

Social Studies

US HISTORY I



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Social Studies : United States History I

Course Description:

Throughout the US History I curriculum students will be able to construct compelling questions and determine the proper sources that can help answer those questions. They will apply a variety of historical thinking skills that include analysis of historical events for change, continuity, and context. They will identify various perspectives in history and interpret historical sources to be used as evidence in their arguments. Finally, they will be able to draw their own conclusions from a solid base of historical inquiry and research.

US I encompasses Colonization through the Roaring Twenties. By exploring the evolution of American identity, students will gain a better sense of their own identity and their roles in the world.

Scope and Sequence

Timeline	Disciplinary Concepts	Social Studies Practices
Marking Period 1 Marking Period 2 Marking Period 3 Marking Period 4	<ul style="list-style-type: none">• Civics, Government and Human Rights• Geography, People and Environment• Economics, Innovation, and Technology• History, Culture, and Perspectives	<ul style="list-style-type: none">• Developing Questions• Planning Inquiry• Gathering and Evaluating Sources• Seeking Diverse Perspectives• Developing Claims and Using Evidence• Presenting Arguments and Explanations• Engaging in Civil Discourse and Critiquing Conclusions• Taking Informed Action• Writing Like a Historian

Unit 1		Grade(s)	10
Unit Plan Title:	COLONIZATION AND SETTLEMENT REVOLUTION AND THE CONSTITUTION (1585-1800)		
Overview/Rationale			
1. Colonization and Settlement North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.			
2. Revolution and the Constitution The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.			
New Jersey Student Learning Standards- Social Studies			
<ul style="list-style-type: none">6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and			

assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Career Readiness, Life Literacies, and Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Technology/Computer Science and Design Thinking

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution, or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints to peers for review.

Interdisciplinary Standards)

Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Writing

- NJSLSA.W1 Write arguments to support

			<p>claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none">• NJSLSA. W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.• NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <p style="text-align: center;"><u>Speaking and Listening</u></p> <ul style="list-style-type: none">• NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.• NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.• NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.• NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
21 st Century Skills: Check all that apply			
x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration

x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How did movement of people, goods, and ideas cause social change over time? (Chapter 1)
- How were the colonies affected by global conflicts? (Chapter 1)
- How did the colonies develop identities independent of Great Britain? (Chapter 1)
- Why do people rebel? (Chapter 2)
- What gives a government authority? (Chapter 3)
- Why do people form political parties? (Chapter 4)

Enduring Understandings

Students will investigate and understand that:

- Countries are affected by their relationships with each other.
- Disputes over ideas, resources, values, and politics can lead to change.
- The struggle for individual rights and equality often shapes a society's politics.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Use quantitative or technical analysis to explain how geographic characteristics of a region (e.g., climate, social conditions, other natural resources) contributed to economic development in the New World.
- Determine the extent to which labor systems (i.e., indentured servants, African slaves, and immigrant labor) and entrepreneurship contributed to economic development in the American colonies.
- Produce clear and coherent writing to explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Gather relevant information from multiple authoritative primary and secondary sources to explain how self-government in the British North American colonies evolved from British governmental structures.
- Determine how the British government and the British North American colonies addressed the issue of individual rights for men and women.
- Write a narrative analyzing how gender, property ownership, religion, and legal status affected an individual's political rights.
- Cite specific textual evidence of the intellectual origins (e.g., John Locke) of the key ideas expressed in the Declaration of Independence.
- Use quantitative or technical analysis to explain why financing the American Revolutionary War was problematic and the impact it had on the colonies and the new governments.
- Gather relevant information from primary and secondary sources to describe the contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- Determine the central ideas in foundational documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, making clear the relationship among key concepts, such as self-

government, democratic government structures, and the protection of individual rights.

- Cite specific textual evidence from state constitutions, including New Jersey's 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government.
- Develop claims and counterclaims that reflect the Federalists and Anti-Federalists positions during the ratification debates on issues such as federalism, factions, checks and balances, and the importance of independent judiciary.
- Develop claims and counterclaims regarding current day issues that reflect the Federalists and Anti-Federalists views on the role of the government.
- Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and limiting the expansion of slavery.
- Use charts, symbols, and primary sources to identify the themes of regionalism and national identity during this time period
- Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial or fulfillment to different groups of people in the past and today.

Assessments

- Pre and Formative
 - **-All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
 - **-All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - **-All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
 - **-All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, and Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation
 - *Do Now, Exit Tickets
 - *Bell Ringers

<p><i>Instructional Strategies</i></p>	<p>Group Learning Collaborative Learning Socratic Seminar Peer Collaboration Learning Centers Inquiry-Based Learning Project Based Learning Document Based Learning Critical Response Questioning Knew-New-Questioning Small Groups Turn and Talk Technology Activities Independent Study Leveled Instruction – Stations Debate</p>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><u>Chapter 1</u></p> <ul style="list-style-type: none"> • <u>Mapping the Colonies</u> <ul style="list-style-type: none"> – Review one of the three maps John Smith's Map of Virginia 1607, William Wood's Map of New England 1634, or John Foster's Map of New England 1677. When reviewing your assigned map, answer the individual analysis questions. When you are done, compare with two other students who reviewed the two other maps. Find at least two similarities amongst your maps and two differences. When you are done, use all of your analyses to respond to the written task. • <u>Native American Speeches</u> <ul style="list-style-type: none"> – Carefully analyze the chart titled, Population of People in North America 1610-1700 and discuss the changes in the population of Europeans and Native Americans during this time. – Analyze and close read the following three Native American speeches (Miantonomo, King Philip Metacom, and Pawhatan and answer the analysis questions. – Analyze and close read the following speech from John Lawson of North Carolina and answer the analysis questions. – Finally, response to the following prompts: <i>Compare and Contrast</i>: “What was life like for Native Americans before and after European colonization?” “How was it similar?” “How was it different?” “What specifically changed?” Be sure to explain how you came to your conclusions by using evidence to support your claim. • <u>Bacon’s Rebellion</u> <ul style="list-style-type: none"> – Close read and analyze the following two documents and answer the corresponding questions: A People's Decision by Nathaniel Bacon 1676 and A People's History of the United States by Howard Zinn 1980. – Then, using those primary and secondary sources, explain the causes of Bacon’s Rebellion. Keep in mind the following: how historical context of Bacon’s Rebellion provided in the secondary source help

you better analyze the primary source. In your answer, be sure to describe how using a seconding and primary source together provides a better understanding of the causes of Bacon's Rebellion.

- Economies of the 13 Colonies (with differentiation)
 - Review the following [graphs that illustrate exports in Colonial America](#). Complete the corresponding tables and analysis questions.
 - Then, for each of the three colonial regions, explain how the geography and environment shaped the economic activity of two different colonial regions. Be sure to cite one piece of evidence from two different graphs to support your claim.
 - Please see the following document for a [differentiated example of this lesson](#).
- Join or Die
 - Analyze the following [image](#) using the questions provided. Use this image and your answers to make a prediction about the primary sources you will read after this image.
 - Close read the excerpts from [Benjamin Franklin's "Join or Die" from the Pennsylvania Gazette](#) and in conjunction with your image analysis, answer all of the corresponding analysis questions.
 - Using all of your analysis above, create a poster encouraging unity and cooperation between the colonial governments of individual colonies prior to the start of the French and Indian War. Be sure to show advantages of unity and cooperation, the disadvantages of colonial governments not cooperating, and argue for unity and cooperation amongst the colonies.

Chapter 2

- Common Sense
 - Assign students to read one of the following two examples of [Thomas Paine's Common Sense](#) and answer the analysis questions that follow. When you are done, work with someone who read a different excerpt to fill out the chart. Then, in two well written paragraphs, respond to the following prompt: Describe how Thomas Paine uses tone and emotional appeal to build an argument against the British (monarchy) government and build support for the American Revolutionary movement.
- Bostonians Paying the Excise Man
 - Review the following [political cartoon and primary source document](#) and complete the chart, answer the corresponding questions, and respond to the following prompt: Write an editorial for a newspaper that accompanies the print, asking for the colonists in the image to be punished. Remember, you are living in London and you are a British citizen, as is the excise man [tax collector]. The colonies in America are still ruled and owned by the British government. Cite at least 3 specific observations [evidence] from the print to support your claims.
- Declaration of Independence

- Close read the [Declaration of Independence](#) and watch the corresponding video. Then, answer the associated questions. Click [here](#) for a differentiated version of this assignment.
- Impacts of the Revolutionary War: Women, Native Americans, and Enslaved Peoples
 - Complete the [historical context](#) activity by re-writing the preamble of the Declaration of Independence in your own words. When you are done, read the three primary source documents attached and answer the relevant analysis questions to investigate the impact of the American Revolution on three marginalized groups.
- Revolutionary War: A Soldiers Perspective
 - You have been assigned to learn about one aspect of the life of a soldier during the American Revolution by reading an excerpt of a [primary source](#). Read your selection and answer the analysis questions that follow. When you are done, you will share information with three classmates who read other selections. Together, fill out the table below and answer the two analysis questions that follow.

