



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Mysteries of History

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*



Springfield Public Schools
Springfield, New Jersey

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"Cultivating compassionate and extraordinary learners"

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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

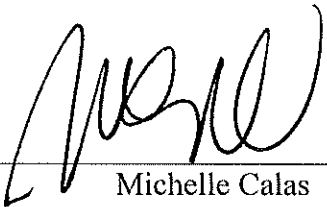
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Discovering the Americas
Unit Summary: Students will investigate various primary sources to try and answer one of history's greatest mysteries, “who truly discovered the Americas”? Students will use evidence to support their claim and present their findings in the form of a documentary.					
Primary Interdisciplinary Connections: Communication Arts					
21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: This unit will demonstrate how different scholars describe the same event or situation and provide evidence or reasoning for their views. Students will explore that different versions of historical events can be biased and it is important to explore events from multiple perspectives to arrive at a final understanding.					
Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6					

Learning Targets

Standards:	NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills		
Content Statements:	For most of history it has been believed that Christopher Columbus was the first to reach the shores of the New World. However, recent efforts have been made to portray a more accurate historical record of the New World. This includes highlighting the six regions of Native Americans (Northwest Coast, California Intermountain, Plains, Northeast Woodlands, Southeast Woodlands and Everglades) and the various tribes all with unique cultures that existed within each region. Earlier accounts of explorations by the Vikings, Chinese and Portuguese will create a timeline of events that will prove explorers reached the shores of the New World long before Columbus.		
CPI#:	Cumulative Progress Indicator (CPI):		
6.2.8.GeoPP.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.		
6.2.8.GeoPP.1.b	Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.		
6.2.8.HistoryS E.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.		
6.1.8.HistoryC C.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.		
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.		



RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- Who discovered the Americas?
- How do the physical surroundings of a region affect the way people live?
- How were Native American culture groups alike and different?



- How did the first Americans get here?
- Who discovered the Americas before Columbus?
- Why is it important to study history?
- Why is it important to look at historical events from multiple sources/perspectives?

Unit Enduring Understandings:

- Discuss that American Indians had distinct cultures that included unique languages and customs.
- These cultures were adaptations to the regions in which they lived.
- Native American groups were in the America's long before Europeans began exploring the region.
- Exploration and colonization of North America transformed human history.

Unit Learning Targets:

Students will...

- Identify who made up the first civilizations on the North American continent.
- Analyze the meaning and context of the terms "Native American" and "indigenous People".
- Understand the unique cultural elements of six Native American regions of North America prior to the arrival of Europeans.
- Identify who Bjarni Herjolfsson was.
- Understand the contributions of Leif Eriksson to pre-Columbian exploration.
- Identify who Zheng He was.
- Identify who Bartolomew Diaz was and explain his contributions to European exploration.
- Identify the stated aims of Columbus's voyages.
- Evaluate the impact of the arrival of Europeans on the Native populations of North America.



Evidence of Learning

Summative Assessment: Student Documentary

Students will work in groups to create documentaries that explain the concepts they have learned in this unit. Each group will use their research from their Detective's Notebooks to formulate a theory about who discovered the Americas first. They will use evidence from the primary sources evaluated in this unit to prove their theory. Next they will use Google Docs to write a documentary script that explains the concepts in their own words so that their audience can learn the concepts as well. They will then create a storyboard that shows how their script will be supported and enhanced using videos, photos, graphics, graphs, charts, narration, music, and titles. They will either find royalty-free photos and graphics that represent the concepts they have learned or they will create their own using DrawIt or Storyboard That. Finally, they will import all the resources they have filmed, created, or found into iMovie to edit together what they planned in their storyboard. They will use their scripts to record narration for their documentary and will add titles for clarification and to focus on important points. They will showcase their work for their classmates and teacher.

Equipment Needed: iMovie, Storyboard That, DrawIt, Laptops, Google Docs

Teacher Resources: Laptops, OnCourse, Video Clips, Comic Life Template.

Formative Assessments:

- Detective's Log
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 The First Americans	1 hour/2 days
Lesson 2 Early Connectors	2 hours/2 days
Lesson 3 Columbus	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://archive.pov.org/behindthelens/lesson-plan-1/>

<https://education.nationalgeographic.org/resource/olmec-civilization>

<https://wiki.millersville.edu/display/HIST/Columbus+and+the+Age+of+Discovery>

<https://edsitement.neh.gov/lesson-plans/what-was-columbus-thinking>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: The First Americans Time Frame: 1 hour/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse, Blogs, 3-D Aztec Temple

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand a small community is a <i>settlement</i>, a <i>civilization</i> is an advanced settlement, and a <i>city-state</i> is a settlement that governs itself. - Identify that <i>Quipu</i> and <i>terrace</i> are words related to the Incan empire. A <i>quipu</i> was a system of colored knots used to record information. The Inca used <i>terraces</i>, or raised land dug out of mountainsides, for farming. - Identify that the Olmec is the earliest known civilization in the Americas. - Understand that hundreds of years after	Lesson Sequence Draw Conclusions Have students identify three conclusions they can draw about the Maya based on this image. <i>(Sample responses: They were skilled builders. They had an organized society capable of large projects. They had a complex religion or government.)</i> Have them share their conclusions in a blog and then as a class. Infer The Maya built many cities and temples in what is now southeast Mexico and Central America. The temples at	- Blog Responses - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses



the Maya abandoned their cities the Aztec arose in Mexico.

- Identify how the physical environment determined which American Indian groups were nomadic and which groups lived in permanent or semi-permanent settlements.

Palenque and Tikal are made of limestone. The temples at Quiriguá are made of sandstone. Ask: Why do you think the Maya used different stones in construction? *(Sample answer: They used what was readily available.)*

3. Watch the “Maya and Aztec Civilizations” video and discuss: How did people first reach the Americas? How would you describe the early civilizations and cultures of the Americas?
4. Discuss how physical characteristics of the different environments influenced the settlement of the Americas.
5. Sequence Events Have students explain the process by which humans settled and spread across North America. *(They arrived on foot over land exposed by lower sea levels, or by sea, and spread across the continent in search of food, eventually building settlements around farming.)*



6. Predict Consequences
Ask students to predict how the different geographical regions of North America will impact the farming, food gathering, and living patterns of American Indian groups. *(They will adapt differently to their regions, developing different settlements and ways of life.)*

7. Students view “The First Americans” PowerPoint presentation.

Review the presentation and guide the discussion to include the following concepts:

The Native Americans were the first Americans. They were in our country before the Europeans (such as Columbus) arrived.

Different groups of Native Americans lived in different regions of the country. (review six regions)

Native American culture groups met their needs according to factors in the physical surroundings, location, and climate of their region.

Daily life in each region was different in some ways and alike in others.



All Native Americans respected nature.

All Native Americans used natural resources in their region to meet their basic needs.

8. Hand out “The America’s” Detective’s Case File-in the file there are photos of; an Olmec Carving, Machu Picchu, the Serpent Mound, Iroquois Longhouse, Sioux Buffalo Hide Tent, and Interactive Map of Templo Mayor.

Students should analyze each piece of evidence and answer the following questions:

- What is being portrayed?
- What can we tell about this civilization?
- When do we think this was built?
- What similarities and differences do we see between these civilizations?
- Create a timeline of the civilizations.

9. Exit Card: Ask: How did the physical environment determine which American Indian groups were nomadic and which groups lived in permanent or semi-permanent settlements? *(American Indians built more permanent settlements in areas with sufficient food and natural resources throughout the year.*



When there were not enough resources to survive in one place, groups had to move.)

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze early American settlements and how their creation was influenced by the geographical characteristics of the region.

Resources Provided:

- <https://www.chichenitza.com/>
- <http://www.nysm.nysed.gov/exhibitions/ongoing/native-peoples-new-york/mohawk-longhouse>
- <https://www.ohiohistory.org/visit/browse-historical-sites/serpent-mound/>
- <http://www.beaconlearningcenter.com/lessons/lesson.asp?ID=1902>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Early Connectors Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Math, Communication Arts

Integration of Technology: Laptops, OnCourse, Interactive Maps

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions. - Understand how networks of trade have connected the various civilizations of the Eastern Hemisphere. - Analyze the contributions of Marco Polo, Zheng He and Ibn Battutta to the age of exploration.	Lesson Sequence As students enter the classroom and get seated, direct them to examine the map, which presents a 1280 understanding of the Mediterranean Sea and surrounding areas. Compare: Ask students how this map differs from modern maps. <i>(This map does not have a scale or any way of orienting viewers to the north, south, east, or west. It does not seem like a faithful representation of a place.)</i> Infer: Ask students to explain what this map suggests about people's view and understanding of the world in 1280. (Possible answers: People	- Blog Responses - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Map Analysis - Graphic Organizer Completion



were interested in understanding their world, but their skills and tools for doing so were limited.)

2. Ask students:
What do you imagine it would be like to leave home and not return for 15 or 20 years? [For context, you might say to your students: If you have older siblings or family members who are in the military, they may have been stationed abroad. They might have traveled to a foreign country in South America, Europe, Africa, or Asia, and lived there for extended periods of time.] Describe your idea of a fantastic adventure.

3. Introduce -Ibn Battuta, Zheng He, and Marco Polo.

4. During the Middle Ages, very few people are documented as having traveled to unknown lands. Yet three remarkable explorers from different parts of the world did just that. Marco Polo of Venice is probably the most famous overland traveler of all time; stories of his journeys first introduced Europeans to Central Asia and China. Ibn Battuta of Tangier is known as the greatest Muslim explorer in history; he traveled over 75,000 miles to nearly every Muslim country in the world. Zheng He of China commanded an enormous fleet of ships and journeyed



- to 30 countries throughout Asia and Africa. Through several primary source activities and short videos, students will understand the significance of all three explorers and how they contributed to the spread of different cultures and ideas across the world.
5. In this lesson, students will explore the adventures of these three world travelers. After viewing three short videos about their journeys, students will analyze photographs of a city that all three travelers visited, write a log entry describing a sighting of Zheng He's fleet of ships, and then read excerpts from Marco Polo's and Ibn Battuta's accounts of their journeys.
 6. Pass out the "World Explorers" Graphic Organizer. Students will complete it as we watch three short videos about each explorer.
 7. Marco Polo and the Silk Road – In the 13th century, Marco Polo traveled for three and a half years from Venice to reach China. He did so by using the Silk Road. The Silk Road, or Silk Route, was an ancient network of trade routes that linked China to the Mediterranean Sea, carrying goods, information, ideas, and even illnesses between China and the Roman Empire. **Video** (5:23)



8. Ibn Battuta and the Muslim Empire – After the death of the prophet Muhammad, in 632 A.D., caliphs, or Muslim political and religious rulers, continued Muhammad’s teachings of Islam, the religion he had founded. Over time, the caliphs built a huge trading system, which became the Muslim Empire. Some Muslims, such as Ibn Battuta, used these trade routes to spread their ideas and culture all over the world. [Video](#) (4:21)
9. Zheng He and the Chinese Armada – By the beginning of the Ming Dynasty (1368-1644), China had the greatest naval technology in the world. The first Ming emperor chose one of his most trusted generals, Zheng He, to lead naval expeditions to demonstrate the power of the empire. Special “treasure ships” were built that were over 400 feet long and 160 feet wide and could carry 2,500 tons of cargo each. Accompanying those ships were hundreds of smaller ships to carry supplies and to bring gifts that would impress foreign leaders. [Video](#) (2:45)
10. Our three travelers each visited many countries and traveled thousands of miles. When they each returned home, what did they bring with them? What and how did they share with people of their own country and culture?



