

Social Studies 7

North Brunswick Township Public Schools

Acknowledgements

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Course Description

This course is a continuation of United States History that commences where the 6th grade curriculum concludes. It emphasizes the knowledge and skills needed to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills will enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Topics begin with the North and the South, including causes and effects of secession, continuing with reform movements and in-depth look into the Underground Railroad. Several weeks will be dedicated to Civil War; causes and effects, battles and life during the war. The curriculum will conclude with an account of Reconstruction. Students will also engage in several mini-research projects to emphasize the importance of literacy and research skills.

***The current curriculum documents in North Brunswick Township Public Schools reflect the most recent adopted 2009 NJCCCS for Social Studies which focuses on U.S. History, World History, and Active Citizenship; please note that four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives. In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content.**

In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

Please note: The Common Core State Standards for English Language Arts & Literacy in **History/Social Studies**, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “The North”: Industrial Revolution in America (Chapter 12 Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|--|---------------|---|
| <p>- What changes occurred in the North during the early 1800s?</p> <p>- How did the Industrial Revolution transform the way goods were produced in the United States?</p> <p>- How dd new inventions change life in the United States?</p> | <p>- Describe how the development of new machines & processes brought the Industrial Rev. to the U.S.</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - students write a letter to convince a bank to give him/her a loan (expanding factories) – p.388 TE) - create 3-column chart to list any inventions mentioned in the section, the inventor, & its benefits -Invention Advestisement : <i>choose one of the prominent inventions of the time period</i> - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text -Examples of advertisements http://www.ebaumsworld.com/video/watch/80519289/ | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- advertisement (rubric)</p> <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.C.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.1 (argument specific writing)</p> |

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Topic/Course: “The North”: Changes in Working Life (Chapter 12 Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|--|---|---|---------------|--|
| <p>- What changes occurred in the North during the early 1800s?</p> <p>- How did the Industrial Revolution transform the way goods were produced in the United States?</p> | <p>-Understand how the soeard of mills in the Northeast changed workers’ lives</p> | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -<i>“If you were there” ... section intro. response</i> - Lowell Factory Girl Picture Walk or Simultaneous Round Table using images DI - graphic organizer: show how Slater, Lowell, & Sarah G. Bagley affected workeers’ lives (TE p.395) - section questions <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - text -Factory Lesson: http://edsitement.neh.gov/lesson-plan/was-there-industrial-revolution-americans-work-civil-war#section-16900 http://library.uml.edu/clh/All/Mgi.htm_(Lowell Photo gallery) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking</p> | <p>1 week</p> | <p>6.1.8.C.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

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Topic/Course: “The North”: The Transportation Revolution (Chapter 12 Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|---|---|---|---|---------------|--|
| <p>- What changes occurred in the North during the early 1800s?</p> <p>-- How did new forms of transportation improve business, travel and communication in the United States?</p> | <p>- Explain how transportation revolutionized trade & daily life</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> -analyzing visuals: “Riding in a Steam Engine” (TE p.398): -teacher-created NJASK based open-ended response question (based on darwing inferences: <i>‘In What ways did railroads affect the economy of the US?’</i>) - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - Steam tarin diagram | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- NJASK open-ended response</p> <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.C.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended Response)</p> |

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Topic/Course: “The North”: More Technoigcal Advances (Chapter 12 Section 4) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|--|---|---|---|---------------|--|
| <p>- What changes occurred in the North during the early 1800s?</p> <p>- Which technological advances led to new inventions that continued to change daily life & work?</p> | <p>- Identify which innovations made life easier for American daily life</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>” ... <i>section intro. response</i> -Morse code vs. Texting activity (compare/ contrast) - co-op learning activity (TE p.404): <i>New Technology Jingles: write a jingle promtoing either the sale of the item or its use</i> -section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - NJASK open-ended rubric | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - chapter test | <p>1 week</p> | <p>6.1.8.C.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

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Topic/Course: “The South”: Growth of the Cotton Industry (Chapter 13 Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|---|---------------|--|
| <p>- How did slavery and agriculture affect the economy and society of the South?</p> <p>- How did the invention of the cotton gin revive the economy of the South?</p> | <p>- Explain how the South became a one-crop economy & increased the need for slave labor</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities - “<i>If you were there</i>”... <i>section intro. response</i> - Comparison chart pre/post cotton gin - effects of Cotton Boom chart (TE p.416) - discuss how cotton was important to the South’s economy - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - graphic organizer | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - charting - critical thinking questions | <p>1 week</p> | <p>6.1.8.C.4.b 6.1.8.C.3.c 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

