

Richard M. Teitelman 7th Grade Social Studies

US History & Government

2/13/2013

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3.a	Were the ideals of the Declaration of Independence fulfilled for women, African-Americans and Native Americans?	1 Day	<ol style="list-style-type: none"> 1. Divide class into three groups, one supports they were fulfilled, one supports they were not, the third group will support some is fulfilled and some is not. 2. Have three students conduct a scripted debate prior to class debate. 3. Provide guide sheets with points and counter/points to groups 	<p>6-8.WH.1 Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue b. Support claim(s) with logical c. Use words, phrases, and clauses to create d. Establish and maintain a formal style e. Provide a concluding statement 	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, scripts guide sheets

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6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3.b	Is the Constitution effective in establishing a federal government that allows growth and change over time?	3 Days	<p>1. Provide students with guide to text, or narratives covering constitutional crisis over time. Have small groups read the text together and compile an argument.</p> <p>2. Provide students with various pre-written statements that they can borrow when compiling their own.</p> <p>3. Provide students with models of completed assignment with each component labeled</p>	<p>6-8.WH.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue</p> <p>b. Support claim(s) with logical</p> <p>c. Use words, phrases, and clauses to create</p> <p>d. Establish and maintain a formal style</p> <p>e. Provide a concluding statement</p>	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, guides, models
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US History A. Civics Era-Revolution 1754-1820s	8.A.3.c	What compromises were made during the creation and adoption of the Constitution and the Bill of Rights?	3 Days	<ol style="list-style-type: none"> 1. Assign students/ or small groups to read text and selected primary sources to list the compromises made. 2. Provide clues as to where to find compromises in primary sources 3. Provide a list of compromises and have students identify where they can be found in selected sources 	6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, primary documents, clues

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US History A. Civics Era-Revolution 1754-1820s	8.A.3.c	What compromises were made during the creation and adoption of the Constitution and the Bill of Rights?	3 Days	<ol style="list-style-type: none"> 1. Assign students/ or small groups to read text and selected primary sources to list the compromises made. 2. Provide clues as to where to find compromises in primary sources 3. Provide a list of compromises and have students identify where they can be found in selected sources 	6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, primary documents, clues

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6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3.e	Why were the Alien and Sedition Acts enacted and did they undermine civil liberties?	1 Day	Read several text samples with some giving facts about acts and others expressing opinions. Students will identify which are facts and which are opinions. They will then be asked for their own opinion. Give students a list of facts about the acts to refer to as they read about them. Provide modern examples of how security and protection can come into conflict with civil liberties as students complete assignment	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, samples, list of facts and list of modern examples

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6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3.f	How did political parties form and how do they continue to be shaped by differing perspectives of political thought?	2 Days	<p>After notes and discussion on political parties, have students read text on a particular issue written from republican or democratic perspective along with an example from a neutral position. Students will ID perspective and what were the clues for their answer</p> <p>Have multiple examples in room and have groups rotate to read an answer the perspectives.</p> <p>Share and discuss results</p> <p>Have one perspective in each group already identified, but vary the perspectives in each group.</p>	6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, notes, sample perspectives

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6.1- US History A. Civics Era-Revolution 1754-1820s	8.A.3g	How does the Constitution and Bill of Rights impact current day issues?	3 Days	<ol style="list-style-type: none"> 1. Select a topic such as gun laws and debate changes need and constitutional issues. 2. Assign students an opinion to defend and provide sources 3. Provide a guide sheet with points for assigned side 	6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Constitutional sources, guide sheet
6.1- US History B.- Geography Era-Revolution 1754-1820s	8.B.3.a	How did conflicts and alliances among European countries and Native American groups impact the expansion of the American colonies?	1 Day	<ol style="list-style-type: none"> 1. Have students create a chart with European Countries and Native tribes. Have them fill in columns labeled interests in America, and impact on expansion 2. Once students complete chart, scramble students to compare charts 3. Provide a partially complete scaffold chart 	6-8.WH.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts

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6.1- US History B.- Geography Era-Revolution 1754-1820s	8.B.3.b	How did the geography of the United States influence the debate on representation in Congress as argued by the NJ plan and the VA plan?	1 Day	<ol style="list-style-type: none"> 1. Have students analyze pie charts and bar graphs to see the conflict over representation. 2. Assign groups to teams of small states and large states to analyze the charts and defend a position 3. Have students fill out T-chart explaining the conflicting opinions of Va Plan and NJ Plan 	6-8.WH.9 Draw evidence from informational texts to support analysis, reflection, and research.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Charts, text

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6.1- US History B.- Geography Era-Revolution 1754-1820s	8.B.3.c	How can maps help evaluate the impact of geography on the execution and outcome of the American Revolution?	2 Days	<ol style="list-style-type: none"> 1. Use GIS software to illustrate the movements of Revolutionary Armies and discuss the geographical impact 2. Identify several campaigns such as Saratoga, Guns of Ticonderoga or Crossing of Delaware. Have students read the events related and illustrate using maps the impact of geo. 3. Give students maps that show army movements and have them determine how geo impacted those movements 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, GIS, Maps

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Geography Era-Revolution 1754-1820s	8.B.3.d	Why did New Jersey's location make it a strategic location during the American Revolution?	1 Day	<ol style="list-style-type: none"> 1. Assign students to research Revolutionary Battles in NJ and determine why these were strategic battle in the war. 2. Assign students a battle in NJ to research and its strategic performance. Have the class assess the overall importance of NJ after hearing about all the battles. 3. Give students a map showing Phila, NY and all of NJ with partially complete accounts of each battle. Once completed students will assess overall importance 	<p>6-8.WH.2 Write informative/explanatory texts, including the narration of historical events. Introduce a topic clearly Develop the topic with relevant, well-chosen facts Use appropriate and varied transitions to create cohesion Use precise language and domain-specific vocabulary Establish and maintain a formal style Provide a concluding statement</p>	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, research sources, maps

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6.1- US History C. Economics Era-Revolution 1754-1820s	8.C.3.a	How do taxes and government regulation allow economic opportunities and how did this impact the relationship between Britain and its North American colonies?	2 Days	<ol style="list-style-type: none"> 1. Have students create a row/column chart listing Britain's taxes, what it intended to do, how Americans responded. 2. Scaffold the chart with partial responses 3. Give index cards with all responses and have students match up tax, intent, and reaction 	6-8.RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	1. Text, charts, index cards

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6.1- US History C. Economics Era-Revolution 1754-1820s	8.C.3.b	How did inflation and debt impact the American people and how did the national government respond to those problems?	1 Day	<p>1. Conduct a mini lesson on what inflation is and how modern govt responds. Have students compare/contrast govt response now to inflation with the response prior to and after Revolution.</p> <p>2. Scramble student groups and have small groups collaborate on compare contrast</p> <p>3. Give students text on inflation now and then and have them compare/contrast</p>	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Guided notes, text, narratives

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6.1- US History C. Economics Era-Revolution 1754-1820s	8.C.3.c	What was the impact of the cotton gin and other innovations on the economic and political systems in America, especially in regards to slavery?	1 Day	<ol style="list-style-type: none"> 1. Provide primary and secondary sources describing the cotton gin and its impact. Students will use sources to find specific text that supports their theory 2. Provide students with clues to find specific evidence in provided sources. 3. Pre-highlight the sources 	6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, primary and secondary sources

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.a	How did the Seven Year War lead to a change in policies from Britain and responses to more changes from the colonies that ultimately led to the American Revolution?	1 Day	<ol style="list-style-type: none"> 1. Assign students to make propaganda posters from British and American perspectives 2. Provide a guide sheet with British and American perspectives prior to making posters 3. Provide posters and have the students ID which perspective the poster expresses 	<p>6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.</p>	<p>Posterboard, text, guide, and completed posters</p>