Chapter 3

- Foundational Documents of America
 - Review the [five graphic organizers](#). Label each one with the appropriate foundational document, then use the causes and effects below to fill out each graphic organizer. Every document has at least two causes (possibly more) and at least two effects (possibly more) listed below. Use all the causes and the effects to complete the graphic organizers.
- U.S. Constitution: Parts
 - Review the following [two infographics](#) on the US Constitution. When you are done reviewing them, answer the analysis questions that follow.
- Thematic Essay Question: Compromise and the Constitution
 - Write a well-organized essay that include an introduction, several paragraphs and addresses the following [prompt](#).

[LGBTQ, Disability, and Climate Inclusion](#)

All lesson materials, not linked below, can be accessed by any Orange District Employee by clicking the following link:
[LGBTQ, DISABILITY, and CLIMATE LESSON PLANS](#)

LGBTQ (Application of lesson can be in any chapter in this unit)

- [“Shifting Gender Roles in the United States”](#)
 - This lesson seeks to explore how the industrial revolution changed perceptions of gender roles during the Victorian era. This lesson also seeks to have students observe changes and continuities over time in regard to gender roles in the United States.

Disability (Application of lesson can be in any chapter in this unit)

- Exploring Diversity in Those With Disabilities
 - Students will analyze and evaluate information encountered in a variety of media formats. Using a guide and primary and secondary source, students will explore diversity in those with disability and write and perform a skit that brings awareness to specific issue addressed in the text.

Climate (Application of lesson can be in any chapter in this unit)

- Clearing the Air
 - Students learn about the scientific evidence supporting climate change, use this information to evaluate and improve conclusions some people might draw about climate change, and participate in a role-play to negotiate solutions. Through this activity, students explore the nature of science and better understand why there are various perspectives about climate changes.

MTSS

Special education student's modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use the online reading software, which can revise the reading the Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines.
- Utilize a speech to text resources.

Activities:

- Reading Skills: Discussing – Chapter 1, page 5 in TE
- Reading Skills: Defining – Chapter 1, page 16 in TE
- Critical Thinking Skills: Making Inferences – Chapter 1, page 18 in TE
- Reading Skills: Discussing –

At risk of failure students

- Give students a menu option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, virtual reality/augmented reality fieldtrips, peer support, one on one instruction.
- Constant parent contact along with mandatory tutoring along with mandatory tutoring appointments.
- Academic Contracts

Activities:

- Readings Skills: Describing – Chapter 1, page 5 in TE
- Reading Skills: Discussing – Chapter 1, page 12 in TE
- Reading Skills: Discussing – Chapter 1, page 19 in TE
- Reading Skills: Explaining – Chapter 1, page 27 in TE
- Reading Skills: Determining Word Meaning – Chapter 2, page 44 in TE

- Chapter 1, page 27 in TE
- Reading Skills: Identifying – Chapter 2, page 43 in TE
- Reading Skills: Explaining – Chapter 2, page 51 in TE
- Technology Skills: Using and Citing Information - Chapter 2, page 62 in TE
- Reading Skills: Summarizing – Chapter 3, page 94 in TE

English Language Learners (ELL) students:

- Use the district purchased software; give students the option to change the language of the articles to the student's native language for most articles.
- Speech to text platform extension additions. Will read to the student in the language selected.
- Online word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.

Activities:

- Visual Skills: Analyzing Maps – Chapter 1, page 3 in TE
- Reading Skills: Explaining – Chapter 1, page 9 in TE
- Critical Thinking Skills: Making Inferences – Chapter 1, page 18 in TE
- Reading Skills: Explaining – Chapter 1
- Readings Skills: Explaining – Chapter 2, page 42 in TE
- Writing Skills: Informative/Explanatory – Chapter 2, page 52 in TE
- Critical Thinking Skills: Recognizing Relationships – Chapter 2, page 65 in TE
- Reading Skills: Describing – Chapter 2, page 71 in TE
- Reading Skills: Determining Word Meanings – Chapter 3, page 85 in TE

- Visual Skills: Integrating Visual Information – Chapter 2, page 55 in TE
- Writing Skills: Analyzing – Chapter 2, page 61 in TE
- Reading Skills: Finding the Main Idea – Chapter 3, page 88 in TE

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Activities:

- Critical Thinking Skills: Making Inferences – Chapter 1, page 5 in TE
- Technology Skills: Making Presentations – Chapter 1, page 7 in TE
- Critical Thinking Skills: Making Inferences – Chapter 1, page 13 in TE
- Critical Thinking Skills: Comparing and Contrasting – Chapter 1, page 33 in TE
- Technology Skills: Sequencing – Chapter 2, page 43 in TE
- Writing Skills: Narrative – Chapter 2, page 46 in TE
- Writing Skills: Argument – Chapter 2, page 63 in TE
- Technology Skills: Evaluating a Website – Chapter 2, page 67 in TE
- Writing Skills: Informative/Explanatory – Chapter 2, page 75 in TE
- Critical Thinking Skills: Identifying Point of View – Chapter 3, page 87 in TE
- Critical Thinking Skills: Hypothesizing – Chapter 2, page 89 in TE
- Visual Skills: Analyzing Maps –

	<ul style="list-style-type: none"> – Reading Skills: Paraphrasing – Chapter 2, page 92 in TE – Readings Skills: Summarizing – Chapter 2, page 94 in TE – Reading Skills: Determining Meaning (The Constitution of the United States) – Chapter 2, page 166 in TE 	<p>Chapter 3, page 95 in TE</p> <p><u>Students with 504:</u></p> <ul style="list-style-type: none"> – Adhere to all modifications and health concerns stated in the 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document. <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Describing – Chapter 1, page 6 in TE – Critical Thinking Skills: Determining Central Ideas – Chapter 1, page 11 in TE – Reading Skills: Explaining – Chapter 1, page 21 in TE – Reading Skills: Discussing – Chapter 1, page 22 in TE – Reading Skills: Listening – Chapter 2, page 45 in TE – Critical Thinking Skills: Contrasting – Chapter 3, page 84 in TE
<p>Experiences (virtual and live field trips)</p>	<p><u>LIVE FIELDTRIPS</u></p> <p><u>Independence National Historical Park</u> Stand in the shadow of Independence Hall, read the inscription on the Liberty Bell, and learn about the ideas of liberty and self-government that began at this historic location. Guided and self-guided tours include various films, interactive activities, exhibits and a chance to enter Independence Hall. Groups will have a ranger-guided tour of the Independence Hall, where the Declaration of Independence and the U.S. Constitution were drafted and signed. School groups can also reserve a tour of Franklin Court, and engage in interactive educational programs. https://www.nps.gov/inde/index.htm (Chapter 2)</p> <p><u>Rockingham Historic Site</u> Learn about what life was like in 18th century Colonial America. The house served as General George Washington’s headquarters towards the end of the American Revolution. Groups can tour the first and second floors of the house, complete with 18th century furnishings. Groups can also enjoy reenactments, learn about how death was handled in the 18th century, see a sheep wool spinning demonstration, enjoy a performance by The Practitioners of Musick, and more. The site’s kitchen garden is also available for tour featuring 18th-century plants herbs, flowers, berry bushes, an apple tree, and much more. http://www.rockingham.net/ (Chapter 2)</p> <p><u>VIRTUAL FIELDTRIPS</u></p> <p><u>Library of Congress</u> The Library of Congress is the largest library in the world, with millions of books, recordings, photographs, newspapers, maps and manuscripts in its collections. The</p>	

Library is the main research arm of the U.S. Congress and the home of the U.S. Copyright Office. The Library preserves and provides access to a rich, diverse and enduring source of knowledge to inform, inspire and engage you in your intellectual and creative endeavors. Whether you are new to the Library of Congress or an experienced researcher, we have a world-class staff ready to assist you online and in person. Students can explore the many collections of documents that the Library of Congress has to offer from the comfort of their own computers.

[National Museum of American History](#)

The National Museum of American History is home to more than 1.8 million objects and more than three shelf-miles of archival collections. On behalf of the nation, we preserve and share this extraordinary national collection encompassing everything from the original Star-Spangled Banner to Abraham Lincoln's top hat; from the first computer bug to the first artificial heart; from Dizzy Gillespie's angled trumpet to Dorothy's ruby slippers from The Wizard of Oz. Our archival collections include a remarkable array of American history in documents, photographs, and other works, including major holdings on the histories of American business and music.