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Topic/Course: “The South”: Southern Society (Chapter 13 Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|---|---|--|---------------|--|
| <p>- How did slavery and agriculture affect the economy and society of the South?</p> <p>- Why was Southern society centered around agriculture?</p> | <p>- Understand the significance of southern agriculture</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities - “<i>If you were there</i>”... section intro. response -Factories vs. Plantations (see link below) -<u>January’s Sparrow</u> journal (read-aloud or Read or the Walls) - “Life n the Urban South” graphic organizer (TE 422) - section questions <p>MATERIALS:</p> <p>http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south#sect-activities</p> <ul style="list-style-type: none"> - <u>January’s Sparrow</u> (each teacher will have one book copy) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.C.4.b 6.1.8.C.3.c 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

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Topic/Course: “The South”: The Slave System (Chapter 13 Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|---|--|---|--|---------------|--|
| <p>- How did slavery and agriculture affect the economy and society of the South?</p> <p>- How did the slave system produce harsh living conditions and occasional rebellions?</p> | <p>- Explain how discrimination threatened the lives of free African Americans</p> <p>- Understand how slavery was difficult and demoralizing</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities - “<i>If you were there</i>” ... <i>section intro. response</i> - Slave ship picture walk DI - San Francisco Plantation, MS Slave Sale source (create math activity using prices of individual slaves) - Spirituals Investigation and comparison (see link below) - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - pictures for PW - America The Story of Us DVD: clips <p>http://edsitement.neh.gov/lesson-plan/spirituals#sect-activities</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>chapter test</p> | <p>1 week</p> | <p>6.1.8.C.4.b 6.1.8.C.3.c 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: 1st Quarterly Assessment – The North & The South/ SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
|---|--|--|--|---|--------------|--|
| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Why is there political & social conflict? • Which technological advances led to new inventions that continued to change daily life & work? • What is the author’s purpose • How can context clues help in decoding word meaning | <ul style="list-style-type: none"> • Understand technological changes and their impact on the economy & society • Recognize how the separate development of the North & the South affected the United States • Demonstrate comprehension of an informational reading task | <p><u>ACTIVITIES:</u></p> <p>- 2 ½ page reading “Lands of Promise” on the industrial changes in the North & the South with 9 multiple choice questions based on NJASK questioning techniques</p> <p><u>MATERIALS:</u></p> <p>- Assessment - LinkIt scantron sheets</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. –extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>-</p> | <p>1 day</p> | <p>6.1.8.C.4.b 6.1.8.C.3.c 6.1.8.C.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

**Note the order of Chapter 14*

Topic/Course: “New Movements in America” (Chapter 14: Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|--|---------------|--|
| <p>- What goals did American social reformers have during the early 1800s?</p> <p>- What were the effects of the rise in American population?</p> | <p>- Understand how immigrants arrived in the U.S. despite anti-immigration movements</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - geography/map skills - define unit vocabulary - Word Wall activities - <i>“If you were there”... section intro. response</i> - create comparison chart of nativists ideas vs. current immigration (<i>issues in Arizona using unbiased sources and cooperative groups</i>) - Analyzing Visuals (TE p.441) compare NYC 1800s illustration with a large American city today (students can discuss or blog details) - graphic organizer: ‘Growth of U.S. Cities’ (reasons v. problems – TE p.441) - <i>Ellis Island</i> website -critical thinking questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - textbook - chart (graphic organizer) -Nativist and Arizona sources -<i>Ellis Island</i> website http://www.ellisland.org/genealogy/ellis_island.asp | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- chart</p> <p>- questions</p> | <p>1 week</p> | <p>6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “New Movements in America” (Chapter 14: Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|--|---|--|---------------|--|
| <p>- What goals did American social reformers have during the early 1800s?</p> <p>- How did new movements in art & literature influence many Americans in the early 1800s?</p> | <p>- Understand why transcendentalists withdrew from American society</p> <p>- Explain important contributions that American Romantic painters & writers made to society</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - define unit vocabulary - Word Wall activities - “<i>If you were there</i>”... <i>section intro. response</i> - Transcendentalism online live interactive blogging (see online resources below) - Thoreau activities: <i>Connecting with Thoreau: Journaling</i> (activity choices) see link below - Literature in History (p.446-447); read-aloud excerpts from American writers - section questions/discussion <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - todaysmeet.com (blogging) http://thoreau.eserver.org/connects.html http://www.huffenglish.com/handouts/brainontranscendentalism.pdf | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- journaling</p> <p>- online blog or discussion</p> | <p>1 week</p> | <p>6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (content-specific writing)</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “New Movements in America” (Chapter 14: Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|---|---------------|--|
| <p>- What goals did American social reformers have during the early 1800s?</p> <p>- How did reform movements in the early 1800s affect religion, education & society?</p> | <p>- Identify why social reformers spoke out about temperance & religious movements</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> -Venn diagram of early education compared to modern day education - Solving Problems: (TE p.450): <i>Prisoners’ Bill of Rights’</i> (co-op activity) - create timeline of education in early 1800s America (TE p.451) - section questions/discussion <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - graphic organizer | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- graphic organizer</p> <p>- questions</p> | <p>1 week</p> | <p>6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.4. *Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “New Movements in America” (Chapter 14: Section 5) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|---|--|---|---|---------------|---|
| <p>- What goals did American social reformers have during the early 1800s?</p> <p>- Why did reformers seek to improve women’s rights in society?</p> | <p>- Determine how the Seneca Falls Convention influenced the first women’s rights movement in the U.S.</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - define unit vocabulary - Word Wall activities - “<i>If you were there</i>”... <i>section intro. response</i> - Women’s Rights cartoon analysis; guided wkst & prompts - Primary source analysis of anti women’s suffrage - create NJASK-based open-ended response on <i>why some men & women thought that the women’s rights movement was misguided</i> - section questions - discussion (see below) <p>* Prominent Americans (mini-research option)</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://www.archives.gov/education/lessons/worksheets/cartoon.html http://edsitement.neh.gov/lesson-plan/voting-rights-women-pro-and-anti-suffrage#section-16824 (Do Women Even Want the Right to Vote? - Recommended choice) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - primary source analysis - NJASK open-ended response - critical thinking questions - chapter test | <p>1 week</p> | <p>6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (open-ended response)</p> |