The three men featured in these videos traveled far from their homelands. They visited new continents, met world leaders, and each, in their own way, made the peoples of the world more connected. Describe how Zheng He, Ibn, Battuta, and Marco Polo created connections among distant peoples and stimulated the travels of future explorers.

11. Geography Activity (30 minutes)

Materials Needed

- Class set of **Early Connector's Journey map handout**
- Interactive: **Early Connectors | Google Earth Story**

Directions:

Distribute the Early Connectors' Journey map handout, which includes grid identifiers and numeric identifiers of the geographic locations discussed in the **Google Earth Story**.

In class or independently, have students follow the journeys of Marco Polo, Ibn Battuta, and Zheng He. Have students make notes on the map; encourage them to include aspects of the journey that they find interesting as well as any questions that arise.

When reconvened in the classroom, begin a class



discussion. Ask students which explorer they would most like to have accompanied. What place or places along that explorer's path do they find the most interesting and why?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze early explorers and how their contributions led to the discovery of the Americas.

Resources Provided:

- <https://ny.pbslearningmedia.org/resource/ff32837d-b085-40d4-8d60-ac9a676cb857/marco-polo-pbs-world-explorers/>
- https://d43fweuh3sg51.cloudfront.net/media/media_files/7004eaf5-9fd0-4363-b10c-8539df9c160f/289coca4-8ea5-483e-8eef-4c3a147faf44.pdf
- <https://www.pbs.org/wgbh/nova/article/ancient-chinese-explorers/>
- <http://www.pbs.org/weta/africas-great-civilizations/about/episode-guide/episode-four/%20>
- <https://ny.pbslearningmedia.org/resource/marco-polo-ibn-battuta-zheng-he/lesson-plan/>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: What Was Columbus Thinking? Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Language Arts

Integration of Technology: Laptops, Digital Primary Sources

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the stated aims of Columbus's voyages. - Characterize changes in Columbus's purposes in writing the documents studied. - Describe the indigenous people Europeans encountered and the results of their contact. - Compare the goals of early European exploration with the results. - Evaluate the impact of Columbus on the indigenous people of the Americas and his legacy.	Lesson Sequence 1. Dear Diary- Students will read from Columbus's journal of his voyage of 1492, available through EDSITEment from the Internet Medieval Sourcebook. Of special interest are the following: The introduction—a restatement of the purpose of the voyage as explained to the King and Queen of Spain—primarily the sentence beginning, "Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith ...";	- Written Document Analysis - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Graphic Organizer Completion



2. The entry for October 11, the day of the discovery;
3. Excerpts from the entries for October 13, 16 and 21 for descriptions of the Native Americans Columbus encountered.

What seemed of particular interest to Columbus on his voyage? What were his impressions of the places he visited? What ideas did he have about what might happen next?

Activity 2. Dear Europe
Students will read a letter written by Columbus in May 1493, available from the Osher Map Library of the University of Southern Maine. Columbus used this letter to publicize his successful voyage; it became a sort of best-seller throughout Europe. It contains descriptions of the people he encountered. Of special interest are the five paragraphs beginning with, "There are besides in the said island Juana ..." as well as the last two paragraphs. What did Columbus emphasize in publicizing his journey?

Activity 3. Dear Ferdinand and Isabella
In this Letter to the King and Queen of Spain, circa 1494, Columbus lists his recommendations about how Spain should proceed, including his suggestion that the area he encountered be systematically colonized. The letter is fairly brief; especially pertinent are



points 1, 4, 5 and 9. What does Columbus emphasize about what he saw and what should happen next?

Activity 4. What was Columbus thinking?

After students have read each document, discuss the following:

- Who was the intended audience for this document?
- When was the document written?
- Does Columbus seem to have a goal in mind in creating this document? Is it intended to persuade the reader, emphasize a point, share information or some other purpose?
- What details are described in this document?
- Can students identify a primary message in this document?

Working in small groups or individually, students should write their answers to these questions for use in comparing the documents with each other.

Now, in a group or as a class, have students compare the three documents. Ask students to compare their analyses of the individual documents. How do they differ? Are there any similarities? Ask students to reconsider the following:



- What does Columbus emphasize in his journal as the purpose of his journey? Does this purpose seem to change in the later documents?
- What details seem to interest Columbus as he describes the first days of discovery? Does his interest change as his journey progresses?
- What other changes can students identify between the documents? Can students propose a hypothesis that would explain these changes?

Students should make and post statements summarizing what Columbus found (for example, natives with a simple technology) and a list of outcomes Columbus believed would come as a result of his journey (for example, he stated that the natives he met would make good servants).

Activity 5. Looking Back at Columbus

Now the students will find out the effects of Columbus's voyages according to scholars by reading brief excerpts from specially chosen articles. Divide the class into groups to be assigned any or all of the following areas of research (topics can be duplicated among groups if desired). Students can use information from the following sources, as well as



texts and online sources of their own choosing.

In reviewing an article, students need only read those sections containing the specific information they are researching. A brief guide has been provided for each article.

Foods and Plants—A variety of new foods and plants were introduced from Europe to the Americas and from the Americas to Europe. Students should concentrate on naming such plants and flowers.

- SOURCE: "The Gardeners of Eden: a bouquet of exotic flowers was one trophy of European expansion" by Samuel M. Wilson.
- GUIDE TO THE ARTICLE: Read the passage from "Many of the New World's most spectacular contributions ..." to "Europeans' gardens began to fill with the exotic flowers of Africa, Asia, and, eventually, the Americas." Find the names of fruits, grains, vegetables and other plants that were common during this time period. Which started in the New World? Which started in the Old? What, if any, changes in where plants grew occurred after Columbus voyages?



- For information about the gardens the Aztecs had when the Europeans arrived, read from "The sixteenth-century chronicler Fernando de Alva Ixtilochitl ..." to "So no bird, fish or animal of the whole country was wanting here they were either alive or figured in gold and gems."

Disease—Diseases introduced by the Europeans ravaged native populations. Only one disease migrated from the New World to the Old.

- SOURCE: "The Great Disease Migration" by Geoffrey Cowley from *Newsweek* (Special Issue, Fall/Winter 1991, pp. 54–56)
- GUIDE TO THE ARTICLE: Read the section beginning "Many experts now believe that the New World was home to 40 million to 50 million people before Columbus arrived," to "by germs." Then read from "By the time Columbus arrived, groups like the Aztecs and Maya" to "any Indian who received news of the Spaniards could also have easily received the infection." Find out what diseases were particularly



damaging to the people of the New World.

Native Americans Encountered by Columbus—Columbus only met peoples with very simple technologies. However, America was home to a number of complex cultures that would have their own encounters with Europeans. What cultures and technologies did Columbus himself encounter in the New World? How were these cultures changed?

- SOURCE: "The Lost Worlds of Ancient America" by Melinda Beck, from *Newsweek* (Special Issue, Fall/Winter 1991, pp. 24–26)
- GUIDE TO THE ARTICLE: Read the introduction and the section "Mesoamerica" to create a list of the accomplishments of these "lost worlds." Look especially for mentions of buildings, inventions and scientific achievements. Why do you think the author calls them "lost worlds"?
- SOURCE: "Columbus, My Enemy" (A Caribbean chief resists the first Spanish invaders) by Samuel M. Wilson in *Natural History* (December 1990, pp. 44–49)



- **GUIDE TO THE ARTICLE:** Read from "Two years earlier" to "By 1497, after two years of epidemics and famine following the arrival of the Spaniards, the other chiefs were pushing Guarionex to put up some resistance."
- Did the Taino have reasons to be afraid of the Spanish? What did they agree to do for the Spanish to keep the peace? Why were the other chiefs pushing Guarionex to fight the Spanish? How successful was Guarionex?
- Lastly, read the paragraph beginning "The impact of the Europeans' arrival was felt differently on other islands of the Caribbean," for a summary of what happened to various native peoples.
- **SOURCE:** Excerpt from "What Columbus Discovered" by Kirkpatrick Sale in *The Nation* (October 22, 1990, pp. 444–446)
- **GUIDE TO THE ARTICLE:** Read from "Take, for example, the Taino" up to "are gentle and are always laughing." Then read the paragraph beginning, "Do not ask, by the way, what happened to those gentle Taino. ..."



- What were the Taino people like before the Europeans arrived? Learn about their houses, transportation, crops and way of life. What happened to them? Why does the author say, "Do not ask ... what happened to those gentle Taino?"
- Additional information on a number of these topics can be found at 1492: An Ongoing Voyage. Europe Claims America: The Atlantic Joined provides a brief summary of the effects of the arrival of the Europeans.

Activity 6. Organizing facts and findings.

After completing their research, each group should prepare items for posting on a large graphic organizer designed to display the facts students learned. The class could decide, on the basis of the information at hand, exactly how to design the organizer. For example, the migration of food and plants or of diseases could be represented through text and/or pictures organized in the form of a chart with four columns: Before Columbus (In Europe), Before Columbus (In America), After Columbus (In Europe), After Columbus (In America). When this project is completed, each group can present its findings to the rest of the class, using the



graphic organizer to illustrate what they learned.

Activity 7. List appropriate statements about expectations and outcomes

Events don't always turn out the way one expects. As a culminating activity, have the class brainstorm and list many appropriate statements about expectations and outcomes in the following form:

Columbus (or "Europeans" or "Native Americans")

_____, but

_____.

For example, students might say:

- "Columbus thought he had discovered a new route to the Indies, but he had really traveled to what we now call the Americas."
- "Columbus encountered natives living with a simple technology, but civilizations with advanced technologies also lived in the Americas."

Post the statements. As the students continue to study other events in history, especially meetings of cultures, such as the colonial settlers and the Native Americans, they should note the



effects of these encounters, both intended and unintended.

Activity 8. Learning about Columbus

At the beginning of this lesson, students listed some of the ways the world changed after Columbus's voyage to the New World. Review this list with students. How would their list be different now if asked the same question? What should be added? Removed?

Students had learned some things about Columbus before this lesson. Based on what they have learned *during* this lesson, do students recommend any changes in the information young people are taught about Columbus? Should he be credited with discovering the “New World”.

Differentiation: The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze early American settlements and how they were impacted by European exploration.

Resources Provided:

- <https://edsitement.neh.gov/lesson-plans/what-was-columbus-thinking>
- <https://www.youtube.com/watch?v=uGtIHZMrovQ&feature=youtu.be>
- https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB1490
- <https://www.loc.gov/exhibits/1492/>
- <https://wiki.millersville.edu/display/HIST/Columbus+and+the+Age+of+Discovery>
- https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Discovering the Americas
Created:	Sarah David	Board Approved on:			



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** Lost Colony of Roanoke

Unit Summary: When European explorers set off to start colonies in the New World, they faced many challenges. What later settlements learned from the lessons of earlier colonial attempts was instrumental to their own success or failure. In one case, the lack of willingness to learn from those that came before them, has led to one of America's oldest unsolved mysteries. The colony of Roanoke led by Sir Walter Raleigh, is referred to as America's lost colony. The story of what happened to the colonists of Roanoke is one of history's greatest mysteries as the colonists seemingly disappeared without a trace. Historians have only been able to come up with likely hypotheses about what happens, but the question still remains: What caused the colonists of Roanoke to disappear?