Resources

- Appleby, Joyce, Alan Brinkley, Albert Broussard, James McPherson, Donald Ritchie, and Jay McTighe, *United States History and Geography*. Ohio: McGraw Hill Education, 2018.
- [ConnectEd \(Digital and Interactive Version of Textbook\)](#)
- **Introduce or Reinforce:** [Question Formulation Technique](#)
- **Introduce or Reinforce:** [Stanford History Education Group: Reading Like a Historian](#)
- [Facing History and Ourselves](#)
- [Gilder Lehrman](#)
- [New Visions](#)
- [New Jersey Council for Social Studies Education](#)
- [Curriculum Pathways](#)
- [PBS Learning Media](#)
- [Library of Congress Lessons](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad](#)
- [Holocaust](#)
- [End Genocide](#)
- [Common Sense](#)
- [Foreign Policy Research Institute Lesson Plans](#)
- [Teaching Tolerance](#)
- [Harvard's "Supporting LGBTQIA Youth Resource List"](#)
- [CDC: LGBT Youth Resources](#)
- [ACLU: LGBTQ Youth and Schools Resource Library](#)
- [LGBTQ History Resource Links](#)
- [GLSEN: Educator Resources](#)
- [Stanford Earth](#)
- [History of People with Disabilities: Timeline](#)
- [The Nature Conservancy](#)

Suggested Time Frame

1st Marking Period

Pacing Guide

25 days for entire marking cycle

Chapter 1 = 10 days

Chapter 2 = 8 days

Chapter 3 = 7 days

Unit 2		Grade(s)	10th
Unit Plan Title:	NEW NATION AND EXPANSION AND REFORM (1801-1861) CIVIL WAR (1850-1865)		
Overview/Rationale			
<p>3. New Nation, Expansion and Reform Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic. Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p> <p>4. Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>			
New Jersey Student Learning Standards- Social Studies			
<ul style="list-style-type: none">6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the			

claims used to justify the arguments.

- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. Resources impact what is produced and employment opportunities.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Career Readiness, Life Literacies, and Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.

- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12.acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Technology/Computer Science and Design Thinking

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution, or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standards)

Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

- 8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints to peers for review.

- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,

	<p>and orally.</p> <ul style="list-style-type: none"> • NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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21st Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How do people form political parties?
- How did the nation's economy help shape politics?
- How did the economic differences between the North and the South cause tension?
- How can an average citizens change society?
- How did reforms of this era (1828-1845) increase tensions between North and South?
- How did westward migration affect the relationship between the United States and other countries and peoples during this time?
- How can wars ever be inevitable?
- How can the nation's union of states be broken?

Enduring Understandings

Students will investigate and discover that:

People engage in politics to solve problems in their society

Geography and the environment play an important role in how a society is shaped over time.

The movement of people, goods, and ideas causes societies to change over time.

The struggle for individual rights and equality often shapes a society's politics.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Write a narrative account analyzing the differing Northern and Southern views about slavery (e.g., Uncle Tom's Cabin), economic development, states' rights, and other issues that led to secession and the Civil War.
- Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South.
- Evaluate how political and military leadership (i.e., Lincoln, Davis, Grant, Lee, and Sherman) affected the outcome of the Civil War.
- Use quantitative and qualitative analysis to assess the impact that geography, military strategies, and new modes of transportation (i.e., railroads) had on the outcome of the Civil War.
- Assess the role that economics (i.e., industrial production, financial capability, and transportation network) played in enabling the North and South to wage war.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- Use technology to display (textual and visual evidence) the impact of the American Civil War and another civil war on people's lives and work.
- Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing).
- Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.
- Determine the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).
- Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19th century.
- Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.
- Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).
- Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.

Assessments

- Pre and Formative
 - **-All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)

- Summative
 - **-All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - **-All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
 - **-All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, and Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation
 - *Do Now, Exit Tickets
 - *Bell Ringers

Teaching and Learning Actions

Instructional Strategies

Group Learning
 Collaborative Learning
 Socratic Seminar
 Peer Collaboration
 Learning Centers
 Inquiry-Based Learning
 Project Based Learning
 Document Based Learning
 Critical Response Questioning
 Knew-New-Questioning
 Small Groups
 Turn and Talk
 Technology Activities
 Independent Study
 Leveled Instruction – Stations
 Debate

Activities: Including G/T, SE, and ELL Differentiation

Chapter 4

- Hamilton vs. Jefferson
 - One song from the second act of the musical, *Cabinet Battle # 1*, reviews the debate between Thomas Jefferson and Alexander Hamilton over the creation of the National Bank. Listen to the song twice, using the prompts [here](#) to guide you. When you are done, compare the lyrics of the song to the primary source documents provided to evaluate the songs as a source of historical documentation.
- Separation of Powers: Thematic Essay

Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion. Chose two

examples of the separation powers in the United States democracy. For each: *Describe* the example in detail and *evaluate* to what extent this example of the separation of powers protects the citizens of the United States of America from an abusive federal government. Please be sure to use the [Prewriting Chart and Outline](#) to help formulate your essay.

Chapter 5

- The Missouri Compromise
 - [Click here](#) for a series of three graphic organizers that allow you to examine the three major compromises regarding the institution of slavery and expansion of the United States. First, annotate the causes listed below in the graphic organizers; explain how each of the items listed served as causes of the compromise being studied. Second, fill out the effects box, and explain the effects of each of the compromises. Following these graphic organizers, are a set of analysis questions. Using your knowledge of US history, and the information you fill these cause and effect organizers with, please complete the analysis questions.
- Sectionalism: Thematic Essay
 - Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion. Choose three examples of sectionalism. For each: *Describe* the example in detail. *Evaluate* to what extent this example of the sectionalism was a cause of or led to the American Civil War. Please be sure to use the [Prewriting Chart and Outline](#) to help formulate your essay.

Chapter 6

- The Abolitionist Movement: Primary Source Deep Dive
 - Read the [background on Frederick Douglass](#), then the excerpt. Use the analysis questions on the next page to guide your analysis of the primary source document. Using the information from the documents above, and your knowledge of US History, complete the following writing task: *How did abolitionists attempt to inspire reform? What arguments did they use to persuade people that slavery was wrong?*
 - In a 1 to 2 page written response, analyze and explain how abolitionists constructed an anti-slavery argument. In your response, answer the following questions: What was their argument? Was it persuasive?
How did the perspective of an abolitionist shape their argument?
Click [here](#) for a differentiated example of this lesson.
- Early Women's Rights Movement

Read the [historical context on the women's rights movement](#). When you are done, answer the two analysis questions that follow. Using information from the primary source above, the documents on the next page, as well as your knowledge of American history, respond to the following writing task: In one paragraph: **Explain** what has happened to the percentage of women in federal government since 1965 - is the

trend growing up or shrinking? **Describe** how Angelina Grimke AND Catharine Beecher would feel about this trend. Click [here](#) for a differentiated example of this lesson.

Chapter 7

- Manifest Destiny
 - Watch the video and answer the questions [here](#). Then using the prompts provided, complete the map of the United States displaying Manifest Destiny.
- Texas Annexation: Close Read
 - Read the timeline [here](#). Analyze the content of the timeline by answering the three questions below. Then, Read [documents 1 - 6](#). Identify at least *three arguments* for the annexation of Texas and document them in the table to the left. Identify at least *three arguments against* the annexation of Texas and document in the table to the right. Cite evidence from the documents to support the claims you make about the arguments for or against annexation. Click [here](#) for a differentiated example of this lesson.

Chapter 8

- Dred Scott v. Sandford: Close Read
 - Analyze the [timeline](#) by answering the two questions that follow. Read the [primary source](#) and answer the three analysis questions that follow. Read the [excerpt from Chief Justice Roger B. Taney's ruling on the Dred Scott v. Sandford](#) case. Imagine it is 1857, and you are a journalist writing for the "New York Star Daily News". You have been assigned by your editor to write an article on the ruling of the Dred Scott case. Explain the context of the case. What is the history behind the case? What are the details of the case? Analyze and explain the final ruling by the Supreme Court (written by Chief Justice Taney). What does his ruling mean for African Americans living in the United States in 1857? Click [here](#) for a differentiated example of this lesson.
- Compromises: Slavery and Expansion
 - [These three graphic organizers](#) that allow you to examine the three major compromises regarding the institution of slavery and expansion of the United States. First, annotate the causes listed below in the graphic organizers; explain how each of the items listed served as causes of the compromise being studied. Second, fill out the effects box, and explain the effects of each of the compromises. Following these graphic organizers, are a set of analysis questions. Using your knowledge of US history, and the information you fill these cause and effect organizers with, please complete the analysis questions.