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**Note the order of Chapter 14*

Topic/Course: “Movement to End Slavery – Underground Railroad”: (Chapter 14. Section 4) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|--|---|---|----------------------|--|
| <ul style="list-style-type: none"> - How did people in slave communities help one another? - In what ways did enslaved people resist slavery? - How did the debate over slavery increase as abolitionists organized to challenge slavery in the United States? -How did the Underground Railroad help slaves escape? | <ul style="list-style-type: none"> - Explain how Americans from a variety of backgrounds actively opposed slavery - Understand why abolitionists developed the Underground Railroad to aid enslaved Africans - Understand why despite abolitionist efforts, many Americans remained opposed to ending slavery | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - <i>Literature circle</i>- based activities using text set of slavery books (optional) - “Underground Railroad in NJ”: newspaper article -Interactive online Underground Railroad game/quiz (link below) -History Education DVD: Underground Railroad with primary source material for Garrison, Douglass, Dred Scott -Create a twitter feed/conversation between the 5 people mentioned in the section. <p>MATERIALS:</p> <ul style="list-style-type: none"> -Text http://www.harcourtschool.com/s1/Grade5/interactives/gr5_unit6.html (UR game) - History Education DVD *use multimedia classroom CDROM for video clips and accompanying questions and supplemental activities -Twitter-based worksheet | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> -Vocabulary Quiz -Chapter Test -Primary Source analysis -Literature Circle | <p>1 ½ - 2 weeks</p> | <p>6.1.8.D.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “A Divided Nation” : The Debate Over Slavery (Chapter 15 Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|---|---------------|--|
| <p>-How did the issue of slavery affect politics in the United States?</p> <p>- How did antislavery literature and the annexation of new lands intensify the debate over slavery?</p> | <p>- Understand the fundamentals of the Compromise of 1850</p> <p>- Explain why the Fugitive Slave Act caused controversy</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - The Debate Over Slavery: <i>Read the Walls (entire section) DI</i> - gathering grid for note-taking; follow-up questions - co-op activity: <i>Debate Over Slavery chart</i> (groups create chart using list of key leaders on TE p.479 and provide a short caption identifying the person & his view on slavery issue) <p>*Road to Secession (mini-research option)</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - gathering grid - graphic organizer | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>- chart</p> | <p>1 week</p> | <p>6.1.8.D.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “A Divided Nation” : Trouble in Kansas (Chapter 15 Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|---|---------------|---|
| <p>-How did the issue of slavery affect politics in the United States?</p> <p>- Why did the Kansas-Nebraska Act heighten tensions in the conflict over slavery?</p> | <p>- Determine how the debate over slavery influenced the election of 1852</p> <p>- Explain how the Kansas-Nebraska Act permitted voters to allow or prohibit slavery</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - Election of 1852 cartoon analysis (p. 483); guided wkst & prompts - graphic organizer: Kansas-Nebraska Act (define & list effects) TE p.484 - collaborative learning activity (TE p. 486) <i>The Nightly News from Kansas</i> – students create a brief TV newscast about one of the following: K-N Act, formation of 2 Kansas govts, Sack of Lawrence, Pottawatomie Massacre, or caning of Sumner - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://www.archives.gov/education/lessons/worksheets/cartoon.html (cartoon wkst) - graphic organizer | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - graphic organizer - news report - critical thinking questions | <p>1 week</p> | <p>6.1.8.D.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.1 (argument specific writing)</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “A Divided Nation” :Political Divisions (Chapter 15 Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|--|---|---|--|---------------|---|
| <p>-How did the issue of slavery affect politics in the United States?</p> <p>- How was the split over the issue of slavery intensified due to political, divisional and judicial decisions</p> | <p>- Understand how the Dred Scott decision created further division over the issue of slavery</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - Compare/contrast: write 2 paragraphs: one on Douglas & one on Lincoln (examine how each contributed to the political debate over slavery) -History Education CDROM: Underground Railroad with primary source material for Dred Scott (print & share) - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - History Education CDROM: Underground Railroad (primary source doc on Dred Scott) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- writing</p> <p>- critical think questions</p> | <p>1 week</p> | <p>6.1.8.D.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “A Divided Nation” :The Nation Divides (Chapter 15 Section 4) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|---|---|--|---------------|--|
| <p>-How did the issue of slavery affect politics in the United States?</p> <p>- How and why did the United States break apart due to the conflict over slavery</p> | <p>- Understand how the raid on Harpers Ferry intensified the disagreement between free states and slave states</p> <p>-Identify how the outcome of the election of 1860 divided the United States</p> <p>- Explain how the dispute over slavery led the South to secede</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - create sequential flow chart (in pairs) listing the events connected to John Brown’s raid - interpret map ‘Election of 1860’ ; p.495 - letter writing: draft formal letter to Pres. Lincoln informing him that So. Carolina is officially seceding (list and explain the events and causes that led to decision) - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - graphic organizer: flow chart outline | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - writing - critical thinking questions - chapter test | <p>1 week</p> | <p>6.1.8.D.4.b 6.1.8.D.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (content specific writing)</p> |