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: This inquiry lesson is designed for students to engage in critical thinking. Students use questioning and hypothesis building in order to come to a tentative conclusion about a topic that is still debated about hundreds of years after it happened. Students are able to see that there are multiple ways of looking at situations and as new information becomes available, we sometimes need to change our conclusions.

Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills

Content Statements: By the end of this unit students will be able to describe early attempts of European colonization of the New World. They will be able to identify the challenges and successes of the early colonists. Students will be able to examine different theories about what happened to the Lost Colony of Roanoke. Through collaboration, analysis and reflection students will support their theories using information from credible sources. Students will realize that although not all colonies were successful, they were instrumental in forming the foundation of our American democracy today.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.



6.2.8.GeoP P.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.Histor yCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.



9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- Why were Europeans motivated to explore the New World?
- What happened to the Lost Colony of Roanoke?
- What were the challenges faced by early European colonists in the New World?
- What made some colonies more successful than others?

Unit Enduring Understandings:

- Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and eyewitness accounts.
- Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.
- Assess the validity of different interpretations of significant historical events.
- Use research skills (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue.

Unit Learning Targets:

Students will....

- Identify possible reasons for what caused the colonists of Roanoke to disappear.
- Develop an opinion on which hypothesis they believe is the most credible.
- Recognize and identify credible versus non-credible sources.
- Share their ideas and opinions in a respectful way within the classroom setting.
- Complete a Detective's Notebook outlining what they think happened and why, including evidence from primary sources to support their opinion.
- Participate in class discussions about possible hypotheses and whether evidence shared supports or discredits hypotheses.



Evidence of Learning

Summative Assessment: Detective's Notebook
HSI Roanoke-What happened to the Roanoke colony? You will investigate the mysterious circumstances surrounding the disappearance of Roanoke, use your detective's notebook to keep track of clues and potential suspects. Leave no stone unturned, it is up to you to find out what happened to the citizens of Roanoke! You will work in investigative teams to analyze evidence and come up with a plausible theory of what happened to the Roanoke colonists. Keep track of all information in your Detective's Notebook. You will present your findings in the form of an indictment that will be presented to the grand jury (the class). You must decipher credible sources from non-credible sources and support your hypothesis with evidence in order to secure an indictment.

Equipment Needed: Detective's Notebook, OnCourse, Laptops

Teacher Resources: Laptops, OnCourse, Video Clips, Evidence Exhibits, Case Logs

Formative Assessments:

- Detective's Log
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 England Enters the Race	2 hours/2 days
Lesson 2 Potential Suspects	2 hours/2 days
Lesson 3 A Tale of Two Colonies	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.thelostcolony.org/>
- <https://www.youtube.com/watch?v=kFMnMEYwqIM>
- <https://www.nytimes.com/2020/09/01/us/Roanoke-lost-colony.html>
- <https://www.livescience.com/vanished-colonists-at-roanoke>
- <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text6/white.pdf>
- <https://www.ncpedia.org/dare-stones#:~:text=The%20Dare%20Stones%20are%20a,1940%2C%20tell%20a%20dramatic%20tale.>
- <https://nativeheritageproject.com/2013/12/08/the-dare-stones-1-through-48/>
- <https://www.nationalgeographic.com/history/article/lost-colony-roanoke-virginia-eleanor-dare-stone-mystery>
- <https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>
- <http://jefferson.village.virginia.edu/vcdh/jamestown>
- <http://www.scholastic.com/scholastic/thanksgiving/voyage/tour/fs.htm>
- <https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>
- <https://teachinghistory.org/teaching-materials/ask-a-master-teacher/23610>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: England Enters the Race Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify why Europeans were motivated to explore the New World. - Discuss the challenges faced by early European colonists in the New World. - Propose a theory as to what happened to the Lost Colony based on John White's journal.	Lesson Sequence Complete the "Motives" blog on OnCourse. Why were Europeans motivated to explore the New World? Discussion How well do we really remember? Students will complete a blog in which they attempt to recall facts and information about a person that they saw in passing. We will analyze the varying responses of each student and attempt to come up with an overall composite. "History is the memory of things said and done." -Carl Becker	- Blog Responses - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Attendance at Mini-Lessons



2. Review "England Enters the Race" notes on OnCourse

Why did England want to colonize North America?

- Curiosity-good old fashioned human curiosity, the drive that pushes us forward, what else is out there?
- Wealth-how can we make more money, find new resources, especially land
- Fame-we want to be the first
- National Pride-expand our empire, become a world power
- Religion-we want to spread our views around the world
- Trade Routes-there has to be a faster, cheaper way-to Asia especially

Timeline:

1497-King Henry is regretting his refusal to back Columbus

1497-King Henry pays John Cabot \$50 to locate a North American passage to Asia-he discovers Newfoundland

1579-Sir Francis Drake takes a round the world voyage, claims part of West Coast for England

1610-Henry Hudson makes a claim for England on the East Coast

1584-Sir Walter Raleigh convinces Queen Elizabeth I



that colonies in North America would benefit England

1584- The Queen grants Raleigh a charter for "Virginia"-stretched from Maine to North Carolina

1587-Raleigh sends 117 people to settle Roanoke Island-by 1591 they disappear

This became America's first unsolved mystery and to this day remains its longest "cold case".

Lesson Overview:

George Orwell warned that "He who controls the present controls the past, he who controls the past controls the future" (Orwell 1949).

The freedom to discover and debate the past is an essential component of a democratic society where freethinking individuals are to be valued. Yet many students hold too tightly to an authoritarian idea: that history consists simply of what textbooks or encyclopedias present as fact.

It is important for students to obtain a better understanding of the kind of dilemma faced by historians as they grapple with the question of what really happened in the past.

This classroom lesson in historical investigation attempts to show students how dedicated



historians search for what happened in the past.

2. ACTIVITY: HSI

Roanoke-What happened to the Roanoke colony? You will investigate the mysterious circumstances surrounding the disappearance of Roanoke, use your detective's notebook to keep track of clues and potential suspects. Leave no stone unturned, it is up to you to find out what happened to the citizens of Roanoke! You will work in investigative teams to analyze evidence and come up with a plausible theory of what happened to the Roanoke colonists. You must attend the following mini-lesson to aid you in your search:

Mini-Lesson 1-What is History?

"History is only a confused heap of facts." -Lord Chesterfield

In this activity the students are shown pictures of physical objects and asked to define what they are, or even more important, what they might be thought to be.

Objects will include: Border Ware English pottery, a gold signet ring, Elizabethan era gun parts, and a peach pit.

Students will analyze the physical evidence and use it to formulate theories on the missing Roanoke colonists.



	We will discuss that sometimes it is not what is found that is significant but where it is found. **All of these items were found in Hatteras, North Carolina, supporting the theory that colonists moved inland and assimilated with the natives.** https://news.nationalgeographic.com/2015/08/150807-lost-colony-roanoke-hatteras-outer-banks-archaeology/#/05lostcolonygallery.jpg Activity Timeline-students should complete through Exhibit C by the end of class/homework today. 3. Exit Card on OnCourse-Based on what you uncovered today, what do you think happened to the colonists of Roanoke?	
Differentiation: The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze early American settlements and what led to their successes or failures.		
Resources Provided: • https://www.thelostcolony.org/ • https://www.youtube.com/watch?v=kFMnMEYwqIM • https://www.nytimes.com/2020/09/01/us/Roanoke-lost-colony.html • https://www.livescience.com/vanished-colonists-at-roanoke • http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text6/white.pdf		



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Potential Suspects Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts, Science

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the relationship between the Roanoke colonists and the Native tribes in the area. - Explain why there was conflict between England and Spain. - Analyze if the Spanish posed a threat to English settlements in the New World. - Analyze newly discovered evidence regarding Roanoke and assess its credibility.	Lesson Sequence DO NOW: Review the suspect profile jamboard. Suspect Profiles will include: - Sir Walter Raleigh-convinced Queen Elizabeth to establish English colonies in North America. - Queen Elizabeth I- Granted Raleigh a land charter for the creation of Virginia. - Pocahontas- helped the Roanoke colonists, notably John Smith, survive in the New World. - Croatoans-a local native tribe that had changing tense/peaceful relations with the natives. - Sir Francis Drake- English sea dog/pirate that attacked	- Jamboard - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Attendance at Mini-Lessons



- Spanish ships, leading to the creation of the Armada.
- King Philip II of Spain-uses the Armada to control the Atlantic and interrupt England's attempt at colonization.
 - Virginia Dare-first English child born in the New World.
 - John White-Governor of Roanoke, grandfather of Virginia Dare.
 - St. Agustin 1565-First Spanish colony in the New World.
 - Spanish Armada-the buildup of the Spanish navy in response to unpunished English piracy.
 - The Little Ice Age
1600-1900-climate change that some believe might have contributed to the demise of Roanoke.

2. ACTIVITY: HSI
Roanoke-What happened to the Roanoke colony? You will investigate the mysterious circumstances surrounding the disappearance of Roanoke, use your detective's notebook to keep track of clues and potential suspects. Leave no stone unturned, it is up to you to find out what happened to the citizens of Roanoke! You will work in investigative teams to analyze evidence and come up with a plausible theory of what happened to the Roanoke colonists. You must attend the following mini-lesson to aid you in your search:



	Mini-Lesson 2- Real or Fake? "Forgery is in fact one of the oldest and commonest offences [sic]." -Allan Nevins This activity starts when the group is presented with samples of Dare stones that were found in the 1930's believed to be from the Roanoke colonists. Students will be asked what might make them suspicious about its authenticity. Stone 1-Father Soone After You Goe for England Wee Cam Hither / Onlie Misarie & Warre Tow Yeere / Above Halfe Deade ere Tow EWD Stone 2-Ananias Dare & Virginia Went Hence Unto Heaven 1591 Anye Englishman Shew John White Govr Via They are told that forgery is a real problem faced by historians even today. The lesson is focused on illustrating the importance of validating evidence and looking at evidence with objectivity. Stone 1 is fake. Activity Timeline-students should complete through Exhibit G by the end of class/homework today.	
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**Differentiation:**

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the colony of Roanoke and try to determine what happened to it.

Resources Provided:

- <https://www.ncpedia.org/dare-stones#:~:text=The%20Dare%20Stones%20are%20a,1940%2C%20tell%20a%20dramatic%20tale>.
- <https://nativeheritageproject.com/2013/12/08/the-dare-stones-1-through-48/>
- <https://www.nationalgeographic.com/history/article/lost-colony-roanoke-virginia-eleanor-dare-stone-mystery>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: A Tale of Two Colonies Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Compare and contrast early English settlements in America. • Identify what made some colonies more successful than others. • Analyze how colonization affected the Indigenous people. • View the real history of Plymouth from multiple perspectives. • Identify how groups of people have come in conflict with each other and what steps they took to resolve that conflict. • Understand the lasting legacy of the Roanoke colony.	Lesson Sequence 1. DO NOW: Complete the "Advice" blog on OnCourse. Using what you have learned about Roanoke, if you could give one piece of advice to future European settlers of North America, what would it be? 2. ACTIVITY: Discussion-England tries again-Jamestown and Plymouth. • Compare and contrast Jamestown and Plymouth. • What types of settlers came to each colony? • What were their motives for settling North America?	• Answers to essential questions during class discussion • Reading Comprehension Activity • Graphic Organizer-completion • Exit Card responses • Attendance at Mini-Lessons



- What elements made one colony more successful than the other?