Chapter 9

- Causes of the Civil War
 - Document Based Question: This question is based on the [accompanying documents](#). The question is designed to test your ability

	<p>to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, consider the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written. Using the information from the seven documents in part A and your knowledge of US history, write an essay in Part B in which you <i>discuss the economic, political, and/or social differences between the North and South that eventually led to the Civil war.</i></p> <ul style="list-style-type: none"> • <u>Union vs. Confederacy: Close Read</u> <ul style="list-style-type: none"> – Close Read the following maps, charts, and graphs and answer the corresponding questions. Using the information from the documents above, and your knowledge of US History, complete the following writing prompt: <i>Based on the data available in the provided graphs, tables and maps, who do you predict will win the Civil War - the Union or the Confederacy?</i>
<p><u>LGBTQ, Disability, and Climate Inclusion</u></p>	<p><u>All lesson materials, not linked below, can be accessed by any Orange District Employee by clicking the following link:</u></p> <p><u>LGBTQ, DISABILITY, and CLIMATE LESSON PLANS</u></p> <p><u>LGBTQ (Application of lesson should be in chapter 9 in this unit)</u></p> <ul style="list-style-type: none"> • <u>“Effects of the Civil War”</u> <ul style="list-style-type: none"> – This lesson addresses the effects of the Civil War on multiple populations. Students learn about the unprecedented scale of death and destruction, and what that meant for the country that needed to rebuild and heal at the end of the war. They also study the experiences of Americans who did not serve as soldiers. The varied roles of women, African Americans, and the people who cared for the wounded all provide students with an up-close and complex understanding of the meaning of war. It asks them to consider different people’s experiences and synthesize this information to make interpretations about the significance of the war. Specific literacy strategies help students make sense of multiple primary sources. <p><u>Disability (Application of lesson can be in any chapter in this unit)</u></p> <ul style="list-style-type: none"> • <u>Embracing Disability and Ability</u> <ul style="list-style-type: none"> – In this lesson, students will be able to analyze and evaluate primary and secondary sources that describe life for a person with a hearing disability. They will be able to tell the difference between the deaf and the hard of hearing communities as they analyze medical and cultural views on the different groups discussed. <p><u>Climate (Application of lesson can be in any chapter in this unit)</u></p> <ul style="list-style-type: none"> • <u>Carbon on the Move</u> <ul style="list-style-type: none"> – Students imagine they are a carbon atom and take part in a simulation that allows them to cycle through biological and physical systems. Group work and class discussions allow students to better understand carbon pools, quantities, fluxes, and residence time—with an emphasis

	on how human activities can affect where carbon goes.	
<u>MTSS</u>	<p><u>Special education student's modifications:</u></p> <ul style="list-style-type: none"> – Adhere to all modifications and health concerns stated in each IEP. – Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. – Use the online reading software, which can revise the reading the Lexile level to meet students at current reading level. – Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines. – Utilize a speech to text resources. <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Making Inferences – Chapter 4, page 138 in TE – Visual Skills: Reading Maps – Chapter 4, page 151 in TE – Reading Skills: Explaining – Chapter 5, page 161 in TE – Reading Skills: Identifying – Chapter 6, page 186 in TE – Critical Thinking Skills: Predicting Consequences – Chapter 6, page 191 in TE – Visual Skills: Integrating Visual Information – Chapter 7, page 213 in TE 	<p><u>At risk of failure students</u></p> <ul style="list-style-type: none"> – Give students a menu option allowing students to pick activities based on interest that address the objectives and standards of the unit. – Modified Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, virtual reality/augmented reality fieldtrips, peer support, one on one instruction. – Constant parent contact along with mandatory tutoring along with mandatory tutoring appointments. – Academic Contracts <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Describing – Chapter 4, page 139 in TE – Critical Thinking Skills: Speculating – Chapter 4, page 150 in TE – Reading Skills: Discussing – Chapter 5, page 162 in TE – Critical Thinking Skills: Identifying Evidence – Chapter 5, page 162 in TE – Reading Skills: Citing Text Evidence – Chapter 5, page 170 in TE – Visual Skills: Drawing – Chapter 6, page 196 in TE – Reading Skills: Paraphrasing – Chapter 6, page 200 in TE – Reading Skills: Specifying – Chapter 7, page 216 in TE

- Critical Thinking Skills: Identifying Point of View – Chapter 7, page 217 in TE
- Reading Skills: Drawing Conclusions – Chapter 8, page 241 in TE
- Reading Skills: Summarizing – Chapter 9, page 258 in TE
- Reading Skills: Discussing – Chapter 9, page 264 in TE

English Language Learners (ELL) students:

- Use the district purchased software; give students the option to change the language of the articles to the student's native language for most articles.
- Speech to text platform extension additions. Will read to the student in the language selected.
- Online word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.

Activities:

- Reading Skills: Describing – Chapter 4, page 138 in TE
- Technology Skills: Analyzing Data – Chapter 4, page 145 in TE
- Reading Skills: Determining Word Meaning – Chapter 4, page 150 in TE
- Reading Skills: Explaining – Chapter 5, page 161 in TE
- Reading Skills: Citing Text Evidence – Chapter 5, page 170 in TE
- Reading Skills: Identifying – Chapter 6, page 186 in TE
- Critical Thinking Skills: Predicting Consequences – Chapter 6, page 191 in TE
- Visual Skills: Drawing – Chapter 6, page 196 in TE
- Reading Skills: Paraphrasing – Chapter 6, page 200 in TE
- Critical Thinking Skills:

- Reading Skills: Drawing Conclusions – Chapter 8, page 241 in TE
- Reading Skills: Determining Word Meaning – Chapter 9, page 260 in TE
- Visual Skills: Analyzing Images – Chapter 9, page 276 in TE

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Activities:

- Critical Thinking Skills: Predicting Consequences – Chapter 4, page 148 in TE
- Writing Skills: Narrative – Chapter 5, page 163 in TE
- Reading Skills: Discussing – Chapter 5, page 171 in TE
- Writing Skills: Argument – Chapter 6, page 187 in TE
- Writing Skills: Argument – Chapter 6, page 197 in TE
- Critical Thinking Skills: Discussing – Chapter 7, page 212 in TE
- Reading Skills: Explaining – Chapter 7, page 215 in TE
- Critical Thinking Skills: Identifying Points of View – Chapter 7, page 223 in TE
- Technology Skills: Researching on the Internet – Chapter 8, page 233 in TE
- Reading Skills: Citing Text Evidence – Chapter 8, page 239 in TE
- Reading Skills: Contrasting – Chapter 8, page 246 in TE
- Technology Skills: Using Digital Tools – Chapter 9, page 254 in TE

	<p>Analyzing Primary Sources – Chapter 7, page 219 in TE</p> <ul style="list-style-type: none"> – Reading Skills: Defining – Chapter 8, page 240 in TE – Reading Skills: Using Context Clues – Chapter 8, page 242 in TE – Reading Skills: Determining Word Meaning – Chapter 9, page 260 in TE – Visual Skills: Analyzing Maps – Chapter 9, page 262 in TE – Reading Skills: Discussing – Chapter 9, page 264 in TE – Critical Thinking Skills: Identifying Problems – Chapter 9, page 268 in TE 	<ul style="list-style-type: none"> – Writing Skills: Informative/Explanatory – Chapter 9, page 260 in TE – Critical Thinking Skills: Making Inferences – Chapter 9, page 275 in TE <p><u>Students with 504:</u></p> <ul style="list-style-type: none"> – Adhere to all modifications and health concerns stated in the 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document. <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Technology Skills: Analyzing Data – Chapter 4, page 145 in TE – Critical Thinking Skills: Drawing Conclusions – Chapter 4, page 146 in TE – Reading Skills: Explaining – Chapter 5, page 166 in TE – Visual Skills: Understanding – Chapter 5, page 179 in TE – Critical Thinking Skills: Organizing – Chapter 7, page 214 in TE – Reading Skills: Determining Word Meaning – Chapter 8, page 232 in TE – Visual Skills: Analyzing Maps – Chapter 9, page 262 in TE
Experiences (virtual and live field trips)	<p><u>LIVE FIELDTRIPS</u></p> <p><u>National Constitution Center</u> Your students are sure to be inspired, informed, and engaged by their visit to the National Constitution Center—the Museum of We the People. The museum’s main exhibit includes three signature attractions: <i>Freedom Rising</i>: This multimedia theater-in-the-round performance connects visitors—in an inspiring, unforgettable way—with the story of the United States Constitution and its ongoing role in our lives. <i>The Story of We the People</i>: This hands-on exhibit illuminates America’s constitutional history through innovative exhibits, films, photographs, rare artifacts, and engaging activities led by our education staff. <i>Signers’ Hall</i>: Sign the Constitution alongside 42 life-size, bronze statues of the Founding Fathers. http://constitutioncenter.org/visit/group-visits/student-and-youth-groups/ (Chapter 3)</p> <p><u>Fort McHenry National Monument and Historic Shrine</u> This is the site of the Battle of Baltimore, fought on September 14, 1814, that led to the penning of "The Star-Spangled Banner." An introductory film welcomes visitors to the site of a War of 1812 battle that gave birth to our National Anthem. Tours may need to be scheduled up to 6 months in advance. https://www.nps.gov/fomc/index.htm</p>	

(Chapter 4)

The Flag House and Star-Spangled Banner Museum

At the Star-Spangled Banner Flag House, you'll find something quite rare: a fun-filled, interactive experience where visitors will become part of one of the most important stories of our nation's history — the sewing of the flag that inspired our National Anthem. <http://www.flaghouse.org/> (Chapter 4)

VIRTUAL FIELDTRIPS

Library of Congress

The Library of Congress is the largest library in the world, with millions of books, recordings, photographs, newspapers, maps and manuscripts in its collections. The Library is the main research arm of the U.S. Congress and the home of the U.S. Copyright Office. The Library preserves and provides access to a rich, diverse and enduring source of knowledge to inform, inspire and engage you in your intellectual and creative endeavors. Whether you are new to the Library of Congress or an experienced researcher, we have a world-class staff ready to assist you online and in person. Students can explore the many collections of documents that the Library of Congress has to offer from the comfort of their own computers.

Monticello Digital Classroom

The Monticello Digital Classroom contains a wealth of scholarly information about Thomas Jefferson, his ideas, and life at Monticello. The archive includes lesson plans, articles, and multimedia content for use by teachers, students, and scholars of all levels. All materials are cross-referenced, searchable, and available for download. The new Monticello Digital Classroom, launched in 2017, combines content from the prior classroom archive with materials from the Sea of Liberty website.