NJCCCS: 6.3.8. Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Topic/Course: 2nd Quarterly Assessment – Citizenship: Persuasive Prompt/ SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
|--|---|--|---|--|--------------|--|
| <ul style="list-style-type: none"> • What is government & what can it do? • How can citizens & groups participate effectively in the democratic process? • What does it mean to persuade someone? | <ul style="list-style-type: none"> • Explain why societies require rules, laws & government • Apply writing skills to respond to a persuasive prompt that includes the construction of a four-five paragraph essay showing mastery of student insight, detail and understanding of task | <p><u>ACTIVITIES:</u></p> <p>- students will respond to persuasive prompt :</p> <p><i>In many countries around the world, and in many ancient societies, citizens are /were required to serve in the military. In the United States, this is a voluntary act. What is your opinion? Should the United States require citizens to serve in the military?</i></p> <p><i>Write a 4-5 paragraph essay to your state representative persuading him or her to agree with your point of view.</i></p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Writing Assessment - NJASK Rubric for essay writing | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- Persuasive Prompt</p> | <p>1 day</p> | <p>6.3.8.A.1 6.3.8.A.2</p> <p>LAWHST.6-8.1 (Specific - Content Argument writing)</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: “The Civil War”: The War Begins (Chapter 16 Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|---|---|---|---|---------------|---|
| <p>- In what ways did the Civil War transform the nation?</p> <p>- What were the major military & political events of the Civil War?</p> <p>-Why did the war break out between the North & South in 1861</p> | <p>- Determine the resulting effects following the outbreak at Fort Sumter</p> <p>-Explain how the Union and Confederacy prepared for war</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - analysis of primary source documents (Civil War newspapers) - “The Folly of Secession” political cartoon analysis: wkst & questions “The North vs. the South” collaborative activity: (TE p.512) - compare/ contrast Union & Confederate soldiers - write informative paragraph about the purpose and type of training soldiers rec’vd - section questions <p>-Refer back to Chapter 12 & 13 to remind students of differences b/n North & South</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://www.archives.gov/education/lessons/worksheets/cartoon.html (cartoon wkst/questions) http://memory.loc.gov/ammem/cwphtml/cwphome.html (CW photo gallery) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - cartoon analysis - reporting (collaborative activity) - critical thinking questions | <p>1 week</p> | <p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.2 (informative writing)</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: “The Civil War”: The War in the East (Chapter 16 Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|---|---------------|--|
| <p>- In what ways did the Civil War transform the nation?</p> <p>- Who were the key leaders & what role did they play?</p> <p>- Was military force necessary to keep the union in tact?</p> | <p>-Determine how the Union & Confederacy leaders & soldiers prepared for war</p> <p>-Understand how the Battle of Antietam gave the North an advantage</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - analysis of primary source documents (Civil War newspapers) - interactive map (Battles in the East) - collaborate learning activity: TE p.518 <i>student groups take either Northern or Southern perspective of one of key 4 battles listed (create news article or summary, etc.)</i> - section questions <p>*Traveling Trunk Stations *TBD</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://my.hrw.com (Battles in the East) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- primary source analysis</p> <p>- critical thinking questions</p> | <p>7 days</p> | <p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (content-specific writing)</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic

values as productive citizens in local, national, and global communities **6.5 Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.**

