam affected fighting

Suggested Resources:

Websites:

- www.classzone.com
- Newsela
- Reading like a Historian
- Reading Like a Historian: Anti-Vietnam War Movement--<https://sheg.stanford.edu/anti-vietnam-war-movement>
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- Veterans Presentation
- https://www.learner.org/courses/amerhistory/pdf/Vietnam-War_L-One.pdf

Non-Fiction:

- McDougal Littell, [American History](#) Chapter 11

Historical Fiction:

- [Inside out and back again](#), Thanhha Lai, 2011

Videos:

- Crash Course American History:
https://www.youtube.com/results?search_query=crash+course+vietnam
- Modern Marvels: Tunnel Rats

Grade 8
Unit 11
America in a Changing World

Grade 8 Unit 12

Unit Title: America in a Changing World Unit

Duration: 2-3 weeks

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.12.A.15.a- Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.D.15.d- Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.C.16.c- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.3 Active Citizenship in the 21st Century

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

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

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

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

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

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Learning Goal:

All students will acquire the knowledge and skills to think analytically about how the United States has diplomatically addressed global issues.

Enduring Understandings:

- President Richard M. Nixon governed a divided nation and faced a political scandal that forced him to resign.
- During the 1980s, conservatives reshaped US domestic policy, and world events influenced US foreign policy.
- The US faces great challenges in the 21st century.

Essential Questions

- How did the Watergate Scandal affect the way in which Americans viewed the president?
- How did the attacks on September 11th change how America handled safety of Americans both within US borders and abroad.

Learning Targets:

- Identify domestic problems that President Nixon faced and the effects on American society and politics.
- Describe ways Nixon eased Cold War tensions.
- Summarize the events of the Watergate scandal and its effects on the country.
- Describe important events and challenges faced by presidents Ford and Carter.
- Describe the domestic and international goals of President Reagan.
- Summarize the conflicts between Congress and President Clinton and the US’s role in the War in Kosovo.
- Identify the issues in the 2000 election and the events that made it so controversial.
- Describe the events of September 11, 2001 and the ways the US responded.

Learning Vocabulary:

| | | |
|--------------------|--------------------|----------|
| Watergate scandal | inflation | NAFTA |
| OPEC | Iran-Contra Affair | Kosovo |
| Camp David Accords | Persian Gulf War | al-Qaeda |
| 9-11 hijackings | | |

Suggested Assessments:

- Analyze Watergate documents and determine why Watergate became such a significant event in history.
- **DBQ Activity-** Should the United States drill for oil in Alaska’s Wilderness?
<https://www.dbqonline.com/instructor/>
- Create a graphic organizer/poster for Reagan’s goals
- Determine if the U.S. was morally right for its participation in the Iran Contra Affair

- List new nations after the breakup of the USSR
- Chart economic issues of the time
- Identify and discuss change in government
- Create a timeline of the Cold War
- Identify people and events mentioned in “We Didn’t Start the Fire” by Billy Joel
- Tests
- Quizzes
- Document-based questions
- Benchmark Assessment

Language Arts:

- *Zlata’s Diary*; Zlata Filipovic, 1995
- *First Crossing: Stories about Teen Immigrants*; Donald R. Gallo, 2004
- *The Persian Gulf and Iraqi Wars*; Lawrence J. Zwier

Math:

- Research Reganomics
- Understand concept of inflation by graphing gas price increases 1950-2000

Science:

- Create a timeline for the space exploration program
- Determine how humans and their technologies affected the environment

Suggested Resources

Websites:

- Reading Like a Historian: <https://sheg.stanford.edu/end-20th-century-start-21st>
- Newsela
- iCivics.org
- <http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

Primary Sources:

- Interviews
- Speeches
- [The Oklahoma City Hope Trunk](#)

Non-Fiction:

- McDougal Littell, *American History* Chapter 12

Historical Fiction:

- *A Fall of Marigolds*; Susan Meissner, 2014
- *No Safety in Numbers*; Dayna Lorentz, 2012
- *First Crossing: Stories about Teen Immigrants*; Donald R. Gallo, 2004
- *The Persian Gulf and Iraqi Wars*; Lawrence J. Zwier, 2005

Videos:

- [The Man in the Red Bandana](#)
- *America: The Story of Us*
- *Taking Chance: The Chance Phelps Story*: HBO Films