3. Use your “Seedlings of Liberty” notes on OnCourse and the following website to fill out the compare and contrast chart on Jamestown and Plymouth:
<https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>

Mini-Lesson #1-Jamestown:
Working in groups, students will familiarize themselves with some of the primary source documents from [Virtual Jamestown](#) -- the censuses, letters, laws, and first-hand accounts.

Students will study the documents -- the style in which they're written, the names and occupations listed on the census forms, the language used and the thoughts expressed in the letters and first-hand accounts.

These documents give an idea of what life was like for the early settlers who emigrated to Jamestown. For example, the census of original Jamestown settlers from 1607 lists six council members, one preacher, six carpenters, one blacksmith, one sailor, one barber and 29 gentlemen. (A gentleman was an upper-class man who could afford to hire laborers to work for him so he could pursue a life



of leisure. Gentlemen also were entitled to bear arms.)

Lead students in a discussion of how the Jamestown community would function, based on the occupations listed on the census form. The settlers would want to build shelter for protection from the weather. Do students think six carpenters would be able to accommodate the needs of all the settlers? What other jobs or skills might be important to people living in a new country, trying to settle a new area?

Mini-Lesson #2-Plymouth

Take a tour aboard the Mayflower to learn about why the Pilgrims came to America.

http://www.scholastic.com/scholastic_thanksgiving/voyage/to_ur_fs.htm

Read "Lizzy's Letter to Aunt Constance"-http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm

- Do you think it was an easy journey? Why/why not?
- Did the Pilgrims seem prepared to start a new settlement? Why/why not?
- Why did they leave England?

Explore life in the Plymouth colony:



Visit:

<https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>

- What was life like in the Plymouth colony?
- What did they eat?
- What did the kids do for fun?
- What was crucial to their survival?

4. The Real Story of Plymouth

Read the Article-" The REAL story of Plymouth

Read the article aloud or have students read it independently. As students read, direct them to underline or highlight details that help answer the "As You Read, Think About" question.

Answer Close-Reading Questions

Have students discuss their responses.

- Whose point of view is the story told from in the first paragraph? Why might the author have chosen to start that way? (Point of View)

The author begins the article by telling the story from the Wampanoag people's point of view. He might have made this choice to emphasize the perspective of the people who had been living in the Americas for thousands of years.



• What evidence supports the statement that the “first Thanksgiving” was “much more complicated than what appears in most history books”? (Text Evidence)

Many accounts downplay the story of the Indigenous peoples who were already living in New England when the Pilgrims arrived. Although many Americans have been taught that the Wampanoag people were invited to Plymouth’s harvest meal out of gratitude, the Pilgrims were probably already eating when Ousamequin and his men showed up. The event became a state dinner and helped strengthen a relationship that the Pilgrims depended on for survival.

• What was life like for the Wampanoag people before settlers started arriving? (Central Ideas)

In the early 1600s, tens of thousands of Wampanoag people lived in dozens of communities that were independent yet connected. They fished and farmed along the coast during spring and summer. During winter, they moved inland and lived off what they had harvested during the year. The Wampanoag people shared resources and didn’t believe in land ownership.



	• Who was Tisquantum? What important role did he play in American history? (Key Details) Tisquantum was a Wampanoag man who was kidnapped by an English captain in 1614. After friars helped set him free from slavery, he made his way to London. A merchant trained him as an English interpreter, and he found work on a boat that returned to his homeland. Tisquantum played an important role in history because he served as a translator for Ousamequin and helped him communicate with the Pilgrims and form an alliance. • How does the map support the article? (Text Features) The map shows the territory of the Wampanoag people when the Pilgrims arrived in 1620. It shows the Pilgrims' settlement in Plymouth on the site of Patuxet and Ousamequin's home base of Pokanoket about 40 miles west. Additionally, the map shows other Indigenous groups who lived in New England. • How did the alliance between Ousamequin's people and the Pilgrims help each group? (Cause and Effect) The alliance benefited Ousamequin's people because it gave them an ally against the Narragansett tribe. The alliance benefited the Pilgrims by	
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helping them live off the land. About half of them had died from malnutrition and disease during their first winter. The relationship also protected the Pilgrims from sachems who might have chased them off or killed them. Both groups benefited from trade. Native people were able to own items like coats, blankets, and metal tools, while settlers used furs to repay investors in England.

- Summarize the sidebar “Understanding Colonization’s Effects.” (Summarizing)

Colonization was a disaster for the millions of Indigenous people who lived in North America when Europeans arrived. Huge numbers of them died from diseases or in battles. Settlers and the U.S. government took Native lands. For example, the Indian Removal Act of 1830 forced many Indigenous people from their homes. Beginning in the 1870s, the government forced many Indigenous children to attend boarding schools that tried to erase their culture. Hundreds of years of discrimination have led to higher rates of poverty and unemployment and poor access to health care on reservations.

5. Skill Builder Comprehension Activity on OnCourse-The Real Story of Plymouth



Why study history from multiple perspectives?

"Exploring multiple perspectives requires incorporating source materials that reflect different views of a historical event. In recent decades scholars and educators have begun to question the validity of singular (one-sided) historical narratives. Instead of just focusing on dominant groups and communities, they recommend employing multiple perspectives. One reason for this stems from increasing diversity and cultural pluralism, since many groups—women, the poor, ethnic minorities, etc.—have been ignored in traditional historical narratives.

... many groups—women, the poor, ethnic minorities, etc.—have been ignored in traditional historical narratives. Another reason is disciplinary. After all, good historians don't just settle for one perspective on a historical issue—they piece together many (sometimes competing) versions of a story to construct an accurate interpretation."

<https://teachinghistory.org/teaching-materials/ask-a-master-teacher/23610>

6. Exit Card-What parallels can we draw between the colonies of



Roanoke, Jamestown and
Plymouth?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the colony of Roanoke and try to determine what happened to it.

Resources Provided:

- <https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>
- <http://jefferson.village.virginia.edu/vcdh/jamestown>
- [http://www.scholastic.com/scholastic thanksgiving/voyage/tour fs.htm](http://www.scholastic.com/scholastic_thanksgiving/voyage/tour fs.htm)
- <https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>
- <https://teachinghistory.org/teaching-materials/ask-a-master-teacher/23610>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: Lost Colony of Roanoke
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** Death of Meriwether Lewis

Unit Summary: We know much about the historical journey of Lewis and Clark and have probably even imagined the fears, uncertainties, and dangers that the Corps of Discovery overcame. Only a few years after the journey's end, however, Meriwether Lewis went from finding himself as one of the most celebrated men in the country and a newly appointed governor to being found dead in some woman's house. Was this a case of suicide? Was this a case of murder? Almost 200 years later, even with all we know about crime scene investigation, we still do not have an answer – only theories.

Primary Interdisciplinary Connections: Communication Arts, Science

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: In this lesson, students will embark on a webquest to travel back in time and explore the evidence surrounding the mysterious death of Meriwether Lewis. In the role of a forensic scientist, students will collect data and form their own opinion as a pre-write activity for a letter in which they argue for the exhumation of Meriwether Lewis' body for forensic analysis. Students will also complete a study of the Lewis and Clark Expedition. This knowledge will better prepare them with an understanding of the historical background and the historical impact of the expedition.

Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills

Content Statements: Students will collect data from a variety of primary sources in order to investigate Meriwether Lewis. They will summarize a variety of first-hand accounts of the events surrounding his death. Students will learn to state the premises of various theorists in regard to the death of Meriwether Lewis. Students will be able to form a hypothesis as to the cause of Meriwether Lewis' death and give reasons and supporting evidence for their hypothesis.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryC C.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.EconET. 4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.EconNE. 4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.HistoryC C.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.



6.1.8.HistoryC C.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).



9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- What did Meriwether Lewis do after his famous journey with William Clark?
- What evidence can we gain about an event through primary sources that are almost 200 years old?
- How does one develop and support a historical interpretation?
- How will the passing of almost 200 years affect a forensic study of the body?
- What qualifies as a “discovery”
- How can you determine a writer’s intent behind a piece of text?
- What were Jefferson’s goals for the Corps of Discovery expedition?
- What are the mysterious circumstances surrounding the death of Meriwether Lewis?

Unit Enduring Understandings:

- Primary sources will show that the contributions of Meriwether Lewis and William Clark were instrumental in shaping the America we know today.
- There are mysterious circumstances surrounding the death of Meriwether Lewis.
- The Louisiana Purchase was a controversial decision at the time as the Constitution did not explicitly state the President had the power to purchase land from other countries.
- The purchase was made as a result of President Jefferson using his power to make treaties with foreign countries.
- Although, until the purchase of Alaska, it was the greatest land purchase in U.S. history, it was not well received by other European powers on the continent or the Native groups displaced by westward expansion.
- Encounters made by Meriwether during the famed Lewis and Clark expedition could have contributed to his death.

Unit Learning Targets:

Students will....

- Students will collect data from a variety of primary sources in order to investigate Meriwether Lewis.
- They will summarize a variety of first-hand accounts of the events surrounding his death.
- Students will learn to state the premises of various theorists in regard to the death of Meriwether Lewis.
- Students will utilize the internet to research other theories and findings related to this mystery.
- Students will be able to state their opinions as to the cause of Meriwether Lewis’ death and give reasons and supporting evidence for their decisions.
- Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865.
- Make connections between the past and the present.
- Interpret ideas and events from different historical perspectives.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



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- Demonstrate knowledge of westward expansion in America by describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, and the Lewis and Clark expedition.



Evidence of Learning

Summative Assessment: Letter to the National Park Service
Inform students that they will be writing a formal business letter to the National Parks Service in which they will be expressing their support for the exhumation of Meriwether Lewis' body for forensic analysis.

The National Park Service mailing address can be found easily through a search on their web page – <http://www.nps.gov>.

Your letter should include the following: your introduction paragraph, you will express your support (as a forensic scientist) to exhume Meriwether Lewis' body in order to test the theories regarding his cause of death. Here, you will also indicate which theory you believe is most likely the correct one. In your background paragraph, you will briefly summarize the date, location, the destination to where Lewis was traveling at the time, and why. Further, list the names of the people who were with him at his time of death. Next, hint at the variety of theories surrounding his cause of death. In your summation and closing paragraph, you will write a final attempt to persuade the National Park Service Director to approve the exhumation you support. You will also thank the Director for reading your letter.