Topic/Course: “The Civil War”: The War in the West (Chapter 16 Secion 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|--|----------------------|--|
| <p>- In what ways did the Civil War transform the nation?</p> <p>- Who were the key leaders & what role did they play?</p> <p>- Was military force necessary to keep the union in tact?</p> | <p>-Determine how the Union & Confederacy leaders & soldiers prepared for war</p> <p>-Understand how the Battle of Antietam gave the North an advantage</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - analysis of primary source documents (Civil War newspapers) - interactive map - cause/effect chart (p.525): list battles in the West and list causes/effects - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://my.hrw.com/ (interactive map “War in the West”) - netbooks | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> | <p>1 – 1 ½ weeks</p> | <p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: “The Civil War”: Daily Life during the War (Chapter 16 Section 4) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|--|---------------|--|
| <p>- In what ways did the Civil War transform the nation?</p> <p>- How were the lives of many Americans affected by the Civil War?</p> <p>- How did ideas expressed in the Emancipation Proclamation support the North’s goals?</p> | <p>- Identify the fundamental components of the Emancipation Proclamation</p> <p>- Identify ways in which African-Americans participated in the war</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - analysis of primary source docs (Civil War newspapers) - Civil War picture walk or simultaneous round table (see link below) DI - analyze primary source docs (letters written by soldiers & civilians during the war) - Read-aloud: Emancipation Proc. (back of text): follow-up questions (teacher-generated) -Massachusetts 54th Shaw Memorial analysis (see link below) or read-aloud play “Undying Glory” - section questions <p>Suggested Addt'l Readings- http://www.nps.gov/gett/forteachers/suggestedreading.htm</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://etext.virginia.edu/civilwar/ (copies of CW letters) http://edsitement.neh.gov/lesson-plan/massachusetts-54th-regiment-honoring-heroes#sect-activities (54th Shaw) | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - primary source analysis - critical thinking questions | <p>1 week</p> | <p>6.1.8.A.5.a 6.1.8.B 5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.5 *Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: “The Civil War”: The Tide of the War Turns (Chapter 16 Section 5) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|---|----------------|--|
| <p>- In what ways did the Civil War transform the nation?</p> <p>- What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</p> <p>- How did ideas expressed in the Gettysburg Address support the North’s goals?</p> | <p>--Understand how the Battle of Gettysburg was a major turning point</p> <p>-Explain how Union troops forced the South to surrender</p> | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - analysis of primary source documents (Civil War newspapers) - “Days of Darkness” & “April 1865” DVDs and interactive CDROM lesson plans/activities -America; the Story of US: DVD: <i>Gettysburg clips</i> -The Presidents: DVD <i>Lincoln</i> *students can blog via Today’s Meet during any video presentation - Battle of Gettysburg Storyboards: (TE p.538)\ -Read-Aloud: ‘Gettysburg Address’ with teacher-generated follow up questions) - section questions <p>* States: (mini-research option)</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - DVDs - interactive CDROM | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - video analysis - story boards - chapter test | <p>2 weeks</p> | <p>6.1.8.A.5.a 6.1.8.B 5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.5 Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.**

Topic/Course: “Reconstruction”: Rebuilding the South (Chapter 17: Section 1)/ SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|---|--|---|---------------|--|
| <ul style="list-style-type: none"> - How did a deeply divided nation move forward after the Civil War? - What were the problems that the nation faced in rebuilding the Union? | <ul style="list-style-type: none"> - Determine why Lincoln & Congress had different views as Reconstruction began - Identify how President Johnson’s plan continued the progress of Reconstruction | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/amp skills - define unit vocabulary - Word Wall activities - “If you were there”... section intro. response - collaborative activity: Congressional Committees (TE p.554) - develop examples of ways to honor/promote accomplishments of Freedmen’s Bureau - write summative paragraph on what was Johnson’s plan for reconstruction - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text | <ul style="list-style-type: none"> ESL – use of text readings, notes, vocabulary for any activity SpEd. – word banks, extra time, preferential seating | <ul style="list-style-type: none"> - critical thinking questions | <p>1 week</p> | <ul style="list-style-type: none"> 6.1.8.A.5.b 6.1.8.C.5.b 6.1.8.D.5.d LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10 |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.5 Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.**