Resources

- Appleby, Joyce, Alan Brinkley, Albert Broussard, James McPherson, Donald Ritchie, and Jay McTighe, *United States History and Geography*. Ohio: McGraw Hill Education, 2018.
- [ConnectEd \(Digital and Interactive Version of Textbook\)](#)
- **Introduce or Reinforce:** [Question Formulation Technique](#)
- **Introduce or Reinforce:** [Stanford History Education Group: Reading Like a Historian](#)
- [Facing History and Ourselves](#)
- [Gilder Lehrman](#)
- [New Visions](#)
- [New Jersey Council for Social Studies Education](#)
- [Curriculum Pathways](#)
- [PBS Learning Media](#)
- [Library of Congress Lessons](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad](#)
- [Holocaust](#)
- [End Genocide](#)
- [Common Sense](#)
- [Foreign Policy Research Institute Lesson Plans](#)
- [Teaching Tolerance](#)

- [Harvard's "Supporting LGBTQIA Youth Resource List"](#)
- [CDC: LGBT Youth Resources](#)
- [ACLU: LGBTQ Youth and Schools Resource Library](#)
- [LGBTQ History Resource Links](#)
- [GLSEN: Educator Resources](#)
- [Stanford Earth](#)
- [History of People with Disabilities: Timeline](#)
- [The Nature Conservancy](#)

Suggested Time Frame

2nd Marking Period

Pacing Guide

40 days for entire marking cycle

Chapter 4 = 7 days

Chapter 5 = 7 days

Chapter 6 = 7 days

Chapter 7 = 7 days

Chapter 8 = 5 days

Chapter 9 = 7 days

Unit 3		Grade(s)	10th
Unit Plan Title:	Reconstruction and The Development of the Industrial United States		
Overview/Rationale			
<u>Reconstruction</u> The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.			
<u>Development of the Industrial United States</u> The Development of the Industrial United States Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups			
New Jersey Student Learning Standards- Social Studies			
<ul style="list-style-type: none">6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers’ rights, the economy, and politics across time periods.6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none">9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or			

financial laws.

- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.
- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Technology/Computer Science and Design Thinking

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing

Interdisciplinary Standards)

Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and

information from multiple sources.

- 8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution, or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints to peers for review.

consulting general and specialized reference materials, as appropriate.

- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

	<p>on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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21st Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How do nations recover from war?
- How can it be determined that Reconstruction was a success or failure?
- How do people take on challenges of life in the West?
- How did the United States become an industrialized society after the Civil War?
- How does one determine the reasons for human migration?
- How is urban life different from rural life?

Enduring Understandings

Students will investigate and understand that:

- People engage in politics to solve problems in their society.
- The movement of people, goods, and ideas causes societies to change over time.
- Economic systems shape relationships in society.
- Certain processes, patterns, and functions help determine where people settle.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Use technology to display (textual and visual evidence) the impact of the American Civil War and another civil war on people's lives and work.
- Conduct short research synthesizing multiple sources to explain why the costs (e.g., human, economic, environment, social) of the American Civil War were greater than previous conflicts.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South (e.g., agricultural sharecropping, industrial manufacturing).
- Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.
- Determine the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).
- Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19th century.
- Compare and contrast the point of view of two or more historians to determine the extent to which enacted Reconstruction policies achieved their goals.
- Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws).
- Cite specific textual evidence from the 14th Amendment to explain how it changed the relationship between the national and state governments.
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Compare and contrast economic development of the North (e.g., manufacturing, mills), South (e.g., agriculture), and West (e.g., ranching, mining, farming) in the post-Civil War period.
- Explain the impact that migration had on Native American groups living in the western states and territories during this time period (e.g., Wounded Knee, Little Big Horn).
- Analyze how government policies favoring laissez faire capitalism and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 5 Analyze the cyclical nature of the economy and the impact of periods of economic expansion and downturns (e.g., 1873, 1893, 1907) to determine their causes and their impact on businesses, individuals, and the nation.
- Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the economic development of the nation and on the lives of individuals.
- Produce clear and coherent writing demonstrating how supply and demand influenced price and output during the Industrial Revolution by looking at a case study (e.g., Carnegie and steel, Pullman and railroads, and Ford and cars).
- Write a narrative explaining how entrepreneurs (e.g., Carnegie, Edison, Morgan, Rockefeller, Vanderbilt,

Pullman, Westinghouse) of this time period became “captains of industry”.

- Draw evidence from informational texts to explain how monopolistic practices had positive and negative economic effects on individuals and the nation (e.g., US Steel, Standard Oil).
- Assess the impact of governmental efforts to regulate industrial (e.g., Sherman Anti-trust Act, Clayton Anti-trust, Interstate Commerce Act) and financial systems (i.e., Federal Reserve) in order to provide economic stability.
- Gather relevant information from multiple authoritative print and digital sources to explain how the desire for workers’ rights led to the creation of labor organizations (e.g., Knights of Labor, Industrial Workers of the World, American Federation of Labor) and workers strikes (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike).
- Evaluate the ways in which women organized to promote government policies designed to address workplace issues (e.g., Triangle Shirtwaist Factory Fire, Mary Harris “Mother Jones”) and immorality (temperance).
- Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913 and the United States).
- Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information.

Assessments

- Pre and Formative
 - **-All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative
 - **-All Chapters and Sections**
 - *Section quizzes and tests.
 - *Document based analysis
- Authentic
 - **-All Chapters and Sections**
 - *Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)
- Other Assessments
 - **-All Chapters and Sections**
 - *Vocabulary Builder, Modified Vocabulary Builder, and Flash Cards (for lower level and ELL students)
 - *Chat Stations, Learning Menu
 - *Webquest, Google Slide Presentation
 - *Do Now, Exit Tickets

Teaching and Learning Actions

Instructional Strategies

Group Learning
 Collaborative Learning
 Socratic Seminar
 Peer Collaboration
 Learning Centers
 Inquiry-Based Learning
 Project Based Learning
 Document Based Learning
 Critical Response Questioning
 Knew-New-Questioning
 Small Groups
 Turn and Talk
 Technology Activities
 Independent Study
 Leveled Instruction – Stations
 Debate

Activities: Including G/T, SE, and ELL Differentiation

Chapter 10

- Radical Reconstruction: Close Read
 - Review the [image](#). When and where do you think this was taken? What do you think is happening? Use the table provided with the image to analyze and make inferences.
 - *Two big questions emerged: how should the Confederate states be re-admitted into the United States? How should former slaves be supported (if at all)?* Imagine you are an American citizen in 1865 - what is your opinion on these two issues? How should the US rebuild itself after the civil war?
 - Using the information from [the documents](#) and your knowledge of US history, complete the following: Imagine it is 1867 and the U.S. congress is debating whether or not to pass the Radical Republicans' Plan for Reconstruction. Imagine you are one of the two citizens described. Write a letter to your congressional representative (also listed below) about whether or not you support the Radical Republicans' Plan for Reconstruction, or President Johnson's veto of the plan. Think carefully about what you will suggested based on the perspective you choose to adopt. Click [here](#) for a differentiated version of this lesson.
- Literacy Tests: Close Read
 - Analyze the [primary source](#) from the Reconstruction Era. To aid you in your analysis, use the chart and two questions provided.
- Illustrations of Reconstruction: Close Read
 - Analyze [the primary source](#) from the Reconstruction Era. To aid you in your analysis, use the chart provided and three questions on the following page. Every student will receive an assigned partner.
 - Every pair of students will be assigned [an illustration from the Reconstruction](#) Era. Students are expected to analyze the image and create a short presentation on their illustration to be delivered in front of their classmates. The presentation should be delivered using a presentation tool such as

Microsoft Powerpoint, Google Slides, or Prezi presentations.

Chapter 11

- Dawes Act
 - Examine [documents 1 - 4](#) of the Dawes Act and maps reflecting the before and after the Dawes Act was enacted to build a better understanding of the impact of the Dawes Act
- Westward Expansion: Thematic Essay
 - Write a [well-organized essay](#) that includes an introduction, several paragraphs addressing the task below, and a conclusion. *Describe* three actions taken by the federal government to encourage westward expansion between 1850 and 1900. *Evaluate* at least two social, political, or economic impacts of westward expansion. Identify at least one impact of westward expansion on Native Americans or immigrant groups.

Chapter 12

- Causes and Effects of Industrialization:
 - Here are [six documents \(Documents A - F\)](#) detailing either a cause or effect of industrialization in the United States from 1870 - 1910. Everyone in your group has been assigned to review ONE document.
 - Review your document carefully. Annotate it for: observations, inferences (based on observations), and whether or not it is a social, political, or economic cause or effect. See the example below - document Z.
 - When you are done, fill out your row on the table, and be prepared to share your findings.
 - Share with your group *your two most important observations, your two most important inferences, and WHY you decided it was an example of a social, political, or economic cause or effect in three minutes*. Make sure everyone in the group understands their document(s), fills out the table, and jots down their most important annotations.