Equipment Needed: OnCourse, Laptops

Teacher Resources: OnCourse, Laptops

Formative Assessments:

- Theories Worksheet
- Blogs
- Thesis Organizer
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Lewis and Clark	2 hours/2 days
Lesson 2 The Expedition	2 hours/2 days
Lesson 3 The Evidence	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <http://memory.loc.gov/ammem/index.html>
- <https://www.loc.gov/resource/g4050.ct000654>
- <https://www.pbs.org/kenburns/lewis-clark/>
- <https://ny.pbslearningmedia.org/resource/pbs-world-explorers-lewis-and-clark/pbs-world-explorers-lewis-and-clark/>
- <https://edsitement.neh.gov/lesson-plans/day-lewis-and-clark>
- <https://www.nps.gov/lecl/planyourvisit/maps.htm>
- <https://www.nps.gov/lecl/index.htm>
- <http://www.lewisandclarktrail.com/>
- <https://www.nps.gov/thingstodo/exploring-the-meriwether-lewis-death-and-burial-site.htm>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: The Expedition Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts, Science

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Examine topographic maps to understand the natural and human-made challenges they would encounter. - Analyze the motives and impacts of the Lewis and Clark Expedition. - Analyze indigenous responses to the Lewis and Clark Expedition. - Evaluate the short and long-term consequences of the expedition made by Lewis and Clark. - Understand the legacy of the Lewis and Clark expedition.	Lesson Sequence Begin by setting the context for students: the year is 1803. The United States ends at the Appalachian Mountains. The population is 6 million. Ohio is considered to be a “northwest frontier.” President Thomas Jefferson has dreamed of finding a water passage connecting the two coasts of the continent. He is deeply curious about the landscape, flora and fauna, trade possibilities, and cultures of the west. In January, he sent a secret letter to Congress asking for \$2500 to fund an expedition to the Pacific Ocean. That spring, he sends his former secretary Meriwether Lewis to Philadelphia for a crash course in cartography,	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Mapping Activity



botany, and medicine. In July, the US spends \$15 million (about 3 cents an acre) on 828,000 acres of land known as the Louisiana Territory. 1 year later, on May 14th, 1804, the expedition departed Camp Dubois in St. Louis, Missouri.

Do Now: What were the goals of this expedition?

2. Introduce students to the map of the US showing the Louisiana Purchase (<http://classroom.monticello.org/teachers/gallery/image/229/Boundaries-of-the-Louisiana-Purchase/>). Discuss the implications of this purchase and how it changed the nation- economically, socially, and politically.
3. Next (5 min)
Identify, discuss, and put up three categories of goals: Political/Social, Economic, Scientific. Allow students to challenge these categories, suggest others, add/omit, etc.
4. (15 min)
Introduce students to Jefferson's Instructions to Lewis (sent soon after congress gave approval for funding the expedition). Explain that in small groups, they will be taking on one paragraph of the letter, paraphrasing the goal, sharing their findings with the class, and trying to fit it



into one of the three categories.

5. (10 min)-When groups are through with their paragraphs & goal work, they will share findings with the class. As a class, decide which category the goal should be put into.
6. Conclude by returning to the three categories and goals themselves. Facilitate a discussion about what the true purpose of this expedition was. Did it succeed? What do we know is now true because of these events?

7. What They Didn't Know
To help students understand the degree to which the American West was unknown before the Lewis and Clark Expedition, give them the following quiz.

Before you begin, ask the students if they think they know a lot about the West.

Do they think they know more than Thomas Jefferson did?
Have students number their papers from 1 to 10.

For each item you name, they should write "T" if they believe the statement to be true, or "F" if they believe it to be false.

Give students a moment to write their response to each of the



following statements, all
beginning with:

At the time Thomas Jefferson
was living ...

1. There were woolly mammoths roaming the West.
2. There was a tribe of blue-eyed Indians living in the West who spoke Welsh, the language of people from Wales, a region on the west coast of the island of Great Britain.
3. There was a river or series of connected rivers, starting at the Mississippi, that crossed the western mountains and reached the Pacific Ocean.
4. The Blue Ridge Mountains were taller than the Rocky Mountains.
5. The West had many erupting volcanoes.
6. Unicorns could be found in the West.
7. There were mountains in the West made of undissolved salt.
8. Some beavers in the West were seven feet tall.
9. buffaloes were friendly and had slim waists.
10. Peruvian llamas roamed the West.

When the quiz is over, tell the students that though all of these



statements are false, it is likely that Thomas Jefferson believed many of them to be true because such "facts" were included in books in his library.

According to [Lewis & Clark: The Journey of the Corps of Discovery](#), maps of the West proved as fictitious as the books in Jefferson's library. European geographers, for example, drew maps depicting California as an island. Other maps showed the Rocky Mountains to be narrow and undaunting.

Share with the class a copy of [The Aaron Arrowsmith Map of 1802](#), available on the EDSITEment-reviewed website [Exploring the West from Monticello](#), which depicts the West prior to the Lewis and Clark Expedition.

- What do the students notice? The map is largely blank!

According to [Lewis & Clark: The Journey of the Corps of Discovery](#):

"The lack of detail in maps circa 1803 hinted at the enormous task to be faced by the Lewis and Clark expedition. Before the journey, Meriwether Lewis had map collector Albert Gallatin make a special map that showed North America



from the Pacific coast to the Mississippi."

The map depicted only three points of certainty: the latitude and longitude of the mouth of the Columbia and of St. Louis, and details of what was known of the Missouri River up to the Mandan villages in the Great Bend of the river (today's Bismarck, North Dakota). The map also estimated how the Rockies might look and the course of the Columbia River, which no one had charted beyond its mouth.

But the area that lay west of the Mandan villages was blank, and the best minds in the world could not fill in that blank until someone had walked the land, taken measurements and described the flora, fauna, rivers, mountains and people. Observations of the commercial and agricultural possibilities of the regions were equally crucial.

After reviewing the map, students will vicariously experience the discoveries made by the men on the journey by reading excerpts from their diaries. But first, students will become oriented to the journey by tracking some key dates on a contemporary map.

Lewis and Clark traveled a total of 8,000 miles. How long would it take to travel that distance



using today's modes of transportation?

- March 14, 1804 St. Louis, Missouri
- August 3, 1804 Omaha, Nebraska
- August 20, 1804 Sioux City, Iowa
- September 25, 1804 Pierre, South Dakota
- Oct. 24, 1804 - April 7, 1805 Bismarck, North Dakota
- April 29, 1805 where the Yellowstone River flows into the Missouri
- June 2, 1805 fork in the Missouri
- June 13, 1805 Great Falls, Montana
- July 5, 1805 Three Forks, Montana; Gallatin, Jefferson, Madison Rivers
- August 8, 1805 Dillon, Montana
- August 12, 1805 border between Idaho and Montana
- September 9, 1805 Missoula, Montana
- September 22, 1805 Weippe, Idaho
- October 7, 1805 Orofino, Idaho
- October 16, 1805 conjunction of the Snake and Columbia Rivers
- November 24, 1805 Astoria, Oregon

When all of the dates and locations have been plotted on the map, students should work



alone or in their groups to determine how many miles were traveled (approximately) in each segment of the journey and how many days it took to travel that far. Within each segment, about how many miles were covered each day, on average?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the lasting legacy of the Lewis and Clark Expedition.

Resources Provided:

- <http://memory.loc.gov/ammem/index.html>
- <https://www.loc.gov/resource/g4050.ct000654>
- <https://www.pbs.org/kenburns/lewis-clark/>
- <https://ny.pbslearningmedia.org/resource/pbs-world-explorers-lewis-and-clark/pbs-world-explorers-lewis-and-clark/>
- <https://edsitement.neh.gov/lesson-plans/day-lewis-and-clark>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Death of Lewis Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts, Science

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Collect data from a variety of primary sources in order to investigate Meriwether Lewis. - Summarize a variety of first-hand accounts of the events surrounding his death. - Learn to state the premises of various theorists in regard to the death of Meriwether Lewis. - Utilize the internet to research other theories and findings related to this mystery. - State their opinions as to the cause of Meriwether Lewis' death and give reasons and supporting	Lesson Sequence 1. Do Now: "Captain Meriwether Lewis—William Clark's expedition partner on the Corps of Discovery's historic trek to the Pacific, Thomas Jefferson's confidante, governor of the Upper Louisiana Territory and all-around American hero—was only 35 when he died of gunshot wounds sustained along a perilous Tennessee trail called Natchez Trace. But exactly what transpired at a remote inn 200 years ago? He and Clark had finished their expedition three years earlier; Lewis, who was by then a governor of the large swath of land that constituted the Upper Louisiana Territory, was on his way to Washington, D.C. to settle financial	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



evidence for their decisions.

matters. By some accounts, Lewis arrived at the inn with servants; by others, he arrived alone. That night, Mrs. Grinder, the innkeeper's wife, heard several shots. She later said she saw a wounded Lewis crawling around, begging for water, but was too afraid to help him. He died, apparently of bullet wounds to the head and abdomen, shortly before sunrise the next day. One of his traveling companions, who arrived later, buried him nearby." [Source](#)

Question-What do you think happened to Meriwether Lewis?

2. The mysterious death of Meriwether Lewis serves as a "Cold Case" for investigation by students. This module consists of five sections: engage, explore, explain, elaborate and evaluate.

Students will follow the process through each one of these steps as they explore the materials provided and create their own conclusions about the death of Meriwether Lewis.

3. Provide students with an 1804 map of North America and the 1805 map of the Columbia River drawn by William Clark. Compare the detail of the Clark map with the relative blankness of the Pacific Northwest on the map created prior to the Lewis and Clark expedition. Use this opportunity to briefly remind the class of the contributions provided



by the Lewis and Clark journey and its importance.

4. Tell students that: We know much about the historical journey of Lewis and Clark and have probably even imagined the fears, uncertainties, and dangers that the Corps of Discovery overcame. Only a few years after the journey's end, however, Meriwether Lewis went from finding himself as one of the most celebrated men in the country and a newly appointed governor to being found dead in some woman's house. Was this a case of suicide? Was this a case of murder? Almost 200 years later, even with all we know about crime scene investigation, we still do not have an answer – only theories.

During this project, you will research the circumstances of Meriwether Lewis' death, by examining evidence and analyzing eyewitness testimony. You will decide for yourself what happened based on these reports and the arguments of prominent scholars about the cause of his death.

As part of your project, you will write a mock one-page letter asking the National Park Service to exhume Lewis' body in order to test the theories about his cause of death.



You will also be outlining the theory that you believe is correct and using supporting evidence to back up your choices.

5. Continue the lesson with a brief discussion of modern forensics and how the nature of investigation has changed since the time of Meriwether Lewis' death. To accomplish this, project the "Forensic Science Overview" and "Forensic Evidence" presentations.

The Forensic Science Overview discusses definitions of court roles, crimes and laws. The terminology used may be helpful to students in drafting their letters to the National Park Service.

The Forensic Evidence presentation discusses different types of evidence as well as the rules and laws governing its usage in a court of law. Students can take notes during the presentation on the provided handouts.

6. Provide students with the following primary source: Major James Neelly's Letter to Former President Thomas Jefferson About the Death of Governor Lewis Nashville, 18 October, 1809
7. Engage them in discussion about the material they have read. Points for Discussion: After reading this handout, what are your initial impressions of what happened to Meriwether Lewis? Do you think that any of these individuals may



have possessed a bias towards Lewis? Why or why not? Does bias affect testimony? What kinds of artifacts or sources may still be available today for investigating a death of a person some 200 years ago? What kind of differences are there between modern forensic investigations and those conducted in the early 1800's? What kinds of new evidence are available to forensic studies due to modern technology?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the mysterious death of Meriwether Lewis.