Topic/Course: “Reconstruction”: The Fight Over Reconstruction” (Chapter 17: Section 2)/ SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|---|--|------------------|--|
| <ul style="list-style-type: none"> - How did a deeply divided nation move forward after the Civil War? - Why did Congress take control of Reconstruction? - What were the implications and outcomes of the 14th & 15th amendments? | <ul style="list-style-type: none"> - Explain how the Black Codes led to opposition against President Jackson - Understand how the 14th & 15th amendments ensure citizenship & voting rights | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/amp skills - define unit vocabulary - Word Wall activities - “If you were there”... section intro. response - Radical Republican vs. Johnson Debate - political cartoon analysis p.559 - write a news article titled “Fourteenth Amendment Is Ratified!” (use internet to gather info) - <i>The Presidents</i> DVD: Johnson - online blog/class discussion on impeachment (can complete while video is playing) - section questions <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - netbooks/computers - <i>The Presidents</i> DVD | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - writing - critical thinking questions | <p>1 ½ weeks</p> | <p>6.1.8.A.5.b 6.1.8.C.5.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (content-specific writing)</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: “Reconstruction”: Reconstruction in the South (Chapter 17: Section 3)/ SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|--|---|---|---|------------------|--|
| <ul style="list-style-type: none"> - How did a deeply divided nation move forward after the Civil War? - How did segregation become a key issue for African-Americans during Reconstruction? | <ul style="list-style-type: none"> - Determine how reconstruction governments helped reform South - Explain which rights of African Americans were restricted following Reconstruction | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> - Geography/map skills - define unit vocabulary - Word Wall activities - “<i>If you were there</i>”... section intro. response - compare/contrast carpetbaggers & scalawags - Read the Walls: Reconstruction Ends (create readings from 567-571 for activity) DI - gathering grid for note-taking from Read the Walls - section questions <p>(culminating activity – optional)</p> <ul style="list-style-type: none"> - Create an online museum box <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://museumbox.e2bn.org/index.php | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - chapter test | <p>1 ½ weeks</p> | <p>6.1.8.A.5.b 6.1.8.C.5.b 6.1.8.D.5.d</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: 3rd Quarterly Assessment – Civil War/ SS 7

Grade:7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
|---|--|---|--|---|--------------|--|
| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Why is there political & social conflict? • How did the Civil War affect society both past and present? • What is the author's purpose and point of view? • How can context clues help in decoding word meaning | <ul style="list-style-type: none"> • Understand important components that outlined the causes and effects of the Civil War • Distinguish fact from opinion in a reading task • Demonstrate comprehension of an informational reading task • Apply writing skills to respond to a prompt showing mastery of student insight | <p><u>ACTIVITIES:</u></p> <p>- 2 ½ page informational reading on the Civil War with 9 multiple choice questions and 1 open-ended response based on NJASK questioning techniques</p> <p><u>MATERIALS:</u></p> <p>- Assessment - LinkIt scantron sheets - NJASK Scoring rubric for Open-Ended Responses</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. –extra time, preferential seating</p> | <p>- critical thinking questions</p> <p>- NJASK-based open-ended response</p> | <p>1 day</p> | <p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. Expansion and Reform: *Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “Americans Continue to Move West”: Miners, Ranchers & Railroads (Chapter 18 Section 1) / SS 7 **Grade: 7**

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|--|--|---|---|---------------|---|
| <p>- What changes occurred in the American West during the late 1800s?</p> <p>- Which factors influenced American’s growth & expansion in the late 19th century?</p> <p>- How did mining, ranching, and the building of cross-continental railroads transform the western landscape?</p> | <p>- Explain how the mining boom brought growth to the West</p> <p>- Understand how the transcontinental railroad promoted trade & communication</p> | <p>ACTIVITIES:</p> <p>Geography/amp skills</p> <ul style="list-style-type: none"> - define unit vocabulary - Word Wall activities - “If you were there”... <i>section intro. response</i> - Transcontinental Railroad primary document analysis (see link below) - compare/contrast chart of conditions faced by miners, cowboys & rail workers - NJASK open ended response: <i>How did the railroad affect the development of the West?</i> - section questions - America the Story of Us DVD clips <p>MATERIALS:</p> <ul style="list-style-type: none"> - text - America the Story of US DVD <p>http://cpr.org/Museum/Ephemera/CP-UP_Timetable_1881/index.html (Trans. RR site)</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <ul style="list-style-type: none"> - primary source analysis - NJASK open-ended response - critical thinking questions | <p>1 week</p> | <p>6.1.8.B.4.b 6.1.8.C.4.b 6.1.8.C.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> <p>LA.WHST.6-8.4 (open-ended response)</p> |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “Americans Continue to Move West”: Wars for the West (Chapter 18 Section 2) / SS 7 **Grade: 7**