Chapter 13

- Plessy vs. Ferguson
 - [Watch this video](#) from *Discovery Education*. Answer the 5 analysis questions [here](#). Use the video and your knowledge of social studies to complete the graphic organizer on the next page. Based on the video and your knowledge of social studies, list at least 3 causes of the case Plessy v. Ferguson, and 3 effects of the same case in the appropriate boxes below.
- Jim Crow Laws: Close Read
 - The following is an [image](#) from Puck Magazine titled *For the Sunny South*. The caption reads: An Airship with a “Jim Crow” trailer. Using this image, predict what YOU think Jim Crow laws might have created or dictated for African American citizens and American Society.
 - Using *evidence* from the [Jim Crow laws](#), further examples of [Jim Crow Laws and Black Codes](#), as well as evidence from the [Civil Rights Acts of 1866, 1870, and 1875](#) - write the transcript of your 3 minute speech **arguing** against the legality of Jim Crow laws. You are arguing that Jim Crow laws and Black Codes are **illegal!**

All lesson materials, not linked below, can be accessed by any Orange District Employee by clicking the following link:
[LGBTQ, DISABILITY, and CLIMATE LESSON PLANS](#)

LGBTQ (Application of lesson can be in any chapter in this unit)

- [“Equal Protection Under the Law: 14th Amendment to the U.S. Constitution”](#)
 - During and immediately after the Civil War, Congress passed the three amendments to the U.S. Constitution known as the Reconstruction Amendments. The 14th Amendment is to this day the source of many of the rights we take for granted as Americans. Students will examine the 14th Amendment as well as the U.S. Supreme Court cases of Board v. Board of Education (integration of schools) and Obergefell v. Hodges (legalized gay marriage). They will answer critical thinking questions about each court cases and then write constructed responses outlining the differences in the two cases and how the 14th Amendment was applied to each.

Disability (Application of lesson can be in any chapter in this unit)

- [Understanding Individuals with Disabilities](#)
 - In this lesson, students will be able to analyze and evaluate appropriate behavior, conversational cues, and common courtesies to internalize and enact when spending time with those with disabilities.

Climate (Application of lesson can be in any chapter in this unit)

- [The Real Cost](#)
 - Through a simulated shopping activity, students learn about life cycle assessments and the potential impact of their consumer choices on the environment. They explore questions such as: What factors do we use to make decisions about the products we buy? What are the hidden environmental costs of everyday items? Who should pay for these hidden costs?

MTSS

Special education student’s modifications:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.
- Use the online reading software, which can revise the reading the Lexile level to meet students at current reading level.
- Accommodating Instructional

At risk of failure students

- Give students a menu option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, virtual reality/augmented reality fieldtrips, peer support, one on one instruction.
- Constant parent contact along with mandatory tutoring along

Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines.

- Utilize a speech to text resources.

Activities:

- Reading Skills: Identifying – Chapter 10, page 286 in TE
- Reading Skills: Using Context – Chapter 11, page 306 in TE
- Critical Thinking Skills: Determining Cause and Effect – Chapter 12, page 327 in TE
- Critical Thinking Skills: Making Generalizations – Chapter 13, page 352 in TE
- Critical Thinking Skills: Contrasting – Chapter 13, page 361 in TE

English Language Learners (ELL) students:

- Use the district purchased software; give students the option to change the language of the articles to the student's native language for most articles.
- Speech to text platform extension additions. Will read to the student in the language selected.
- Online word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.

Activities:

- Reading Skills: Listing – Chapter 10, page 293 in TE
- Reading Skills: Examining – Chapter 11, page 304 in TE
- Reading Skills: Explaining – Chapter 11, page 315 in TE
- Visual Skills: Interpreting – Chapter 12, page 337 in TE
- Reading Skills: Defining – Chapter 12, page 341 in TE
- Reading Skills: Defining – Chapter 13, page 361 in TE

with mandatory tutoring appointments.

- Academic Contracts

Activities:

- Reading Skills: Listing – Chapter 10, page 293 in TE
- Technology Skills: Using Global Tools – Chapter 11, page 307 in TE
- Reading Skills: Connecting Information – Chapter 11, page 316 in TE
- Visual Skills: Interpreting – Chapter 12, page 337 in TE
- Reading Skills: Making Inferences – Chapter 13, page 353 in TE
- Reading Skills: Analyzing – Chapter 13, page 364 in TE

Gifted and Talented Students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Activities:

- Critical Thinking Skills: Theorizing – Chapter 10, page 286 in TE
- Critical Thinking Skills: Analyzing Primary Sources – Chapter 10, page 292 in TE
- Writing Skills: Argument – Chapter 10, page 294 in TE
- Writing Skills: Identifying – Chapter 11, page 305 in TE
- Writing Skills: Constructing an Argument – Chapter 11, page 312 in TE
- Writing Skills: Constructing an Argument – Chapter 11, page 316 in TE
- Critical Thinking Skills: Predicting – Chapter 12, page 332 in TE

	<ul style="list-style-type: none"> – Critical Thinking Skills: Tracing – Chapter 13, page 378 in TE – Reading Skills: Understanding – Chapter 13, page 379 in TE <ul style="list-style-type: none"> – Writing Skills: Persuasive Writing – Chapter 12, page 337 in TE – Technology Skills: Researching – Chapter 13, page 353 in TE – Critical Thinking Skills: Debating – Chapter 13, page 363 in TE <p><u>Students with 504:</u></p> <ul style="list-style-type: none"> – Adhere to all modifications and health concerns stated in the 504 plans. Then assess the academics of the student to implement the necessary modifications as described in this document. <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Listing – Chapter 10, page 293 in TE – Reading Skills: Examining – Chapter 11, Page 304 in TE – Reading Skills: Defining – Chapter 12, page 329 in TE – Critical Thinking Skills: Identifying Perspectives – Chapter 13, page 358 in TE
Experiences (virtual and live field trips)	<p><u>LIVE FIELDTRIPS</u></p> <p><u>Ellis Island National Museum of Immigration</u></p> <p>The Ellis Island National Museum of Immigration is located in the Main Building of the former immigration station complex and tells the moving tales of the 12 million immigrants who entered America through the golden door of Ellis Island. Today, the descendants of those immigrants account for almost half of the American people. http://www.libertyellisfoundation.org/visiting-ellis-island</p> <p><u>American Museum of Natural History</u></p> <p>Theodore Roosevelt — governor of New York and 26th president of the United States — was an ardent naturalist and visionary conservationist. The Theodore Roosevelt Memorial Hall, New York State’s official memorial, celebrates Roosevelt’s passion for preserving America’s wilderness for future generations and the Museum’s ongoing commitment to this legacy worldwide. You can also experience his legacy in the Museum's Hall of North American Mammals, where some of the national forests that he created or expanded during his presidency-- including the Grand Canyon, Yosemite, and Devils Tower, Wyoming--are featured in the Hall's magnificent dioramas. Explore more about Theodore Roosevelt and his lifelong association with the Museum with these resources. http://www.amnh.org/explore/science-topics/theodore-roosevelt</p> <p><u>VIRTUAL FIELDTRIPS</u></p> <p><u>National Museum of American History</u></p> <p>The National Museum of American History is home to more than 1.8 million objects and more than three shelf-miles of archival collections. On behalf of the nation, we preserve and share this extraordinary national collection encompassing everything from the original Star-Spangled Banner to Abraham Lincoln’s top hat; from the first</p>

computer bug to the first artificial heart; from Dizzy Gillespie's angled trumpet to Dorothy's ruby slippers from *The Wizard of Oz*. Our archival collections include a remarkable array of American history in documents, photographs, and other works, including major holdings on the histories of American business and music.

[Baltimore Museum of Industry](#)

Set right on a thriving port that once served as a conduit to the world, our museum inspires tomorrow's worker by celebrating yesterday's worker. Just like these real people doing real jobs, we're not varnished or slick or Hollywood. We're an uncommon look at common working men and women who literally laid the groundwork for everything that Baltimore is and can be.

We champion our region's fierce entrepreneurial spirit and the legacy we can all leave. We strive to be a rally cry for anyone who is ready to be just as industrious, just as brave, just as innovative, and just as dedicated to doing the things that turn a great city into something greater.

The Baltimore Museum of Industry celebrates Maryland's industrial legacy and shows how innovation fuels ongoing progress. Our exhibitions, educational programs, and collections engage visitors in the stories of the people who built Baltimore and those who shape the region's future.

The Baltimore Museum of Industry is pleased to offer digital experiences for camp groups, homeschools, families, scouts, seniors, and adult audiences. Digital experiences include a guided virtual tour of the museum hosted over Zoom and hands-on activities printable at home for younger audiences.