Resources Provided:

- <https://www.smithsonianmag.com/history/meriwether-lewis-mysterious-death-144006713/>
- <https://founders.archives.gov/documents/Jefferson/03-01-02-0478>
- <https://www.npr.org/2009/07/07/106342997/was-explorer-meriwether-lewis-murdered#:~:text=A%20companion%2C%20James%20Neely%2C%20wrote,to%20say%2C%20by%20suicide.%22>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: The Evidence Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Communication Arts, Science

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Collect data from a variety of primary sources in order to investigate Meriwether Lewis. - Summarize a variety of first-hand accounts of the events surrounding his death. - Learn to state the premises of various theorists in regard to the death of Meriwether Lewis. - Utilize the internet to research other theories and findings related to this mystery. - State their opinions as to the cause of Meriwether Lewis' death and give reasons and supporting	Lesson Sequence Evidence Analysis: Ask the class to explore two pieces of testimony about the death of Meriwether Lewis. Testimony #1-Alexander Wilson's Letter, May 28, 1811 Testimony #2-Gilbert Russell's Public Statement, November 26, 1811 Remind them that they will need to use their Student Worksheet: Testimonies- during their readings to note important information. Have them work in groups to complete the worksheet.	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



evidence for their decisions.

2. Bring students back together to discuss their explorations. Ask them to describe some of the things that they learned from reading the testimonies: Did you notice any contradictions in testimony? What were they? Why do you think these contradictions exist? How does testimony differ over a period of time? Do you think that the Neelly letter of 1809 should be regarded in a different light than the Wilson letter and Russell statement from 1811? Why or why not?
3. Tell the class that they will now be examining a series of four exhibits regarding the death of Meriwether Lewis: an illustration of the place where he died, a schematic drawing of the room in which he died, a firearm diagram and a map of the key locations described in the testimonies. As you provide them with this information, ask them to consider the exhibits in connection with the letters and statements, using all evidence available to try and construct a clear picture of what happened the night of Meriwether Lewis' death. Have them



work individually to fill out the Student Worksheet: Exhibits.

4. Help students develop the guiding Historical Question: “What was the cause of death for Meriwether Lewis”? Discuss the difference between primary and secondary sources.

Explain that the testimonies read previously were primary sources while theories and interpretations are secondary.

Discuss how to evaluate the credibility of a source as well as issues of bias and perspective by considering: Were they in a position to witness this event firsthand? Are there reasons that their account may have a bias? Have students look at contrasting accounts of the same historical event.

Tell students: • You will be developing your own theories about the events of October 10 and 11, 1809. After you have read the interpretations of historians and researchers, review the worksheets that you have completed. You will notice that these interpretations vary from one another. Why do you think that is? Look for connections between their theories and your own. Consider how the exhibits, testimony and background information that you have relates to these ideas. On your own sheet of paper,



outline how you believe Meriwether Lewis died. Give both the cause of death and the suspect (who or what caused his death). Bring this paper and all of your worksheets to class as these will be used in your final arguments about the nature of his death.

Refer back to Exhibit IV and review the places traveled by Meriwether Lewis, as well as the routes that he took and the route that he was on when he died.

Have students collect all worksheets and pre-writing materials. Allow students the rest of the class period to complete their Thesis Organizer Worksheet, providing reference and research materials as needed for them to connect their ideas and formulate an outline for their final letter.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the mysterious death of Meriwether Lewis.

Resources Provided:

- <https://www.nps.gov/lecl/planyourvisit/maps.htm>
- <https://www.nps.gov/lecl/index.htm>
- <http://www.lewisandclarktrail.com/>
- <https://www.nps.gov/thingstodo/exploring-the-meriwether-lewis-death-and-burial-site.htm>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	Death of Meriwether Lewis
Created:	Sarah David	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	The Lincoln Assassination
Unit Summary: As the Civil War waged on, death threats against President Abraham Lincoln grew in number and severity. Many viewed Lincoln as the catalyst for the turmoil in the country. Concern for his safety grew as the tensions within the country did. However, since no prominent American figure, let alone a President, had been assassinated, many believed there was no true threat to his life. John Wilkes Booth was not the first, nor only person, to consider assassinating Lincoln. Which leaves the question, were there more conspirators in the assassination of President Abraham Lincoln?					
Primary Interdisciplinary Connections: Communication Arts 21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: The purpose of this unit is to introduce students to the elements of Lincoln's assassination and those who conspired to kill him, the issues dividing the United States at that time, and the techniques used by library and museum professionals in uncovering and interpreting history.					
Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6					

Learning Targets

Standards: NJSL Social Studies, NJSL Language Arts, NJSL Social and Emotional Learning, NJSL-Career Readiness, Life Literacies and Key Skills	
Content Statements: The assassination of President Lincoln was not the result of the deranged actions of one man. His assassination uncovered a complex plot that was aimed at undermining the very foundation of America's democracy. Multiple individuals were involved and ultimately executed for their involvement, even those that may have unwillingly and unknowingly participated. As a country that has seen an assassination attempt on one out of every five of our Presidents, it is imperative to understand the motivations of behind such actions that threaten our democracy.	
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics PI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.Civics DP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.Civics HR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.



6.1.8.HistoryCC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryCC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.



W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts.
SEL.PK-12. 1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12. 5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).



9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- Why might there be differing eyewitness accounts from the night of the assassination?
- In what ways, if any, are the statements from 1865 different from those made years later?
- Why might the statements differ?
- What can the physical evidence help us to understand or know about the assassination?
- How does analyzing the historical images, physical artifacts and primary source accounts help us to understand the Lincoln assassination and make connections to the present day?
- What does the Lincoln assassination help us to understand about our country in 1865 and now?

Unit Enduring Understandings:

- The assassination of President Abraham Lincoln was an unprecedented event in American history.
- Lincoln had just started his second term as president and was looking towards rebuilding the nation after the Civil War when he became the first president to be assassinated.
- Lincoln's assassination uncovered a plot that was meant to undermine American democracy.
- People from different walks of life, in different regions of the United States, were all impacted when they learned of Lincoln's assassination.
- How a country responds to and moves on from tragic events such as this shows a lot about a country's character.

Unit Learning Targets:

Students will....

- Identify at least three individuals involved in Lincoln's assassination.
- Understand the motivations compelling Booth to assassinate the president.
- Define vocabulary relevant to an assassination, conspiracy, and trial.
- Assess and interpret the subject matter of an historic photograph or document.
- Appreciate the importance of collecting and preserving primary sources.
- Recognize how primary sources can be used in the understanding and telling of historic stories



Evidence of Learning

Summative Assessment: Lincoln Podcast
Students will use Garageband to create a 7-10 minute podcast centered around the Lincoln assassination. Students will understand that podcasts vary greatly — but most include a host and can include sounds from interviews, audio from events, audio from movies or TV, and sounds from the world around them.

Students will understand that there isn't one right way to tell a story. Some podcasts use narration from a host or a reporter, others feature a conversation between a group, others might be a one-on-one interview between two people. The structure of a podcast fits its content.

In the Podcast students should include/consider:

- What is my story's driving question?
- What is the story not about?
- How will I ensure my story is fair to the people and ideas it represents?
- How will I engage my audience — and hold them?
- What are my dream ingredients?
- What will the audience remember when it's over?

In groups of 3–5, have students record their podcast.

Directions for students:

Record your own voice

- Say your name, grade and age into the microphone, and then listen back to the recording on the phone or recording device.

Record another person's voice

- Come up with one interview question for a group member. Record the question and answer.

Record a conversation between two people

- One group member should come up with two interview questions for another.

Record sounds to enhance the podcast

- Each group member should record TWO sounds that last approximately 10 seconds from around the classroom/online.

Edit podcast/Play podcast

- Each group will play their podcast for an audience.

Equipment Needed: Laptops, OnCourse, GarageBand

Teacher Resources: Laptops, OnCourse, GarageBand

Formative Assessments:

- Persuasion Map
- Blogs



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- Thesis Organizer
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Ford's Theatre	2 hours/2 days
Lesson 2 The Nation Reacts	2 hours/2 days
Lesson 3 April 14, 1865	2 hours/2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.fords.org/lincolns-assassination/>
- <https://fords-theatre.s3.amazonaws.com/files/resources/the-assassination-of-president-lincoln-full-lesson.pdf>
- <https://www.fords.org/blog/post/misinformation-and-conspiracy-theories-about-the-lincoln-assassination/>
- <http://loc.gov/pictures/resource/cph.3g05341/>
- <http://loc.gov/pictures/resource/ppmsca.13706/>
- <http://loc.gov/pictures/resource/cwpb.04206/>
- <http://loc.gov/pictures/resource/cph.3a07772/>
- <http://loc.gov/pictures/resource/cph.3b49830/>
- <https://www.fords.org/lincolns-assassination/lincolns-pillow/>
- <https://www.history.com/news/a-virtual-tour-of-8-lincoln-assassination-relics>
- <https://fords-theatre.s3.amazonaws.com/files/resources/responding-to-lincolns-assassination-student-activity.pdf>
- <https://www.youtube.com/watch?v=QwSBPra6lh4>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Ford's Theater Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: OnCourse, Laptops

Equipment Needed: OnCourse, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify at least three individuals involved in Lincoln's assassination. - Understand the motivations compelling Booth to assassinate the president. - Define vocabulary relevant to an assassination, conspiracy, and trial. - Assess and interpret the subject matter of an historic photograph or document. - Appreciate the importance of collecting and preserving primary sources. - Recognize how primary sources can be used in the understanding and	Lesson Sequence - Do Now: Why was President Lincoln assassinated? Review with your class the facts surrounding Lincoln's Assassination. - As a class, read and discuss the article-<i>Who Killed Lincoln</i>, from the Lincoln Library. Ask your class: How do historians know what they know? From where do they get their information? - Present these questions: Do original documents or photographs make a story more interesting. Why? Why do we save these things? Should we?	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



telling of historic stories	4. Discuss with your students how historians can pull together documents, photographs and artifacts to tell a historic story in an exhibit. Review the following primary sources: Wanted Poster Booth Photo Payne Photo Lincoln's Coffin Assassination Ford's Theater The Pillow Historical Relics 5. Pass out the document analysis forms. Ask your students to work independently or in small groups to analyze the documents and images in order to complete the worksheets. 6. Take a virtual tour of Ford's Theater. Exit Card- John Wilkes Booth had help in his plot to kill Lincoln. What similarities do you see between Booth and his conspirators? Do you think there are conspirators that were not captured?	
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Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the how John Wilkes Booth carried out the assassination of President Lincoln.

Resources Provided:

- <http://loc.gov/pictures/resource/cph.3g05341/>
- <http://loc.gov/pictures/resource/ppmsca.13706/>
- <http://loc.gov/pictures/resource/cwpb.04206/>



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- <http://loc.gov/pictures/resource/cph.3a07772/>
- <http://loc.gov/pictures/resource/cph.3b49830/>
- <https://www.fords.org/lincolns-assassination/lincolns-pillow/>
- <https://www.history.com/news/a-virtual-tour-of-8-lincoln-assassination-relics>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Nation Reacts Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how people reacted to the assassination of President Lincoln. - Analyze how the assassination could have taken place—and in Washington, the fortified capital of the nation. - Evaluate if Booth acted alone or if the act was part of a larger conspiracy.	Lesson Sequence - Evaluate the map of Washington D.C., April 14, 1865. - On April 14, 1865, the actor, Confederate sympathizer, and white supremacist John Wilkes Booth shot President Abraham Lincoln at Ford's Theatre in Washington, D.C. Lincoln died the following morning. Immediately, word of Lincoln's death spread around the United States and eventually circled the globe. How did people react? In this activity, you'll take a tour of what was then the United States, exploring that question. What you'll	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



find may surprise you.