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|--|---|--|---------------|---|
| <p>- What changes occurred in the American West during the late 1800s?</p> <p>- What were the defining conflicts over land in the West between Native Americans & the United States government?</p> | <p>- Understand the conflict that development as settlers moved to the Great Plains</p> | <p><u>ACTIVITIES:</u> Geography/amp skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> -Battle of Little Big Horn webquest (see link below) - section questions</p> <p><u>MATERIALS:</u> - text - Battle of Little Big Horn webquest materials & netbooks -<i>Bury My Heart at Wounded Knee</i></p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- webquest</p> <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.B.4.b 6.1.8.C.4.b 6.1.8.C.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “Americans Continue to Move West”: Farming & Populism (Chapter 18 Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|---|---|--|--|--------|--|
| <ul style="list-style-type: none"> - What changes occurred in the American West during the late 1800s? - How did settlers on the Great Plains create new communities & unique political groups? - Why did farm incomes fall? - Why did farmer, laborers, & reformers join to form the Populist party? | <ul style="list-style-type: none"> - Understand the conflict that development as settlers moved to the Great Plains - Explain the economic challenges that led to the creation of farmers’ political groups | <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Geography/amp skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - Become a Billionaire (Homestead Act activity) -<i>How the States Got Their Shapes</i> - create summative paragraph identify the Populist Party (can be completed individually or in pairs/groups) - section questions - National Parks (mini-research option) <p>MATERIALS:</p> <ul style="list-style-type: none"> - text http://www.pbs.org/wnet/frontierhouse/resources/lp1.html (Homestead Act game) -<i>How the States Got Their Shapes</i> DVD | <ul style="list-style-type: none"> ESL – use of text readings, notes, vocabulary for any activity SpEd. – word banks, extra time, preferential seating | <ul style="list-style-type: none"> - writing - critical thinking questions - chapter test | 1 week | <ul style="list-style-type: none"> 6.1.8.B.4.b 6.1.8.C.4.b 6.1.8.C.4.c LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10 LA.WHST.6-8.4 (content-specific writing) |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “The Industrial Age”: The Second Industrial Revolution (Chapter 19 Section 1) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|--|--|---|---|---------------|---|
| <p>- How did technological advances change people’s lives and affect businesses?</p> <p>- How did new sources of power lead to advancements in transportation & communication</p> | <p>- Determine breakthroughs in steel processing that led to boom in construction</p> <p>- identify the advances in the use of oil and electricity and how this improved communications and transportation</p> | <p>ACTIVITIES: Geography/amp skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - Life of a steelworker discussion / picture walk DI - Biography activity: Inventors: Edison, Bell (summarize using internet resources) - section questions</p> <p>MATERIALS: - text - photos for Picture Walk</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- summarizing</p> <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.C.4.b</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “The Industrial Age”: Big Business (Chapter 19 Section 2) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|--|---|---|---|---|---------------|--|
| <p>- How did technological advances change people’s lives and affect businesses?</p> <p>- How did the growth of big business in the late 1800s led to the creation of monopolies</p> | <p>- Explain ways in which big business led to monopolies</p> | <p>ACTIVITIES: Geography/amp skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - use ‘Main Idea’ question prompts (TE p.620) to enforce <i>Dominance of Big Business</i> - political cartoon – p.621 (wkst/questions) - History video streaming: <i>John D. Rockefeller</i> @4 mins (<i>students can live chat/blog via Today’s Meet with teacher-prompted questions while video plays</i>) -section questions</p> <p>MATERIALS: - text - http://www.history.com/videos/john-d-rockefeller-oil-money-and-power#john-d-rockefeller-oil-money-and-power (<i>Rockefeller</i>) http://www.archives.gov/education/lessons/worksheets/cartoon.html (cartoon wkst/questions)</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions</p> | <p>1 week</p> | <p>6.1.8.C.4.b LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10</p> |

NJCCCS: 6.1.8.4 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities **6.4. *Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.***

Topic/Course: “The Industrial Age”: Industrial Workers (Chapter 19 Section 3) / SS 7