Resources

- Appleby, Joyce, Alan Brinkley, Albert Broussard, James McPherson, Donald Ritchie, and Jay McTighe, *United States History and Geography*. Ohio: McGraw Hill Education, 2018.
- [ConnectEd \(Digital and Interactive Version of Textbook\)](#)
- **Introduce or Reinforce:** [Question Formulation Technique](#)
- **Introduce or Reinforce:** [Stanford History Education Group: Reading Like a Historian](#)
- [Facing History and Ourselves](#)
- [Gilder Lehrman](#)
- [New Visions](#)
- [New Jersey Council for Social Studies Education](#)
- [Curriculum Pathways](#)
- [PBS Learning Media](#)
- [Library of Congress Lessons](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad](#)
- [Holocaust](#)
- [End Genocide](#)
- [Common Sense](#)
- [Foreign Policy Research Institute Lesson Plans](#)
- [Teaching Tolerance](#)
- [Harvard's "Supporting LGBTQIA Youth Resource List"](#)
- [CDC: LGBT Youth Resources](#)
- [ACLU: LGBTQ Youth and Schools Resource Library](#)
- [LGBTQ History Resource Links](#)
- [GLSEN: Educator Resources](#)
- [Stanford Earth](#)

- [History of People with Disabilities: Timeline](#)
- [The Nature Conservancy](#)

Suggested Time Frame

3rd Marking Period

Pacing Guide

40 days for entire marking cycle

Chapter 10 = 7 days

Chapter 11 = 7 days

Chapter 12 = 12 days

Chapter 13 = 14 days

Unit 4		Grade(s)	10th
Unit Plan Title:	Industrial United States and the Emergence of Modern America: Progressive Reforms and The Emergence of America: World War I and the Roaring Twenties		
Overview/Rationale			
<p>Becoming a World Power: U.S. economists, politicians, and other leaders recognized that economic growth could only come through expansion into foreign markets. With that in mind, the United States embarked on a path toward imperialism that included colonization and the acquisition of new territory.</p> <p>The Emergence of Modern America: Progressive Reforms Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p> <p>The Emergence of Modern America during World War I: How United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p> <p>The Emergence of Modern America during the Roaring Twenties The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</p>			
New Jersey Student Learning Standards- Social Studies			
<ul style="list-style-type: none">6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. There are multiple and complex causes and effects of historical events.6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.			

- 6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsDP.7.a: 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.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: 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.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Career Readiness, Life Literacies, and Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate

the implications for self and others.

- 9.1.12.CP.6: Explain the effect of debt on a person's net worth.
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
- 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Technology/Computer Science and Design Thinking

Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.2.12.B.4 Investigate a technology used in a given

Interdisciplinary Standards)

Language

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

period of history, e.g., stone age, industrial revolution, or information age, and identify their impact and how they may have changed to meet human needs and wants.

- 8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints to peers for review.

- NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Writing

- NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> • NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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21st Century Skills: Check all that apply

x	Civic Literacy	x	Communication
x	Global Awareness	x	Critical Thinking and Problem Solving
x	Health Literacy	x	Collaboration
x	Financial, Economic, Business, and Entrepreneurial Literacy	x	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

- How are empires built?
- How can politics fix social problems?
- How can we determine the reasons nations go to war?
- How was social and economic life different in the early twentieth century from that of the late nineteenth century?
- How has the cultural identity of the United States changed over time?

Enduring Understandings

Students will determine that:

- Learning about the past helps us understand the present and make decisions about the future.

- Countries are affected by their relationships with one another.
- Cultures are held together by shared beliefs and common practices and values.

Student Learning Targets/Objectives

By the end of the unit students will be able to

- Analyze economic data to make accurate descriptions of its content.
- Identify and evaluate possible causes of the sinking of the USS Maine.
- Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice.
- Use quantitative and qualitative analysis to determine how gender, race, ethnicity, occupation, and government policies (e.g., Chinese Exclusion Act of 1882, Gentlemen's Agreement of 1907) impacted immigrants in this period.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources (e.g., Pinchot, T. Roosevelt, National Park Service) during the period of industrial expansion.
- Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. DuBois addressed the issue of African American segregation and discrimination.
- Explain how the continuation of segregation and discrimination (i.e., Plessy v. Ferguson) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League).
- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- Compare current and historical case studies (1890-1930s) involving child labor or other unfair labor practices in the United States with those of other nations and evaluate the extent to which rapid industrialization contributes to such practices.
- Use technology to produce or display (e.g., photojournalism by Jacob Riis) an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities.
- Explain how mass production and mass marketing (e.g., Woolworth's, Sears) in this time period promoted a consumer culture and impacted individual lives.
- 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.

Assessments

- Pre and Formative
 - **-All Chapters and Sections**
 - *One-Minute Essay - (A focused question with a specific goal that can be answered in a minute or two.)
 - *Student Conference - (One on one conversations with students to check their understanding.)
 - *Journal Entry - (Students record in a journal their understanding of the topic, concept, or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, concept, or lesson taught.
 - *Readers Theater - (From an assigned text have students create a script and perform it.)
- Summative

- -All Chapters and Sections

*Section quizzes and tests.

*Document based analysis

• Authentic

- -All Chapters and Sections

*Argumentative and Narrative Responses (Written: advertisements, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, or website. Oral: voice recording, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, or speech. Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, or digital presentation.)

• Other Assessments

- -All Chapters and Sections

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

*Chat Stations, Learning Menu

*Webquest, Google Slide Presentation

*Do Now, Exit Tickets

*Bell Ringers

Teaching and Learning Actions

Instructional Strategies

Group Learning
Collaborative Learning
Socratic Seminar
Peer Collaboration
Learning Centers
Inquiry-Based Learning
Project Based Learning
Document Based Learning
Critical Response Questioning
Knew-New-Questioning
Small Groups
Turn and Talk
Technology Activities
Independent Study
Leveled Instruction – Stations
Debate

*Activities: Including G/T,
SE, and ELL
Differentiation*

Chapter 14

• [The Causes of the Spanish-American War](#)

— Students will analyze and evaluate primary and secondary source documents in order to answer the critical thinking question, “Why did the United States invade Cuba in 1898?” They will use the skills of document analysis, chart interpretation, and context application in order to write an explanatory paragraph.

• [The Spanish-American War: Yellow Journalism](#)

— Students will analyze and evaluate primary and secondary source documents in order to answer the critical thinking questions, “What is Yellow Journalism?”

and How can we critically consume news media?" They will use the skills of document analysis, political cartoon interpretation, and context application in order to write an explanatory paragraph.

Chapter 15

- Progressive Era Reforms
 - Use these [graphic organizers](#) and the prompts (column titles, labels within the columns) to document the causes and effects of different Progressive Era reform movements and reformers. Use a variety of sources to complete these graphic organizers (your class notes and classwork, textbooks, etc). When you have completed the graphic organizers, use the space below to reflect on the Progressive Era using the guided reflection questions. Finally, use your responses to these questions and completed graphic organizers for the written task.
- The 19th Amendment
 - As you watch this clip from the film Iron Jawed Angels, please answer the [questions](#). Then review [the 9 documents](#). Based on these documents, how were the NWP and NAWSA similar and different in terms of their advocacy for women's suffrage? Use these documents to fill out the Venn diagram provided. Finally, Using the information from the [documents](#) and your knowledge of US History to respond to the following task: Imagine you are living in 1918 - and you are witnessing the women's suffrage movement. You are editor for USA Herald Newspaper - and your boss has recently asked you to write a three-paragraph editorial that answers the following question: In your opinion, how does social change happen? What motivates lawmakers to write new laws protecting the rights of, and expanding the rights of, individuals? Which organization - the NWP or the NAWSA is more likely to have an impact on the women's suffrage movement and the proposal to amend the constitution granting women the right to vote? Why? Argue that one group's tactics are more effective than the other

Chapter 16

- Causes and Effects of US Participation in World War I
 - Using the specific directions below, fill out the [graphic organizer](#).
 - Causes: The causes of the United States entering WWI are labelled as: Zimmerman Telegram, Presidential Election of 1916, British Blockade, Lusitania, Unrestricted Submarine Warfare. In order to complete the graphic organizer, fill in the boxes under these terms explaining: Identify the term on top of the box - explain what the term or event on top of the box means or was a description of how the term or event above the box led to the US entry to WWI.
 - Effects: The effects of WWI can be divided into three groups - social, political, and economic. Below is a list of effects of WWI. Sort them and write them in the appropriate effect boxes in your graphic organizer. Add any further affects you generate on your own in the appropriate boxes.
- World War I Posters
 - Read the article from [Smithsonian Magazine](#) and answer the analysis questions

that appear below to analyze the article.

- Analyze the [seven categories and two types of posters](#). When you are done, analyze your assigned poster and fill out the graphic organizer. What kind of poster do you think you have? Be prepared to present your poster and your analysis to the class.

Chapter 17

- [Roaring 20s: Cultural Movements](#)
 - Please see the [graphic organizer](#) that asks you to analyze the debates over specific issues in American culture in the 1920's. When you have completed the graphic organizers, use the space below it to reflect on the Roaring 20's using the guided reflection questions.
- [Harlem Renaissance: Close Read](#)
 - Analyze the map and answer the two analysis questions that follow.
 - Here are [three poems written about the Harlem Renaissance](#) by American poet, Langston Hughes. These poems are invaluable to historians - they help us gain insight to what it was like to live through the Harlem Renaissance as an African American living in Harlem. First, read the poems closely and analyze them using the questions that follow. When you have read all three, you will complete a short writing task.