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.b	Why was the Declaration of Independence written and how are its principles the unifying ideas of American democracy?	2 Days	<ol style="list-style-type: none"> 1. Create a fictional Continental Congress to re-write the Declaration of Ind. Have students discuss risks in writing the document and what should be included. They should maintain original meaning, but modernize words 2. Provide background of what was at stake by Declaring Independence 3. Give a breakdown of each section of document and what was meant 	<p>6-8.WH.2 Write informative/explanatory texts, including the narration of historical events. Introduce a topic clearly Develop the topic with relevant, well-chosen facts Use appropriate and varied transitions to create cohesion Use precise language and domain-specific vocabulary Establish and maintain a formal style Provide a concluding statement</p>	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, background narrative, explanation guide

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.c	What impact on US history did George Washington have as a general of the American Revolutionary forces and as the first president of the USA?	3 Days	<ol style="list-style-type: none"> 1. Assign research topics on a variety of Washington's contributions 2. Assist students with gathering of research by providing sources 3. Give students guiding questions to help them determine the type of information they need 	<p>6-8.WH.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, sources, guide

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.d	Which individuals and foreign countries contributed to the causes, execution and the outcomes of the American Revolution?	1 Day	<ol style="list-style-type: none"> 1, Students will make a chart with individuals and countries listed with columns including contributions and impact 2. Provide highlighted text to help students find information 3. Scaffold the chart 	6-8.WH.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, highlighted text, charts

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.e	What were the roles and responsibilities of the various socio-economic groups during the American Revolution and how did they impact the war?	2 Days	<ol style="list-style-type: none"> 1. Assign small groups to look into the impact of various socio-economic groups. Groups will compile an explanation and a rating for their groups impact. Groups will debate their ratings 2. Provide a narrative of the groups impact and students will debate their ratings 3. Give students hints on how to emphasize their assigned groups impact 	6-8.WH.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, narratives, hints

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6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.f	How did the Treaty of Paris affect the USA and its relations with Native Americans and the European powers?	1 Day	<ol style="list-style-type: none"> 1. Assign small groups to represent various tribes and their issues with the treaty and attempt to make adjustments 2. Give each group a list of what they would like to get out of the Treaty 3. Give students a detailed explanation of the Treaty Provisions 	6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, lists, Treaty explanation
6.1- US History D.- History Era-Revolution 1754-1820s	8.D.3.g	Did the leadership and the decisions of the early administration meet the goals of the preamble of the Constitution?	1 Day	<ol style="list-style-type: none"> 1. Students will read the preamble and ½ the class will look for evidence that the met the goals and ½ the class will look for evidence that they did not. Teacher will play role of judge in a trial atmosphere. 2. Break students into teams of lawyers to help each other. 	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, clues

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6.1- US History A. Civics Era-Expansion 1801-1861	8.A.4.a	How would you explain the changes in America's relationships with the other nations, by analyzing policies, treaties, tariffs and agreements?	2 Days	<ol style="list-style-type: none"> 1. Have students read through various primary documents to determine what the relationship was between US and other nations 2. Highlight key sections of documents 3. Provide narrative summary of documents 	6-8.RH.9 Analyze the relationship between a primary and secondary source on the same topic.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Primary Documents, narrative summary

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6.1- US History A. Civics Era-Expansion 1801-1861	8.A.4.b	How did the concept of Manifest Destiny influence the acquisition of land through annexation, diplomacy and war?	3 Days	<ol style="list-style-type: none"> 1. Provide journals, articles, posters, cartoons of the Manifest Destiny Era and have students discuss and compile an essay explaining the American diplomacy of the time 2. Have students review this policy and the policies of those who were victims of the Manifest Destiny policy. Students can discuss the morality of the policies 3. Provide lists arguing for and against Manifest Destiny and have them debate 	6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Primary Sources, pro/con guides

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6.1- US History A. Civics Era-Expansion 1801-1861	8.A.4.c	What was the extent to which voting rights were expanded during the Jacksonian period?	2 Days	<ol style="list-style-type: none"> 1. Students will create a chart including several social groups and identify the impact of Jackson policies. 2. Students will use this chart to compile an essay indicating whether Jackson policies were generally positive or negative. 3. Provide cards with groups and impacts and have students match them 	6-8.WH.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts, cards

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6.1- US History B. Geography Era-Expansion 1801-1861	8.B.4.a	What was the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the US?	3 Days	1. Students will be assigned to make a color coded map indicating the expansion of the USA and have a key with explanations 2. Provide students with the explanations in order to complete the map 3. Students will view a completed map and compile the history of expansion of the United States from the La. Purchase to the achievement of Manifest Destiny	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, maps, explanations

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6.1- US History B. Geography Era-Expansion 1801-1861	8.B.4.b	Where were the territorial expansions and settlements, as well as the locations of conflicts from the removal of Native Americans?	3 Days	<ol style="list-style-type: none"> 1. Students will read text, view movies and take notes and compile a list of expansion locations in chronological order 2. Give students a partially complete list of events and locations. 3. Assign small groups to compile this list together 	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, movies, lists

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6.1- US History C. Economics Era-Expansion 1801-1861	8.C.4.a	How did the debates involving the National Bank, uniform currency and tariffs determine the extent to which each of these economic tools met the economic challenges facing the new nation?	2 Days	<p>1. Students will be broken into 6 groups with each group assigned to find information to support a side of these three debates. They will interview each other to determine which view they identify with, which view their assigned view may agree with and report findings</p> <p>2. Color code each group by their topic and whether they are looking into the view of Federalist and Republican</p> <p>3. Provide the students with the information and let them use this to determine their opinions</p>	6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, charts

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6.1- US History C. Economics Era-Expansion 1801-1861	8.C.4.b	How did the major technological developments revolutionize land and water transportation, as well as the economy in NJ and the nation?	3 Days	<p>1. Using GIS technology, put a map showing how people would travel from Philadelphia to NYC through the years from Revolution to age of Interstate</p> <p>2. Students research the methods and time needed to travel from Philadelphia to NYC through the same years.</p> <p>3. Give students handout with transportation advancements and have them explain how these helped</p>	<p>6-8.WH.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.</p>	<p>GIS. Text, handout</p>

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6.1- US History C. Economics Era-Expansion 1801-1861	8.C.4.c	How did technological innovations affect the status and social class of different groups of people and explain the results?	3 Days	<p>1. Search for information on this topic in order to answer the questions. Have students list sites they went to and which sites were useful. Cite the sources used properly</p> <p>2. Bookmark several sites that can be used after students attempt to find their own</p> <p>3. Provide students with book marked sites right away</p>	<p>6-8.WH.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.</p>	<p>Computer, book marks</p>

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6.1- US History D. History Era-Expansion 1801-1861	8.D.4.a	How did the push-pull factors lead to increases in immigration, and explain why there were ethnic and cultural conflicts?	2 Days	<p>1. Provide a reading selection on immigration in the 1800s. Have students talk about what differences Italians, Germans, Irish, African-Americans would have. What were problems all immigrants faced? How would these groups compete for the solutions?</p> <p>2. Create a role play that demonstrates these factors and conflicts.</p> <p>3. After reading about immigration, have students list reasons why people move and why groups could come into conflict</p>	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, role-play

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6.1- US History D. History Era-Expansion 1801-1861	8.D.4.b	What were the reforms to education, women's rights and slavery during the Antebellum period?	2 Days	<p>1. Students will create a website promoting one of the reforms in a What if they had the Internet scenario</p> <p>2. Parts of the websites can be established for the students to complete</p> <p>3. Students will read completed websites a offer suggestions on how to make them better</p>	6-8.WH.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Computer, websites

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6.1- US History D. History Era-Expansion 1801-1861	8.D.4.c	What was the growing resistance to slavery and NJ's role in the Underground Railroad?	2 Days	<ol style="list-style-type: none"> 1. After researching the Underground Railroad and NJ, students will mark and connect major "stations" in NJ using GIS 2. Students will view a map of Underground Railroad using GIS and click identify tool to write a list of stations 3. Students will look at the map and a list and find the stations on the map 	6-8.RH.7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Computer, lists, text, GIS

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6.1- US History A. Civics Era- Civil War & Recon. 1850-1877	8.A.5.a	How did the Emancipation Proclamation and the Gettysburg Address impact American life?	1 Day	<p>1. Students will listen to audio versions of Gettysburg Address and read Emancipation Proclamation, they will imagine and compile the answer to EQ. They will then read the text to compare their answer with historical account</p> <p>2. Small groups will discuss the answer to EQ after listening and reading, then they will read the account</p> <p>3. Students will read newspaper articles after each event and write their impression of the immediate impact</p>	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, audio, newspaper accounts

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6.1- US History A. Civics Era- Civil War & Recon. 1850-1877	8.A.5.b	What were the similarities and differences in the approaches of Congress and Presidents Lincoln and Johnson towards the reconstruction of the South?	2 Days	<ol style="list-style-type: none"> 1. Students will create a Venn diagram showing similarities and differences 2. give students strips with approaches and have them place into Venn 3. Scaffold diagram by partially completing 	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, strips, scaffold diagram

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History B. Geography Era- Civil War & Recon. 1850- 1877	8.B.5.a	What was the role of geography, natural resources, demographics, transportation and technology in the progress and outcome of the Civil War?	3 Days	<ol style="list-style-type: none"> 1. Students will be assigned one of these factors and explain how the assigned factor impacted both north and south 2. Students with similar factors will share their results before giving a final report 3. All students will report their findings and each student will determine which factor impacted the outcome the most and why 	6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History C. Economics Era- Civil War & Recon. 1850- 1877	8.C.5.a	What was the human and material cost of the Civil War in the North and the South?	1 Day	<p>1. Students will be asked to research and report the human and material cost from both sides of war, then compare data of costs to ethnic groups, socio economic groups.</p> <p>2. Provide the students with charts of figures and have them compile an analysis</p> <p>3. Have small groups estimate the answer to this question, provide them with figures and have them record the difference between their guess and reality</p>	6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, data

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History C. Economics Era- Civil War & Recon. 1850-1877	8.C.5.b.	What was the economic impact of Reconstruction on the South from different perspectives?	1 Day	<p>1. Students will act out a role play between southern and northern views on reconstruction including scalawags and carpetbaggers, members of congress, ex-confederates and president Johnson. After acting out activity, they will read and reflect on Reconstruction</p> <p>2. Role-play will be conducted and small groups will discuss and analyze the views of characters</p> <p>3. Students will be given charts with character names and their views. Students will fill out chart and collaborate with peers to check for accuracy</p>	6-8.RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Role-play, charts, text

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History D. History Era- Civil War & Recon. 1850- 1877	8.D.5.a	How did the different perspectives prioritize the causes and events that led to the Civil War?	2 Days	<ol style="list-style-type: none"> 1. After reading selected text sections on the causes of the Civil War, students will create a cause and effect graphic organizer that shows all the causes and effects leading up to Civil War. 2. Students can be given a chart with some causes or effects on chart with the rest needed to be filled in 3. Once the chart is made, students can compile their thoughts on the validity of each sides perspective of the causes 	6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, graphic organizer

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
6.1- US History D. History Era- Civil War & Recon. 1850- 1877	8.D.5.b	What were the critical events and battles of the Civil War and determine how they contributed to the final outcome of the war?	3 Days	<ol style="list-style-type: none"> 1. Small groups will be assigned a particular Civil War Battle and be assigned to make a PowerPoint to convince the rest of the class that theirs was the most important battle of the Civil War. 2. Provide students with a list of reasons why their battle could be the most important before making PowerPoint. 3. Give students a framework to complete the Power Point 	6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	Journaling, reading text, discussion, and research as a class to show understanding through the use of visual overheads of compare and contrast charts.	Text, Lists, Computer, PowerPoint