Grade: 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Sp.Ed. Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS/ Common Core |
|---|--|--|---|---|---------------|---|
| <p>- How did technological advances change people’s lives and affect businesses?</p> <p>- Why did changes in the workplace lead to a rise in labor unions and workers’ strikes?</p> | <p>- Identify the changes in the workplace environment that caused labor strikes</p> | <p>ACTIVITIES: Geography/amp skills - define unit vocabulary - Word Wall activities -“<i>If you were there</i>”... <i>section intro. response</i> - create list of complaints that workers may have had (TE p.625) - Biography activity: Mother Jones= write a letter of recognition for her accomplishments or create online biography http://go.hrw.com/activities/frame.html?main=11050.html - interactive map: Major Labor Strikes of 1880</p> <p>MATERIALS: - text http://go.hrw.com/gopages/ss-ah.html (M.Jones bio, online bio set-up & labor map)</p> | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. – word banks, extra time, preferential seating</p> | <p>- critical thinking questions - letter/or online biography activity - chapter test</p> | <p>1 week</p> | <p>6.1.8.C.4.b LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.10 LA.WHST.6-8.4 (content-based writing)</p> |

NJCCCS: 6.1.8.3 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **6.5 Civil War and Reconstruction: *The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.***

Topic/Course: 4th Quarterly Assessment / SS 7

Grade:7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology/ Interdisciplinary Connections | Modifications ESL / Special Education Academic Support | Assessments Formative Summative Benchmarks | PACING | NJCCCS / Common Core |
|---|--|--|--|--|--------------|--|
| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • What factors led to boom and bust in the cattle industry? • How can context clues help in decoding word meaning | <ul style="list-style-type: none"> • Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade • Distinguish fact from opinion in a reading task • Demonstrate comprehension of an informational reading task • Apply writing skills to respond to a prompt showing mastery of student insight | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> - 2 ½ page reading on cattle kingdoms of the West with 9 multiple choice questions and 1 open-ended response <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - Assessment - LinkIt scantron sheets - NJASK Rubric for open-ended response | <p>ESL – use of text readings, notes, vocabulary for any activity</p> <p>SpEd. –extra time, preferential seating</p> | <ul style="list-style-type: none"> - critical thinking questions - NJASK-based open-ended response | <p>1 day</p> | <p>6.1.8.B.4.b 6.1.8.C.4.b 6.1.8.C.4.c</p> <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.4 LARH.6-8.5 LARH.6-8.6 LARH.6-8.10</p> <p>LAWHST.6-8.4 (Open-Ended Response)</p> |

NJCCCS: 6.1.8 U.S. History: *America in the World*: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Topic/Course: Mini-Research / Social Studies 7 (2 mini-research units of teacher's choice to be conducted)

Grade 7

| Essential Question Expectations | Outcomes– Essential Skills | Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections | Modifications ESL / Special Education Academic Support/ G&T | Assessments Formative Summative Benchmarks | Pacing | NJCCCS/ Common Core- |
|---|--|---|---|---|------------------|--|
| <ul style="list-style-type: none"> • Are there general lessons to be learned from history? • Whose point of view matters? • How do you locate legitimate sources? • How do you summarize information in written format? • How do you distinguish fact from opinion? • How do you use critical thinking skills to interpret events, recognize bias, and context? | <ul style="list-style-type: none"> • Comprehend that there are varying perspectives on the meaning of historical people, events or concepts • Recognize credible & questionable sources of information about historical people/events that impacted the United States • Formulate questions based on information needs. • Understand and explain a basic thesis statement proven by factual information on given topic • Understand and explain basic principles of researching a given topic • Explain importance of topic using supporting details from sources • Use effective strategies for locating information | <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> • Note-taking • Exploring URL sites/databases • LMC research time • Using the Table of Contents & Index to identify relevant topics and information for topic • Computer Lab / netbook use • Proper library researching skills • Creating a Works Cited to document sources used for final product <p>(refer to choices throughout curriculum for NJCCCS)</p> <p><u>MATERIALS:</u></p> <ul style="list-style-type: none"> - LMS Research Guide - Note-Taking wksts - Encyclopedias - Internet/ LMS databases - Primary & Secondary Source Books - Research Folder - Computers - Scoring Rubrics (as developed by teacher) | <p>ESL – use of text readings, notes, shortened requirements such as page length, citations, sources</p> <p>SpEd. – modified paper length, shortened requirements such as page length, citations, sources, extra time</p> | <p>-varied upon by teacher:</p> <p><i>-Written/Typed Summary Report, -Brochure, -Power Point or Prezi, -Visual Display, -Oral Pres.</i></p> | <p>2-3 weeks</p> | <p>LARH.6-8.1 LARH.6-8.2 LARH.6-8.6 LARH.6-8.9</p> <p>LAWHST.6-8.1 LAWHST.6-8.4 LAWHST.6-8.5 LAWHST.6-8.6 LAWHST.6-8.7 LAWHST.6-8.8 LAWHST.6-8.9</p> |