LGBTQ, Disability, and Climate Inclusion

All lesson materials, not linked below, can be accessed by any Orange District Employee by clicking the following link:
[LGBTQ, DISABILITY, and CLIMATE LESSON PLANS](#)

LGBTQ (Application of lesson should be in chapter 15 in this unit)

- [“Were the 1920s a time of cultural change?”](#)
 - In this lesson, students will learn about changes and continuities in the 1920s, particularly focused on cultural and social areas. Students will analyze primary and secondary sources that explore race, gender, and sexuality in the 1920s.

Disability (Application of lesson can be in any chapter in this unit)

- [“In Their Shoes”](#)
 - In this lesson, students will examine primary and secondary sources in order to produce a narrative piece that tells about an experience from the perspective of a character, historical figure, or author. Their narratives will answer the question, “What are the effects of injustice, historically and today?” Students will share their narratives with the whole class.

Climate (Application of lesson can be in any chapter in this unit)

- [The Carbon Puzzle](#)
 - In this group activity, students assess a series of facts to understand how to manage a plantation forests to maximize the removal of atmospheric carbon as they practice cooperative learning and graph

	interpretation skills.	
<u>MTSS</u>	<p><u>Special education student's modifications:</u></p> <ul style="list-style-type: none"> – Adhere to all modifications and health concerns stated in each IEP. – Give students a MENU option allowing students to pick assignments from different levels based on difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth. – Use the online reading software, which can revise the reading the Lexile level to meet students at current reading level. – Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website, Handouts, Definition List, Syllabus, Large Print, Outlines. – Utilize a speech to text resources. <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Determining – Chapter 14, page 388 in TE – Critical Thinking Skills: Organizing – Chapter 14, page 396 in TE – Reading Skills: Defining – Chapter 15, page 410 in TE – Critical Thinking Skills: Analyzing – Chapter 15, page 425 in TE – Visual Skills: Reading Charts – Chapter 16, page 446 in TE – Reading Skills: Explaining – Chapter 16, page 451 in TE – Reading Skills: Specifying – 	<p><u>At risk of failure students</u></p> <ul style="list-style-type: none"> – Give students a menu option allowing students to pick activities based on interest that address the objectives and standards of the unit. – Modified Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, small learning group instruction, class website, syllabus, inclusion of more visuals and films, field trips, virtual reality/augmented reality fieldtrips, peer support, one on one instruction. – Constant parent contact along with mandatory tutoring along with mandatory tutoring appointments. – Academic Contracts <p><u>Activities:</u></p> <ul style="list-style-type: none"> – Reading Skills: Citing Text Evidence – Chapter 14, page 390 in TE – Critical Thinking Skills: Assessing – Chapter 14, page 397 in TE – Reading Skills: Defining – Chapter 15, page 412 in TE – Reading Skills: Identifying – Chapter 16, page 440 in TE – Reading Skills: Using Context Clues – Chapter 16, page 447 in TE – Visual Skills: Creating – Chapter 16, page 449 in TE – Reading Skills: Determining – Chapter 17, page 483 in TE <p><u>Gifted and Talented Students:</u></p>

Chapter 17, page 474 in TE

- Visual Skills: Analyzing – Chapter 17, page 485 in TE

English Language Learners (ELL) students:

- Use the district purchased software; give students the option to change the language of the articles to the student's native language for most articles.
- Speech to text platform extension additions. Will read to the student in the language selected.
- Online word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment.

Activities:

- Reading Skills: Determining – Chapter 14, page 388 in TE
- Visual Skills: Analyzing – Chapter 14, page 394 in TE
- Reading Skills: Defining – Chapter 15, page 412 in TE
- Critical Thinking Skills: Analyzing – Chapter 15, page 425 in TE
- Reading Skills: Determining – Chapter 16, page 441
- Reading Skills: Using Context Clues – Chapter 16, page 447 in TE
- Reading Skills: Paraphrasing – Chapter 16, page 461
- Reading Skills: Defining – Chapter 17, page 487 in TE

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing case studies.
- Student led classroom instruction also Project Based Learning.

Activities:

- Writing Skills: Narrating – Chapter 14, page 392 in TE
- Technology Skills: Researching – Chapter 14, page 396 in TE
- Writing Skills: Informative/Explanatory – Chapter 14, page 401 in TE
- Critical Thinking Skills: Making Inferences – Chapter 15, page 414 in TE
- Reading Skills: Describing – Chapter 15, page 431 in TE
- Writing Skills: Argument – Chapter 16, page 447 in TE
- Reading Skills: Inferring – Chapter 16, page 452 in TE
- Technology Skills: Making a Presentation – Chapter 16, page 454 in TE
- Technology Skills: Analyzing News Media – Chapter 16, page 460 in TE
- Writing Skills: Argument – Chapter 17, page 470 in TE
- Critical Thinking Skills: Examining – Chapter 17, page 483 in TE

Students with 504:

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

Activities:

- Visual Skills: Analyzing – Chapter 14, page 394 in TE
- Reading Skills: Explaining – Chapter 15, page 418 in TE

		<ul style="list-style-type: none">– Visual Skills: Creating – Chapter 16, page 442 in TE– Reading Skills: Finding – Chapter 16, page 453 in TE– Reading Skills: Summarizing – Chapter 17, page 468 in TE
Experiences (virtual and live field trips)	<p><u>LIVE FIELDTRIPS</u></p> <p><u>Ellis Island National Museum of Immigration</u></p> <p>The Ellis Island National Museum of Immigration is located in the Main Building of the former immigration station complex and tells the moving tales of the 12 million immigrants who entered America through the golden door of Ellis Island. Today, the descendants of those immigrants account for almost half of the American people. http://www.libertyellisfoundation.org/visiting-ellis-island</p> <p><u>American Museum of Natural History</u></p> <p>Theodore Roosevelt — governor of New York and 26th president of the United States — was an ardent naturalist and visionary conservationist. The Theodore Roosevelt Memorial Hall, New York State’s official memorial, celebrates Roosevelt’s passion for preserving America’s wilderness for future generations and the Museum’s ongoing commitment to this legacy worldwide. You can also experience his legacy in the Museum’s Hall of North American Mammals, where some of the national forests that he created or expanded during his presidency-- including the Grand Canyon, Yosemite, and Devils Tower, Wyoming--are featured in the Hall’s magnificent dioramas. Explore more about Theodore Roosevelt and his lifelong association with the Museum with these resources. http://www.amnh.org/explore/science-topics/theodore-roosevelt</p> <p><u>VIRTUAL FIELDTRIPS</u></p> <p><u>Women’s Rights National Historic Park</u></p> <p>Women’s Rights National Historical Park tells the story of the first Women’s Rights Convention held in Seneca Falls, NY on July 19-20,1848. It is a story of struggles for civil rights, human rights, and equality, global struggles that continue today. The efforts of women’s rights leaders, abolitionists, and other 19th century reformers remind us that all people must be accepted as equals.</p> <p><u>The National World War I Museum and Memorial</u></p> <p>Soon after World War I ended, Kansas City leaders formed the Liberty Memorial Association (LMA) to create a lasting monument to the men and women who had served in the war. In 1919, the LMA and citizens of Kansas City raised more than \$2.5 million in just 10 days. The equivalent of more than \$35 million today, this staggering accomplishment reflected the passion of public sentiment for the Great War that had dramatically changed the world. The National WWI Museum and Memorial provides a variety of resources for online distance learning, whether you’re an educator, student, parent or history buff. Here you will find links to some of the educational content we provide for all ages of learners, all free to the public and accessible remotely.</p>	
Resources		
<ul style="list-style-type: none">• Appleby, Joyce, Alan Brinkley, Albert Broussard, James McPherson, Donald Ritchie, and Jay McTighe,		

United States History and Geography. Ohio: McGraw Hill Education, 2018.

- [ConnectEd \(Digital and Interactive Version of Textbook\)](#)
- **Introduce or Reinforce:** [Question Formulation Technique](#)
- **Introduce or Reinforce:** [Stanford History Education Group: Reading Like a Historian](#)
- [Facing History and Ourselves](#)
- [Gilder Lehrman](#)
- [New Visions](#)
- [New Jersey Council for Social Studies Education](#)
- [Curriculum Pathways](#)
- [PBS Learning Media](#)
- [Library of Congress Lessons](#)
- [Think CERCA: Argumentative Writing](#)
- [Amistad](#)
- [Holocaust](#)
- [End Genocide](#)
- [Common Sense](#)
- [Foreign Policy Research Institute Lesson Plans](#)
- [Teaching Tolerance](#)
- [Harvard's "Supporting LGBTQIA Youth Resource List"](#)
- [CDC: LGBT Youth Resources](#)
- [ACLU: LGBTQ Youth and Schools Resource Library](#)
- [LGBTQ History Resource Links](#)
- [GLSEN: Educator Resources](#)
- [Stanford Earth](#)
- [History of People with Disabilities: Timeline](#)
- [The Nature Conservancy](#)

Suggested Time Frame

4th Marking Period

Pacing Guide

35 days for entire marking cycle

Chapter 14 = 6 days

Chapter 15 = 12 days

Chapter 16 = 11 days

Chapter 17 = 6 days