Booth shot Lincoln around 10:15 p.m. on April 14, 1865, at Ford's Theatre in Washington, D.C.

After Lincoln died the following morning, preparations immediately began for the slain president's funeral. Eventually, federal officials decided to hold a funeral procession on Wednesday, April 19, 1865, along Pennsylvania Avenue, between the White House and U.S. Capitol.

George Harrington was placed in charge. Immediately, different groups of people asked him for permission to participate in the procession.

3. Analyze the [Letter from James Wormley, G. Snowden and H. Harris.](#)

- Who might the Committee of Colored Citizens of Washington have represented?
- How did the Committee of Colored Citizens of Washington feel about Lincoln's assassination?
- How did they want to express their feelings?

4. Read the [Sarah Gool Putnam](#) Diary response to Lincoln's assassination.

- What emotions did Sarah Gool Putnam express



about Lincoln's assassination?

- Notice the drawing. What do you think it is? How can that help us know how Putnam felt?
- Sarah refers to the president as "poor, dear, old Abe." What does this tell us about how she felt about him? Would we use this language to describe a recent president? Why or why not?

5. Read and analyze the *Proclamation by Mayor Senter*. News of Lincoln's assassination quickly spread around the country. Places on the telegraph line, like Cleveland, Ohio, found out almost immediately. Ohio had supported the United States(Union) cause during the Civil War.

- What steps did Mayor Senter order residents of Cleveland to take immediately?
- How do you think he expects locals to feel about the events?

6. Read and analyze [*Cleveland Morning Leader: "Traitors at Home"*](#)

- Did everyone at the rally on Public Square mourn Lincoln's death?
- What opinion did J.J. Husband express about Lincoln?



- How did the crowd react to J.J. Husband showing his different opinion?
7. The South Reacts-Some parts of the United States, particularly states like Alabama that had seceded, took longer to find out about the Lincoln assassination. Rumors spread—some true, some false—in the following days. News reached Demopolis, Alabama, on April 19, 1865. Alabama had supported the Confederate cause during the Civil War.

Read and analyze [*Alabama Beacon \(reprinted from Demopolis Herald\): “Glorious News”*](#)

- What sentiment did the Demopolis Herald express about Lincoln’s assassination?
 - What other news did this story report?
 - Based on your knowledge of the Civil War, is the headline “Lee defeats Grant” accurate?
 - What is the source of the Herald’s information? Do you think that source is accurate?
8. Exit Card: Based on these sources, is it possible there is more to the conspiracy?



Differentiation: The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the how John Wilkes Booth carried out the assassination of President Lincoln.

Resources Provided:

- <https://fords-theatre.s3.amazonaws.com/files/resources/responding-to-lincolns-assassination-student-activity.pdf>
- <https://www.youtube.com/watch?v=QwSBPra6lh4>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: April 14, 1865 Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse, Interactive Ford's Theatre

Equipment Needed: Laptops, OnCourse, Interactive Ford's Theatre

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine how Booth gained such access to the theatre? - Evaluate why Lincoln's security people didn't stop him? - Determine if it was a lone act or part of a larger conspiracy. - Understand the outcome—for those involved in the crime, for their victims, for the nation and even for Ford's Theatre? - Students will discuss and describe the events of the night of the assassination of President Lincoln and immediate investigation thereafter.	Lesson Sequence - Lesson Activity One: Events of April 14, 1865- review the background information for the assassination as well as four initial questions from the Ford's Theatre assassination page on the <u>Ford's Theatre website</u>. - How could such a thing have taken place—and in Washington, the fortified capital of the nation? - How did Booth gain such access to the theatre? - Why didn't Lincoln's security people stop him? - Was it a lone act or part of a larger conspiracy? - And, when all was said and done, what was the outcome—for those	- Completed graphic organizers - The written responses to the four questions from Ford's assassination page website - Class discussion participation - A completed 3, 2, 1 Exit Slip



• Students will analyze images, material and physical evidence and eyewitness testimonies relating to the assassination of President Lincoln. • Students will use the information from their analysis as evidence in a written response to the four questions on the Assassination page of the Ford's website. • Students will use the evidence and class discussion to make connections about the impact of the assassination to present day.	involved in the crime, for their victims, for the nation and even for Ford's Theatre? 2. Lesson Activity Two: Eyewitness Testimonies Individually or in pairs, students will explore testimony from various eyewitnesses as they follow the events of the night of April 14, 1865, when John Wilkes Booth assassinated President Abraham Lincoln at Ford's Theatre. A photo of Ford's Theatre with chronological annotations documents the location of the action within the theatre and includes the specific eyewitness testimony for each event. Students will fill in a graphic organizer to capture their findings. Next, prompt students to consider the evidence. Individually, or in pairs, ask the students to write responses to the following questions on their graphic organizer: "How do statements from different witnesses match up?" "How could there be different versions of the same event by eyewitnesses? In what ways, if any, do the statements from the witnesses in 1865 differ from those made many years later? Why might	
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that be?” If needed, provide students with the sentence starter so they can make predictions as they complete their graphic organizer, “I predict that witness statements recorded decades after the assassination will be _____ than those recorded immediately after because_____.” What can we learn about the event from analyzing the physical evidence? What are your findings? As a class, lead a discussion about students’ findings. If needed, talk with the students about how memories may fade and change with time, but explain that people may have strong memories of traumatic events that they believe to be accurate. What does this tell us about our understanding of historic events? What does this tell us about the Lincoln assassination specifically?

3. Lesson Activity Three: Examine the Evidence Individually or in pairs, students will move from these testimonies to an examination of clues from the night of April 14, 1865, at Ford’s Theatre through material



evidence, which includes the items Booth was wearing and carrying as well as President Lincoln's clothing that evening. Students will use their graphic organizer to record their findings.

4. Lesson Activity Four: Conclusions from the Investigation and Connecting to Present Day Individually or in pairs, students will consider and write responses to the four questions on the handout provided. As a class, students will discuss their responses. Students will discuss the guiding questions below as part of their discussion: - What can the physical evidence help us to understand or know about the assassination? - How does analyzing the historical images, physical artifacts and primary source accounts help us to understand the Lincoln assassination and make connections to present day? - What does the Lincoln assassination help us to understand about our country, then in 1865 and now? Individually, students will write responses to the four questions. Students should use at



least three eyewitness accounts and two of the physical artifacts as evidence for their response. Students will complete a “3, 2, 1 Exit” ticket describing three facts they learned about the assassination night, two things about the event that surprised them and one idea about why the assassination is important to our history,

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the how John Wilkes Booth carried out the assassination of President Lincoln.

Resources Provided:

- <https://www.fords.org/lincolns-assassination/>
- <https://fords-theatre.s3.amazonaws.com/files/resources/the-assassination-of-president-lincoln-full-lesson.pdf>
- <https://www.fords.org/blog/post/misinformation-and-conspiracy-theories-about-the-lincoln-assassination/>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: The Lincoln Assassination
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** The Lindbergh Kidnapping

Unit Summary: Charles A. Lindbergh Jr., son of famed American aviator Chalres Lindbergh, was kidnapped on March 1, 1932. Evidence shows that he was taken from his nursery in his family’s home in East Amwell Township, New Jersey. Nine ransom notes would follow and result in a payment delivered to an unknown man at St. Raymond’s Cemetery in the Bronx. In May of 1932, the toddler’s remains were found within four miles of the Lindbergh home. The ransom payment was eventually traced to Bruno Richard Hauptmann, who was charged, tried and convicted of kidnapping and murder. The trial became known as the “Trial of Century”. However, almost a century later, questions remain, was it really Hauptmann? If it was, did he work alone?

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy
 ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy

Unit Rationale: The purpose of this unit is to introduce students to the events surrounding the kidnapping of the Lindbergh baby. They will also evaluate the role of the media in what is often credited as being one of the first, high-profile, celebrity cases publicized.

Career Readiness (Standard 9): 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills

Content Statements: This crime remains one of the most horrifying in American history. It also established the foundation for what would evolve to become around the clock news coverage to satiate public interest in the lives of celebrities. The constant news coverage allowed the American public to process, interpret, and weigh evidence in the case. They become active participants in the government processes that exist to keep our democracy safe.

CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.CivicsPI .1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI .3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsD P.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsP R.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.



6.3.8.CivicsH R.1	Construct an argument as to the source of human rights and how they are best protected.
RL.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RI.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.7.	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.8.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1.	Write arguments to support claims with clear reasons and relevant evidence.
W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8.	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.
W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.



SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations.
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges.
SEL.PK-12.2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.



9.4.8.TL.6

Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- Why was Charles Lindbergh known as “Lucky Lindy”?
- What happened at the Lindbergh estate in New Jersey on March 1, 1932?
- What led to Bruno Hauptmann becoming a suspect?
- What role did the FBI play in the investigation?
- How was President Franklin Delano Roosevelt involved in this case?
- What evidence was found at the crime scene?
- Does the evidence point towards possible other conspirators?
- What law was soon passed by Congress in response to this case?
- What was the role of the media before, during and after the trial in this case?
- Who was Dr. Condon and how is he connected to this case?
- How did New Jersey law enforcement handle this case?
- Was Bruno Hauptmann framed?

Unit Enduring Understandings:

- The kidnapping of the Lindbergh baby became known as the “Crime of the Century” and the “Trial of the Century”.
- Suspicions still surround the case today as to whether or not Bruno Hauptmann was the one who committed the crime and whether or not he acted alone.
- In a time of constant news coverage, it can be more difficult to be accurately informed.
- Even today, our system struggles with balancing the rights of a free press and the effects it can have on a potential jury.

Unit Learning Targets:

Students will....

- Analyze the contributions of Charles Lindbergh to the world.
- Understand the events surrounding the mysterious kidnapping of Charles Lindbergh Jr. on March 1, 1932.
- Analyze the first ransom note found at the Lindbergh home and evaluate its authenticity.
- Evaluate the evidence, the ladder, mud prints, and handwriting in the ransom notes, to identify potential suspects.
- Reconstruct the investigation led by the New Jersey State Police and subsequent FBI investigation.
- Analyze all the methods the press used to cover the Lindbergh baby kidnapping case.
- Discuss if jury members were influenced by the sensational coverage of the crime and trial.
- Determine additional measures should have been taken to ensure a fair trial for Hauptmann.
- Evaluate if Hauptmann received a fair trial.



Evidence of Learning

Summative Assessment: Crime Scene Investigation

Students will evaluate wanted posters from the Lindbergh kidnapping. They will create a suspect profile by evaluating the following:

- What crime has been committed?
- Who was the crime committed against?
- When and where did the crime take place?
- Why would someone commit a crime like this against a celebrity?
- What kind of person would commit a crime like this?

Students will then read background information to learn about key people involved in the case and develop suspect profiles:

- Charles Lindbergh
- Betty Gow
- Violet Sharpe
- Red Johnson
- John Condon
- Joseph Perrone
- Cemetery John
- Dr. Erastus Hudson
- William Allen
- Bruno Hauptmann

Students will review evidence: Lindbergh House Plan, Ransom Notes, and the Ladder.

- What does the evidence suggest?
- What can we infer about the suspect by his writing?

Read over all of your case notes and evaluate the following:

- Who is the most likely suspect? Why?
- What evidence supports this?
- Did the kidnapper act alone?
- What likely happened to the rest of the ransom money?

Name a suspect based on your findings.

Equipment Needed: Laptops, OnCourse, Lindbergh Case File

Teacher Resources: Laptops, OnCourse, Lindbergh Case File

Formative Assessments:

- Suspect Profiles
- Blogs
- Thesis Organizer
- Journal Entries
- Exit Cards
- Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Wanted	2 hours/2 days
Lesson 2 Crime of the Century	2 hours/2 days
Lesson 3 The Investigation	2 hours/ 2 days

Teacher Notes:

Lessons may be modified through varying materials, techniques, and strategies as per an individual student's IEP and ISIP.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- <https://www.biography.com/video/charles-lindbergh-new-york-to-paris-22736451733>
- <https://www.nj.gov/state/archives/slcp001.html>
- <https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/94001096.pdf>
- <https://www.fbi.gov/history/famous-cases/lindbergh-kidnapping>
- <http://www.youtube.com/watch?v=iI2TqTTh-ik>
- <http://www.youtube.com/watch?v=plLMfs4lPwk>
- <http://www.charleslindbergh.com/kidnap/index.asp>
- <https://www.fbi.gov/history/famous-cases/lindbergh-kidnapping>
- <https://nj.gov/state/historical/assets/pdf/it-happened-here/ihhnj-er-lindbergh.pdf>
- <https://www.youtube.com/watch?v=8M6y8vXisiI>
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_06.jpg
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_11.jpg
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_10.jpg
- <https://archives.fbi.gov/archives/about-us/lab/forensic-science-communications/fsc/april2001/held.htm>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Wanted Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts, Science

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the contributions of Charles Lindbergh to the world. - Understand the events surrounding the mysterious kidnapping of Charles Lindbergh Jr. on March 1, 1932. - Analyze the first ransom note found at the Lindbergh home and evaluate its authenticity. - Evaluate the evidence, the ladder, mud prints, and handwriting in the ransom notes, to identify potential suspects.	Lesson Sequence - Do Now: Watch the following short video on Charles Lindbergh and answer the following question- Why was he considered an American hero? Discuss student responses. On May 20, 1927, Charles Lindbergh began the first non-stop flight from New York to Paris and the first solo flight across the Atlantic, taking off from Roosevelt Field in New York in his plane <i>The Spirit of St. Louis</i>. Thirty-three and a half hours later, "Lucky Lindy" landed safely in Paris, France, becoming the first person to fly solo across the Atlantic. - Show a Wanted poster from the Linbergh kidnapping (primary	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis - Suspect Profile



	source). Tell the students that they have a case to solve. Have students answer: ● What crime has been committed? ● Who was the crime committed against? ● When and where did the crime take place? ● Why would someone commit this crime against a celebrity like Charles Lindbergh? ● What kind of person would commit a crime like this? 3. Inform students that they will be acting as deputies and will evaluate evidence in the case to create a profile of the person or persons who committed this crime. 4. Distribute the Lindbergh Comic Strip to students. They should read and analyze it. 5. Have them break into groups and complete the graphic organizer to start organizing the facts of the case. 6. In groups, students will read the case Background Information and start creating suspect profiles of everyone involved. Remind students that when creating a profile they should only write down important information about that person and their connection to the case. Suspect Profiles will include: ● Betty Gow ● Violet Sharpe ● Red Johnson ● John Condon ● Joseph Perrone ● Cemetery John	
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- Dr. Erastus Hudson
- William Allen
- Bruno Hauptmann
- Charles Linbergh

Profiles will include:

- Biographical Information
- Criminal Behavior
- Psychological Analysis
- Motives
- Means

Exit Card: Based on the evidence uncovered today, who is the most likely suspect? Why? What evidence supports this theory?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the Lindbergh baby kidnapping and determine if the right suspect was caught and convicted.

Resources Provided:

- <https://www.biography.com/video/charles-lindbergh-new-york-to-paris-22736451733>
- <https://www.nj.gov/state/archives/slensp001.html>
- <https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/94001096.pdf>
- <https://www.fbi.gov/history/famous-cases/lindbergh-kidnapping>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Crime of the Century Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

✗ Global Awareness ✗ Financial, Economic, Business and Entrepreneurial Literacy
 ✗ Civic Literacy ✗ Health Literacy

21st Century Skills

✗ Creativity and Innovation ✗ Critical Thinking and Problem Solving ✗ Information Literacy
 ✗ Life and Career Skills ✗ Communication and Collaboration ✗ Media Literacy ✗ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: OnCourse, Laptops

Equipment Needed: OnCourse, Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze all the methods the press used to cover the Lindbergh baby kidnapping case. - Discuss if jury members were influenced by the sensational coverage of the crime and trial. - Determine additional measures should have been taken to ensure a fair trial for Hauptmann. - Evaluate if Hauptmann received a fair trial.	Lesson Sequence - Do Now: Newspapers and television broadcasts are filled with high-profile cases about crime. Have the students list as many unsolved, controversial, or highly publicized stories they can recall. - Comprehension: After generating this list, review the story of the Lindbergh kidnapping and ask students to identify elements that would qualify it to be included on their list of celebrity crimes. Have students listen to one of the first televised	- Answers to essential questions during class discussion - Audio Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



broadcasts of the Lindbergh kidnapping, recorded within hours of the event and broadcast nationally on both television and radio (posted by CNN on Youtube, it is two minutes long:
<http://www.youtube.com/watch?v=otDLYIkKIUo>)

3. This event is often considered one of the first cases of “tabloid” journalism as public interest in the crime and subsequent trial resulted in the rapid proliferation of newspaper and radio features. The daily—sometimes hourly— updates whet the public’s appetite for more. After listening to this 2-minute feature, ask students to consider the language reporters used to incite interest. How did they describe the crime? The family involved? The suspected perpetrators? How important does the role of technology seem in this segment? Are there particular words or phrases that reveal how the nature of reporting was changing.



4. Next: Play the following two newsreels. The first is a brief segment (3 minutes) providing an overview of the Lindbergh kidnapping and trial, and role of the media in both. The second (2 minutes and 46 seconds) was a newsreel about current events which played at the beginning of films in movie theatres and ran on the “top of the hour” for radio broadcast programs. The first focuses on the Lindbergh trial, the latter mentions it as part of a range of other news of the day—while clearly still important, it was no longer headline news. What other events surround information about this crime, and does this shape the tone of the report?

Newsreel #1 (includes overview of Bruno Richard Hauptmann’s trial and evidence:
<http://www.youtube.com/watch?v=iI2TqTTh-ik>

Newsreel #2 (includes update on Hauptmann’s execution):



<http://www.youtube.com/watch?v=plLMfs4lPwk>

5. As a class, discuss the following questions:
What evidence seems most compelling? What is least convincing?
6. Exit Card: With this type of coverage, was it possible for Hauptmann to receive a fair trial?
Why or why not?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical thinking skills to analyze the Lindbergh baby kidnapping and determine if the right suspect was caught and convicted.

Resources Provided:

- <http://www.youtube.com/watch?v=iI2TqTTh-ik>
- <http://www.youtube.com/watch?v=plLMfs4lPwk>
- <http://www.charleslindbergh.com/kidnap/index.asp>
- <https://www.fbi.gov/history/famous-cases/lindbergh-kidnapping>
- <https://nj.gov/state/historical/assets/pdf/it-happened-here/ihhnj-er-lindbergh.pdf>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: The Investigation Time Frame: 2 hours/2 days

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the events surrounding the mysterious kidnapping of Charles Lindbergh Jr. on March 1, 1932. - Analyze the first ransom note found at the Lindbergh home and evaluate its authenticity. - Evaluate the evidence, the ladder, mud prints, and handwriting in the ransom notes, to identify potential suspects. - Reconstruct the investigation led by the New Jersey State Police and subsequent FBI investigation.	Lesson Sequence - Do Now: Histories Mysteries-Crime of the Century (video)-Do you feel this case is solved? Explain why or why not. - Analyzing the evidence. Distribute the Lindbergh House plans evidence exhibit. Evaluate the ladder evidence photo from the NJSP case file. Discuss: - How is it possible no one in the house heard anything? - What do we notice about the ladder? - Why is it broken?	- Answers to essential questions during class discussion - Video Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



3. Analyzing the evidence-
Distribute the first
ransom note. Evaluate
the primary sources from
the [NJSP case file](#).

Discuss:

- What can we tell about the suspect(s) from looking at these notes?
- What can we infer about the suspect from the writing?
- What do we notice about the language and the spelling?

4. Analyzing the evidence.
Distribute the samples of
handwriting from
Hauptmann. Evaluate
the primary sources from
the [NJSP case file](#).

Discuss:

- How do the samples and the ransom notes look similar? Different?
- Was this strong evidence against Hauptmann? Why or why not?
- What can influence someone's handwriting?

Visit the FBI's Laboratory
Questioned Document Unit

[Website:](#)

"Handwriting Comparisons

The majority of the cases handled by the QDU involve handwriting. Although not all handwriting is identifiable to a specific writer or writers, the examination of handwriting characteristics can sometimes



result in determining the origin or authenticity of said questioned writing. Traits such as age, sex, personality, or intent cannot be determined from handwriting examinations.

Handwriting comparisons are based on the principles that no two people write exactly alike and that characteristics reoccur throughout every person's writing, although no one writes exactly the same way twice. This combination of characteristics is unique to every individual and is used by document examiners for comparison.

Evidence bearing writing may be received in two forms. If the evidence submitted includes only writing of unknown origin, the examination will probably include only file searches, the preservation of a visual record, and an evaluation of the potential for future comparisons of the writing. When both questioned and known (the product of a specific, identified individual) writings are submitted, the same file searches and preservation are completed. In addition, a side-by-side comparison of the writings will occur. At the conclusion of any QDU examination, a report is issued explaining the examinations conducted and stating any



definitive determinations made as a result of the comparisons.

A definite opinion is not always possible when conducting a handwriting comparison.

Reasons for an inconclusive result include the following.

- The questioned writing is limited.
- The known writing is limited in amount, comparability, or both.
- The writing is not naturally prepared.

Common types of writing unlikely to yield definite opinions include photocopies (often mistaken for original writing) and deliberately distorted writing, including tracings and simulations.

Because distorted writing does not usually reflect the normal habits of the person who prepared it, handwriting comparisons are unlikely to result in the association of a questioned signature with the person who wrote it.”

Based on this information and structure used by the FBI, is this strong evidence? Should it have been weighed heavily in Hauptmann’s conviction?

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on OnCourse. Students will use critical



thinking skills to analyze the Lindbergh baby kidnapping and determine if the right suspect was caught and convicted.

Resources Provided:

- <https://www.youtube.com/watch?v=8M6y8vXisiI>
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_06.jpg
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_11.jpg
- https://www.nj.gov/state/archives/images/slcp001/SLCSP001_10.jpg
- <https://archives.fbi.gov/archives/about-us/lab/forensic-science-communications/fsc/april2001/held.htm>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6-8	Unit Title: The Lindbergh Kidnapping
Created: Sarah David	Board Approved on:	



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension