



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

Springfield Public Schools
Springfield, New Jersey 07081

Mysteries of History II

Curriculum Guide

2023

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

*Springfield Board of Education
Approved July 24, 2023*



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

Springfield Public Schools Springfield, New Jersey

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution:J21

Introduced By: Mr. Miller

Seconded By: Mrs. Gamarekian

Adopted: July 24, 2023

Curriculum Adoption

To adopt the following curriculum and courses for the 2023-2024 school year.

- a. Dance II (Middle School)
- b. Drama II (Middle School)
- c. K-5 Mathematics (6)
- d. K-8 Social Studies (9)
- e. Environmental Science (Middle School)
- f. Jazz Ensemble Grades 7&8 (Middle School)
- g. Medical Detectives (Middle School)
- h. Mysteries in History (Middle School)

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, 2023 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 25th day of July 2023.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	The Shot Heard Around the World
Unit Summary: On April 19, 1775, the American colonists and British soldiers exchanged fire in what would become known as the Battle of Lexington and Concord. This event marked the first military engagement of the American Revolution. Colonists had gathered in the early morning on Lexington Green to prevent approaching British troops from destroying guns and ammunition that were stored in nearby Concord. The colonists were ordered by the British to disperse when “the shot heard ‘round the world” was fired and the American Revolution began. Ralph Waldo Emerson wrote that immortal line in his 1837 <i>Concord Hymn</i> , but what is perhaps most intriguing about that fateful shot is that no one knows for sure who fired it.					
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: Eyewitness accounts with differing opinions about the shot are recorded. Students will make their own decision as to who they think fired the first shot by reading and analyzing primary source documents of these eyewitness accounts. 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: .	
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryC C.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistoryU P.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.HistoryS E.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
6.1.8.HistoryS E.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.



6.3.8.CivicsPR.1	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
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 were the colonial soldiers called Minutemen?
- Why was General Thomas Gage sending troops to Lexington?
- Why were British troops going to Concord?
- How did the colonists know that the British soldiers were on the move?
- What did it mean that there were two lamps in the church tower?
- Who were the three men in charge of warning the colonists on the way to Lexington and Concord?
- What bad luck did Paul Revere have after leaving Lexington?
- What happened when the British got to Concord? What did they do?
- Why did the colonists win the Battle of Concord?

Unit Enduring Understandings:

- Identify the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.
- Understand the impact of the American Revolution on politics, economy, and society.
- Analyze how the Battle of Lexington and Concord was a turning point in American-British relations.

Unit Learning Targets:

Students will...

- Explain why the colonial soldiers were called Minutemen.
- Analyze the decision of General Thomas Gage to send troops to Lexington.
- Determine why British troops were going to Concord and the impact this decision had on increasing tensions between colonists and the British.
- Explain how the colonists knew that the British soldiers were on the move.
- Describe the significance of there being two lamps in the church tower.
- Identify who the three colonists in charge of warning the Americans were, on the way to Lexington and Concord.
- Analyze how the capture of Paul Revere at Lexington impacted the colonial cause.
- Explain how the colonists won the Battle of Concord.



Evidence of Learning

Summative Assessment: Investigative Report

Students will work in groups to examine evidence and concepts they have learned in this unit. Each group will use their research from their Detective's Notebooks to formulate a theory about who fired the first shot at Lexington. They will use evidence from the primary sources and eyewitness testimonies evaluated in this unit to prove their theory. They will prepare a final Investigative Report that names a suspect, using Google Docs.

Equipment Needed: Laptops, Google Docs

Teacher Laptops, OnCourse, Video Clips

Resources:

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 Virtual Trip to Lexington and Concord	1 hour/2 days
Lesson 2 Battle of Lexington Analysis	1 hours/1 day
Lesson 3 Eyewitness Accounts	1 hour/1 day

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://americainclass.org/tipping-point-of-the-revolution/>

<https://www.nps.gov/articles/embattled-farmers-and-the-shot-heard-round-the-world-the-battles-of-lexington-and-concord-teaching-with-historic-places.htm>

<https://www.nam.ac.uk/explore/battle-lexington-and-concord>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Virtual Trip to Lexington and Concord 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, Google Earth

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why the colonial soldiers were called Minutemen. - Analyze the decision of General Thomas Gage to send troops to Lexington. - Determine why British troops were going to Concord and the impact this decision had on increasing tensions between colonists and the British. - Explain how the colonists knew that the British soldiers were on the move.	Lesson Sequence Overview-: In this lesson, students will use Google Earth™ visuals, video, and informational text to learn about, explore, and better understand the history and significance of the Battle of Lexington and Concord. Students will respond to critical thinking questions throughout the activity. 1. Launch Google Earth. Review Google Earth controls, pass out the reference sheet. Explain and show students that this will provide them with a 360 degree view of these historical sites. A good detective looks at	- Blog Responses - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Google Survey Response



	everything, leaving no stone unturned. 2. Google Slide 3-What we know-describe what you know about the Battle of Lexington and Concord. What we want to know-what questions do you have about the Battle of Lexington and Concord. 3. Google Earth-Locate Massachusetts. Identify the Native tribes that inhabited this land. What makes this location significant? 4. Locate Lexington Green-what made this site conducive to military training? 5. Next Stop-Buckman Tavern. Taverns were a common meeting place in colonial America, why? Search Buckman Tavern-Why did Captain Parker choose this location to wait for the British? 6. At the time of Lexington and Concord support for the Revolution was only at 1/3 amongst the colonists. Why would “minutemen” join the cause? 7. Next Stop-The Old North Church. Analyze the routes of Paul Revere, William Dawes and Samuel Prescott-which rider had the most dangerous journey? Why? Why isn’t Sybil	
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	Luddington included on this map? What was done at the church as a signal to other colonists? 8. Next Stop-Lexington and Concord. Analyze the site-why would the British want to capture this area? 9. Next Stop-Old North Bridge-Stand on the bridge and make three observations. How was this location a defining moment in the Battle of Lexington and Concord? 10. Conclusion-virtual trip analysis. What evidence did we gather? Record in your detective's notebook.	
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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 Battle of Lexington and Concord and how it was a defining moment in the American Revolution.

Resources Provided:

- <https://earth.google.com/web/search/Lexington+Common+National+Historic+Site,+Massachusetts+Avenue,+Lexington,+MA/@42.4496497,-71.2310572,69.30936294a,od,60y,64.65504454h,93.52161338t,or/data=CigiJgokCQ6nGDH9OoVAEWWgmqngOoVAGXZqrZY-1lHAiajmSzRr1lHAiJAKLEFGMVFPcE85UkVZeVFKRU5SMk9TNnRjX1RjZDBSWGlBcmZuMoNzcZgZLXdhEAU>
- <https://my.matterport.com/show/?m=PWkJS5xyUrC&brand=o&help=1>
- <https://earth.google.com/web/search/Lexington+Common+National+Historic+Site,+Massachusetts+Avenue,+Lexington,+MA/@42.44884391,-71.23000515,69.23530579a,od,60.86970659y,313.05999906h,91.46714584t,or/data=CigiJgokCQ6nGDH9OoVAEWWgmqngOoVAGXZqrZY-1lHAiajmSzRr1lHAiHoKFlpOUVpNU182SzlnEWY3cWhwRWVseXcQAg>
- <https://earth.google.com/web/search/old+north+church/@42.36653143,-71.0549981,10.23879051a,od,60y,112.00944183h,109.96264383t,or/data=CigiJgokCWx1atUncklAEe99VmDl4vWGTehOyxAyTAIdamFrLzqWLAiHoKFjZnald4NVRiREo1cEsoOTM1ek1TVoEQAg>
- <https://earth.google.com/web/search/old+north+bridge/@42.4686643,-71.3489722,42.80993009a,od,60y,177.94845104h,95.25092848t,or/data=CigiJgokCTfoQqfiLkVAETdqi5LSLkVA>



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- <https://earth.google.com/web/search/old+north+bridge/@42.4690366,-71.3507338,36.39976429a,od,60y,76.87785971h,80.14911976t,or/data=CigiJgokCTfoQqf1LkVAETdqi5LSLkVAGejSRph1w1HAicBWxRaFw1HAIjAKLEFGMVFcFBocmpiRjZydlFPRIFhTzhZMkgxd2MzSEpuR1htTGxuQWFmZW9DEAU>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Battle of Lexington Time Frame: 1 hours/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: Math, Communication Arts

Integration of Technology: Laptops, OnCourse, Interactive Maps

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine why British troops were going to Concord and the impact this decision had on increasing tensions between colonists and the British. - Explain how the colonists knew that the British soldiers were on the move. - Describe the significance of there being two lamps in the church tower. - Identify who the three colonists in charge of warning the Americans were, on the way to Lexington and Concord. - Analyze how the capture of Paul Revere at Lexington impacted the colonial cause.	Lesson Sequence Lesson elements from C-Span Classroom. Overview-On April 19, 1775, British and colonial militias engaged in the Battles of Lexington and Concord. In response to British troops marching from Boston to Concord to seize colonial arms and supplies, local colonial minutemen rushed to intercept the British troops. As they met in Lexington, shots were fired between the two groups and fighting broke out and continued throughout the day as the British soldiers returned to Boston. This event	- Blog Responses - Answers to essential questions during class discussion - Detective's Notes - Exit Card responses - Map Analysis - Graphic Organizer Completion



- Explain how the colonists won the Battle of Concord?

- marked the beginning of the Revolutionary War.
2. **WARM-UP:**
Provide the students with the following question. Have students think about their answer and share their responses with a partner and then to the whole group. The colonists had been dissatisfied with the rule of England for a long time. What events do you think directly led to the outbreak of violence at Lexington and Concord? What do you think the consequences will be of the Battles of Lexington and Concord?
3. **VOCABULARY INTRODUCTION:**
Have students complete the vocabulary activity. If using their personal devices, they should make a copy of the Google Slide and match each term to the appropriate definition. If they are using this as a printed handout, they can draw arrows to the correct match.
- HANDOUT: Battles of Lexington and Concord Vocabulary Activity** (Google Slide)
- a. Militia
 - b. Treason
 - c. Mother Country
 - d. Armaments
 - e. Provincial Soldiers
 - f. Casualties



- g. Retreat
- h. Arduous

4. **EXPLORATION:**

After reviewing the vocabulary terms and addressing any misconceptions, have students view the following video clips to learn about the Battles of Lexington and Concord. Students should complete the related Graphic Organizer with information from the videos and answer the accompanying questions.

HANDOUT: Lexington and Concord Graphic Organizer (Google Slide)

VIDEO CLIP 1: The Battles of Lexington and Concord (4:12)

VIDEO CLIP 2: The Midnight Ride of Paul Revere (2:16)

VIDEO CLIP 3: Barret's Farm and the Battles of Lexington and Concord (3:56)

VIDEO CLIP 4: Colonial Military Supplies Stored at Concord (2:32)

VIDEO CLIP 5: The Perspective of a Minuteman at the Battle of Concord (3:44)

VIDEO CLIP 6: The British Retreat after the Battles of Lexington and Concord (3:36)

- a. Why did the British soldiers march to Lexington?



- b. What artifact helped warn the colonial militias that the British were on the march? What was the result of the warning?
- c. What were the soldiers searching for at Barrett's Farm?
- d. What happens during the *running battle*?
- e. Why do you think the battles of Lexington and Concord are considered the beginning of the American Revolution, when the colonies do not declare independence for another year?

5. **APPLICATION:**

Using what they learned in the video clips, have students select one of the following handouts to complete about the Battles of Lexington and Concord.

HANDOUT: Lexington and Concord - Poetry Analysis Activity (Google Slide)

HANDOUT: Lexington and Concord - Timeline Activity (Google Slide)

6. **CONCLUSION:**

Ask students to consider their notes from the



videos as well as class discussion. Students will write a letter from the site of the Battles of Lexington and Concord. The letter can be written from the perspective of a soldier that participated or as a bystander that witnessed the Battles. The letter should include the major events that happened as well as the emotions the people would have felt at the time of the Battles of Lexington and Concord. It should also include who they believe fired the first shot.

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 events leading up to the Battle of Lexington and Concord. They will explain what led to increased tensions between America and the Mother Country.

Resources Provided:

- <https://www.c-span.org/classroom/document/?17017>
- <https://www.battlefields.org/learn/revolutionary-war/battles/lexington-and-concord>
- <https://americainclass.org/tipping-point-of-the-revolution/>
- <https://www.americanrevolutioninstitute.org/lesson-plans/imagining-the-revolution/imagining-the-battle-of-lexington/>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Eyewitness Accounts Time Frame: 1 hour/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: 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 causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. - Understand the impact of the American Revolution on politics, economy, and society. - Analyze how the Battle of Lexington and Concord was a turning point in American-British relations. - Clearly identify who fired the “shot heard around the world.”	Lesson Sequence 1. Overview-Eyewitness accounts with differing opinions about the first shot at Lexington are recorded. Students will make their own decision as to who they think fired the first shot by reading and analyzing primary source documents of these eyewitness accounts. 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. 2. Review Terms to Know: Patriots, Express Rider, Militia, Disperse, Grenadier, Light Infantry.	- Written Document Analysis - Answers to essential questions during class discussion - Detective’s Notes - Exit Card responses - Graphic Organizer Completion



3. Recap the events in Massachusetts that led to increased tension between the American and British:
Quartering Act
Boston Tea Party
Intolerable Acts
General Gage-Royal Governor
4. Hand out the Graphic Organizer “The Case of the Shot Heard ‘Round the World”. Explain that students will need to fill this out as they evaluate six eyewitness testimonies.
5. Have students work in groups to evaluate and discuss the following testimonies:
Captain Parker
Unnamed British Soldier
Solomon Brown
Elijah Saunderson
Medford Eyewitness
Hannah Bradish
6. Discuss the documents once all groups have finished analyzing. Have them report their findings to the class.
 - Are there any events on which the documents agree? Disagree?
 - Why is it important to know who wrote the document? When was it written?
 - Which of these documents is most reliable? Why?
 - Why might it be difficult to write an accurate account of the battle based on these documents?



7. Finalize your investigative report-clearly stating who you believed fired the first shot.

8. Mystery Solved?-
<https://www.youtube.com/watch?v=k2SH3zkEkOA>

9. Google Survey-final answer and comparison to initial survey.

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 determine who fired the first shot at Lexington and Concord.

Resources Provided:

- <https://www.youtube.com/watch?v=k2SH3zkEkOA>
- <https://www.atlasobscura.com/articles/how-a-team-of-reenactors-helped-solve-a-revolutionary-war-mystery>
- <https://www.nps.gov/mima/learn/historyculture/april-19-1775.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 Shot Heard Around the World
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	<i>The Mary Celeste</i>
Unit Summary: On November 7, 1872, the brigantine ship, <i>Mary Celeste</i> set sail from New York Harbor on route to Genoa, Italy. On board was Captain Briggs, his wife, his two-year-old daughter and seven crew members. Less than one month later, the <i>Mary Celeste</i> , was discovered adrift at sea. The sails were out, and there was very little damage to the vessel. However, Captain Briggs, his family, and crew seemed to disappear without a trace.					
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. As a historical detective, students will investigate the mystery surrounding <i>Mary Celeste</i> and determine what happened. 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: NJSL Social Studies, NJSL Language Arts, NJSL Social and Emotional Learning, NJSL-Career Readiness, Life Literacies and Key Skills	
Content Statements: By the end of this unit students will be able to describe what happened to <i>Mary Celeste</i> . They will use clues from their research, make inferences and ultimately draw a conclusion based on sound evidence. They will investigate and solve one of America's oldest mysteries.	
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.EconN E.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.EconN E.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.Histor y.CC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
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.



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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:

- What happened to *Mary Celeste*?
- Who are the people involved in this case?
- Who was Captain Briggs?
- What earned *Mary Celeste* the reputation of having a “shadowy history”?
- What happened to the crew and passengers of the *Mary Celeste*?

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 passengers and crew of *Mary Celeste* 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 *Mary Celeste*-What happened to passengers and crew of *Mary Celeste*? You will investigate the mysterious circumstances surrounding this ghost ship and 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 *Mary Celeste*! You will work in investigative teams to analyze evidence and come up with a plausible theory of what happened. Keep track of all information in your Detective's Notebook. You will present your findings in the form of an Official Report that will be presented to 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 Laptops, OnCourse, Video Clips, Evidence Exhibits, Case Logs

Resources:

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Mary Celeste</i>	2 hours/2 days
Lesson 2 The Captain and Crew	1 hour/1 day
Lesson 3 A Shadowy History	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.smithsonianmag.com/history/abandoned-ship-the-mary-celeste-174488104/>
- <https://www.ligurianautica.com/en/features/the-mystery-of-the-mary-celeste-part-three-the-rediscovery-of-the-cursed-ship/>
- <https://www.ucl.ac.uk/news/2006/may/solved-mystery-mary-celeste>
- <https://www.genealogybank.com/newsletter-archives/201312/mystery-ghost-ship-mary-celeste>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: *Mary Celeste* 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 possible reasons for what caused the passengers and crew of <i>Mary Celeste</i> to disappear. - Develop an opinion on which hypothesis they believe is the most credible. - 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,	Lesson Sequence - Distribute the Location Map of the <i>Mary Celeste</i>-have students observe the location the ship was found. They should record questions and initial observations. They should then make inferences based on the map. - Students should use Google Earth to track the movements of <i>Mary Celeste</i>, including the location where it was found. - Distribute the “Getting to Know..” photos/readings for Captain Briggs, Sarah Brigg, Sophia Briggs, and Albert Richardson.	- Blog Responses - Answers to essential questions during class discussion - Detective’s Notes - Exit Card responses - Attendance at Mini-Lessons



integrate new information with prior knowledge, and come to a reasoned conclusion.

Comprehension Questions:

- Was family important to Captain Briggs?
 - Why did Briggs work so hard to become a master seaman?
 - What made Briggs question if the seafaring life was for him?
 - What was life like for a seaman and his family in the late 1800's?
 - Identify three character traits of Briggs.
4. Google Poll/Exit Card-Should Captain Briggs be considered a suspect?

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 what happened to *Mary Celeste*.

Resources Provided:

- <https://www.youtube.com/watch?v=dew4ZrTnMeE>
- <https://www.dailynautica.com/en/features/the-mystery-of-the-mary-celeste-part-three-the-re-discovery-of-the-cursed-ship/>
- <https://www.smithsonianmag.com/history/abandoned-ship-the-mary-celeste-174488104/>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Captain and Crew Time Frame: 1 hour/1 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: - Identify possible reasons for what caused the passengers and crew of <i>Mary Celeste</i> to disappear. - Develop an opinion on which hypothesis they believe is the most credible. - 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,	Lesson Sequence - Distribute the “Crew” of the <i>Mary Celeste</i>-have students read about the crew. They should record questions and initial observations. Do any potential suspects stand out? Why? - Students will take a virtual tour of a brigantine ship. https://www.youtube.com/watch?v=OM1J-07E16k Was there enough crew for the ship? - Distribute the “Getting to Know..”photos/readings for for the Crew and People involved.Comprehension Questions:	- Jamboard - Answers to essential questions during class discussion - Detective’s Notes - Exit Card responses - Attendance at Mini-Lessons



integrate new information with prior knowledge, and come to a reasoned conclusion.	• What evidence suggests that the crew aboard the <i>Mary Celeste</i> were capable sailors? • Is there evidence that weather was a factor in the disappearance of <i>Mary Celeste</i>? • Why was the ship 500 miles off course? • Why was the crew of the <i>Die Gratia</i> so surprised when they boarded the ship? 5. Jamboard-Potential Suspects. Create a Jamboard for a potential suspect and list the evidence that points towards them.	
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 what happened to <i>Mary Celeste</i>.		
Resources Provided: • https://www.smithsonianmag.com/history/abandoned-ship-the-mary-celeste-174488104/ • https://www.ligurianautica.com/en/features/the-mystery-of-the-mary-celeste-part-three-the-rediscovery-of-the-cursed-ship/ • https://www.ucl.ac.uk/news/2006/may/solved-mystery-mary-celeste • https://www.genealogybank.com/newsletter-archives/201312/mystery-ghost-ship-mary-celeste		



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: A Shadowy History 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

Integration of Technology: Laptops, OnCourse

Equipment Needed: Laptops, OnCourse

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - 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. - Analyze five potential theories regarding the <i>Mary Celeste</i> and arrive at a conclusion as to what happened.	Lesson Sequence - Review the Jamboard results from the previous lesson. Potential Theories Include: - Mutiny - Flammable Cargo - Natural Disaster - Criminal Conspiracy - Pirates - Distribute the "Shadowy History" graphic organizer and reading comprehension activity. Students should analyze/answer the following: - What evidence supports the belief that Mary Celeste was cursed? - What evidence supports Richard Haines' theory	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Attendance at Mini-Lessons



	that the ship was not cursed? • Which evidence is stronger? Why? • Why do you think the owners wanted to sell the ship to the first bidder after it was stranded in Grace Bay in 1867? • Why did so many owners continue to sail the ship for 12 years after the disappearance of Captain Briggs? 3. Complete the <i>Mary Celeste</i> Google Slide activity on On Course.	
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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 disappearance of the passengers and crew of the *Mary Celeste*.

Resources Provided:

- <https://www.smithsonianmag.com/history/abandoned-ship-the-mary-celeste-174488104/>
- <https://www.ligurianautica.com/en/features/the-mystery-of-the-mary-celeste-part-three-the-rediscovery-of-the-cursed-ship/>
- <https://www.ucl.ac.uk/news/2006/may/solved-mystery-mary-celeste>
- <https://www.genealogybank.com/newsletter-archives/201312/mystery-ghost-ship-mary-celeste>



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: <i>Mary Celeste</i>
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** Alcatraz Escape

Unit Summary: A small island in the middle of San Francisco Bay is home to one of America’s most infamous prisons. Its name strikes fear in some and evokes intrigue in others. Also known as “The Rock”, the prison has an extensive history. Originating as a place to hold Confederate captives during the Civil War and eventually evolving into the “world’s most secure prison”, it has housed some of America’s most infamous criminals including Al Capone and Machine Gun Kelly. The cold, rough waters of the Pacific provided a natural defense against escapes. Despite the odds 36 men tried to escape, nearly all were caught or did not survive the attempt. All but three, the fate of Frank Morris, John Anglin and Clarence Anglin is still a mystery to this day.

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 unit, students will embark on an investigative quest to travel back in time and explore the evidence surrounding the mysterious escape of Alcatraz inmates Frank Morris, John Anglin and Clarence Anglin. Students will utilize evidence from the FBI archives to determine if these three men are the only ones to successfully escape from Alcatraz.

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 the 1960 break out from Alcatraz.. They will summarize a variety of first-hand accounts of the events surrounding the escape. Students will learn to state the premises of various theorists in regard to the escape. Students will be able to form a hypothesis to determine if the escape was successful or not and give reasons and supporting evidence for their hypothesis.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryC C.5.c	Assess the human and material costs of the Civil War in the North and South.
6.3.8.CivicsDP .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.CivicsPR .26.3.	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.



6.3.8.CivicsPR .3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
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 do you think might have been the hardest part about being an inmate at Alcatraz?
- Why is the island nicknamed "The Rock?"
- What kind of "tiny tools" could they have been using to make holes in the walls of their cells?
- Why was it important for the men to make "dummy heads"?
- Why do you think Allen West could not get out of his cell?
- What could the men having been accused of doing that would cause "ordinary prisons" not be able to handle them?
- Why do you think utensils had to be counted each morning after breakfast?
- What might be the reason Al Capone said, "Alcatraz has got me licked"?
- The 3 men took a huge risk not knowing whether they would succeed or not.
- What risks do people take today similar to these men?

Unit Enduring Understandings:

- Analyze a primary source connected to Alcatraz.
- Participate in collaborative group discussions of a secondary source connected to Alcatraz.
- Synthesize information taken from primary and secondary sources about Alcatraz.
- Evaluate author's claims and arguments connected to Alcatraz.
- Understand the origins and history of Alcatraz.
- Determine if Frank Morris, John Anglin and Clarence Anglin were the only inmates to escape the "inescapable" prison.

Unit Learning Targets:

Students will....

- Identify what might have been the hardest part about being an inmate at Alcatraz.
- Explain why Alcatraz earned the nickname, "The Rock."
- Analyze how the escape plan was configured and what led to its success.
- Explain why Allen West was left behind
- Understand the type of prisoners housed in Alcatraz and why.
- Explain why these men were willing to risk their lives for a chance at freedom.
- Determine if the escape was successful and if the new evidence suggests these men lived out their lives in Brazil.



Evidence of Learning

Summative Assessment: Escape From Alcatraz-Escape Room

The Escape Room is based on the true story about the three men that escaped from Alcatraz. There are five unique critical thinking puzzles for your students to solve. The puzzles and information go with the story, "Escape From Alcatraz: The Mystery of the Three Men Who Escaped From The Rock (Encounter: Narrative Nonfiction Stories). All of the information needed to solve the puzzles and open the "locks" are on each puzzle page and clues are based on the FBI files pertaining to the escape.

Equipment Needed: OnCourse, Laptops, GoogleDocs

Teacher OnCourse, Laptops

Resources:

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 The Break Out	1 hour/1 day
Lesson 2 Occupation of Alcatraz	1 hours/1 day
Lesson 3 Escape Room-Alcatraz	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://ny.pbslearningmedia.org/resource/ush22-soc-wim-alcatraz/occupation-of-alcatraz-w-hy-it-matters/>
- <https://www.sfchronicle.com/bayarea/article/Renovation-opens-up-earlier-pre-prison-history-6361610.php#photo-4342787>
- <https://www.loc.gov/resource/hhh.ca1498.photos?st=gallery>
- <https://www.history.com/news/alcatraz-escape-new-evidence-anglin-brothers>
- <https://abcnews.go.com/US/video/escape-from-alcatraz-mystery-revisited-31833881>
- <https://nypost.com/2015/10/10/relatives-have-proof-alcatraz-escapees-are-still-alive/>
- <https://web.archive.org/web/20080709032857/http://www.fbi.gov/page2/june07/alcatrazo60807.htm>
- <https://www.npr.org/templates/story/story.php?storyId=112746496&ps=cprs>



Lesson Plan 1 Template

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

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: - Identify what might have been the hardest part about being an inmate at Alcatraz. - Explain why Alcatraz earned the nickname, "The Rock." - Analyze how the escape plan was configured and what led to its success.	Lesson Sequence 1. Introduction: Display the photo of the man in his cell in Cell Block D from the Library of Congress: https://www.loc.gov/item/2004670168/ Ask the students to name/write down one thing they see in the photo - only one. 2. Ask the following spiraling questions to prompt a class discussion: - What details do you see in the picture? - How would you describe the scene and the person in it? - What do you think is the date of this scene? - What evidence in the picture supports your answer?	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



- Where might this scene have taken place? Give two pieces of evidence to support your answer.
- What do you think is happening in this scene? Give two pieces of evidence to support your answer.
- How do you think the man was feeling at this time and place?
- Why do you think he is in the situation he is in?

3. Read the SCOPE article from Scholastic titled "A Daring Plan to Escape from Alcatraz."

Discuss article vocabulary as you read or have students look up synonyms to the article's vocabulary words prior to reading the article.

The following questions will guide the discussion:

- What do you think might have been the hardest part about being an inmate at Alcatraz?
- Why is the island nicknamed "The Rock?"
- What kind of "tiny tools" could they have been using to make holes in the walls of their cells? Why was it important for the men to make "dummy heads"?
- Why do you think Allen West could not get out of his cell?
- What could the men having been accused of doing that would cause "ordinary prisons" not be able to handle them?



- Why do you think utensils had to be counted each morning after breakfast?
- What might be the reason Al Capone said, "Alcatraz has got me licked"?
- The 3 men took a huge risk not knowing whether they would succeed or not.
- What risks do people take today similar to these men?

4. Access the initial report to the FBI-<https://vault.fbi.gov/Alcatraz%20Escape/Alcatraz%20Escape%20Part%201%20of%2017/view>

Use the information to fill in your Incident Report. This will become the foundation of your investigation.

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 “Great Escape From Alcatraz.”

Resources Provided:

- <https://ny.pbslearningmedia.org/resource/ush22-soc-wim-alcatraz/occupation-of-alcatraz-why-it-matters/>
- <https://www.sfchronicle.com/bayarea/article/Renovation-opens-up-earlier-pre-prison-history-6361610.php#photo-4342787>
- <https://www.loc.gov/resource/hhh.ca1498.photos?st=galleries>
- <https://www.history.com/news/alcatraz-escape-new-evidence-anglin-brothers>
- <https://abcnews.go.com/US/video/escape-from-alcatraz-mystery-revisited-31833881>
- <https://nypost.com/2015/10/10/relatives-have-proof-alcatraz-escapees-are-still-alive/>
- <https://web.archive.org/web/20080709032857/http://www.fbi.gov/page2/june07/alcatraz060807.htm>
- <https://www.npr.org/templates/story/story.php?storyId=112746496&ps=cprs>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: Occupation of Alcatraz 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: - What prompted the 1969 occupation of Alcatraz Island, and what is its historical significance? - What risks did grassroots leaders take for greater Indigenous rights? - How did the 1969 occupation of Alcatraz provide a platform for Indigenous activists? - How did the occupation of Alcatraz change the relationship between Indigenous peoples and the federal government?	Lesson Sequence Lesson From PBS - Have students read the background reading: The Occupation of Alcatraz and the End of Termination Policy. Ask students to answer the reading's essential question as part of a class discussion or as a short writing assignment. - Students should be familiar with the ways in which the U.S. government has violated the treaties it has made with Indigenous nations, forcibly removed Indigenous people from their lands, created Indian reservations, and forced Indigenous children to	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



attend government-run boarding schools.

3. Students should understand that the history of federal Indian policy, since the founding of the United States, has shifted between forms of separatism and assimilation. The Dawes Act of 1887, for example, represents one attempt to assimilate Native people by erasing their cultural and social traditions. In contrast, the Indian Reorganization Act of 1934, an example of separatism, sought to decrease federal control over Native affairs and increase Indian self-government and autonomy.
4. Students should know that in the 1950s, in response to Congress's new policy of termination, the U.S. Bureau of Indian Affairs began a voluntary urban relocation program that encouraged American Indians to move off of reservations and into cities, with the promise of job training, housing, and relocation support. This was part of the government's plan to eliminate support for tribal lands and to assimilate Native people into mainstream white society.
5. While Viewing-"Why It Matters"-<https://ny.pbslearningmedia.org/resource/us-h22-soc-wim-alcatraz/occup>



[ation-of-alcatraz-why-it-matters/](#)

Have students watch and listen carefully for key points in the video that help answer the following questions. If you wish, you can ask students to take notes as they watch. They may watch the video more than once and read the transcript, as needed.

- Why did college students decide to protest at Alcatraz Island?
- Which two federal policies were these students protesting?
- What happened on the night of November 20, 1969?
- Who were the two main leaders of the Alcatraz occupation?
- What did the Nixon administration announce in 1970?

After Viewing:

Review responses to the While Viewing questions above. Then follow up with the questions below and discuss as a class.

- What were the goals of the Bureau of Indian Affairs Relocation Act of 1956?
- Why would the federal government want to strip Native people of their Indigenous tribal identity and have them assume a “quasi-American Indian” identity?
- What was the purpose of the congressional policy known as termination?



- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Why was “having the microphone” important for the students who occupied Alcatraz Island? <p style="text-align: center;">Taking It Further (Student Choice)</p> <ul style="list-style-type: none"> • Have students make connections as to what Alcatraz symbolizes to the Native population and the inmate population. How does this protest compare to the one made by Morris and the Anglin brothers. • Have students research the Treaty of Fort Laramie (1868). What was promised in this treaty? What were the actual outcomes of the treaty? | |
|--|---|--|

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 understand the complex history of Alcatraz.

Resources Provided:

- <https://ny.pbslearningmedia.org/resource/ush22-soc-wim-alcatraz/occupation-of-alcatraz-why-it-matters/>
- <https://www.nps.gov/alca/index.htm>



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Escape From Alcatraz 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: - Collect data from a variety of primary sources to determine if there was a successful escape from Alcatraz. - Summarize a variety of first-hand accounts of the events surrounding the 1960 escape. - Utilize the internet to research other theories and findings related to this mystery. - State their findings as to whether or not the Anglin brothers and Frank Morris were successful in their escape attempt, and give reasons and supporting evidence for their decisions.	Lesson Sequence - Lesson Overview courtesy of bop.gov- - How many escape attempts were there? Over the 29 years (1934-1963) that the Federal prison operated, 36 men (including two who tried to escape twice) were involved in 14 separate escape attempts. Of these, 23 were caught, 6 were shot and killed during their escape, and 2 drowned. Two of the men who were caught were later executed in the gas chamber at the California State Prison at San Quentin for their role in the death of a correctional officer	- Answers to essential questions during class discussion - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis - Escape Room



during the famous May 2-4, 1946, "Battle of Alcatraz" escape attempt.

3. What is the definition of "escape"? Whether or not anyone succeeded in escaping from Alcatraz depends on the definition of "successful escape." Is it getting out of the cellhouse, reaching the water, making it to land, or reaching land and not getting caught? Officially, no one ever succeeded in escaping from Alcatraz, although to this day there are five prisoners listed as "missing and presumed drowned."
4. Debunking Myths-One of the many myths about Alcatraz is that it was impossible to survive a swim from the island to the mainland because of sharks. In fact, there are no "man-eating" sharks in San Francisco Bay, only small bottom-feeding sharks. The main obstacles were the cold temperature (averaging 50-55 degrees Fahrenheit), the strong currents, and the distance to shore (at least 1-1/4 miles). Prior to the Federal institution opening in 1934, a teenage girl swam to the island to prove it was possible. Fitness guru Jack LaLanne once swam to the island pulling a



rowboat, and several years ago, two 10-year-old children also made the swim. If a person is well-trained and -conditioned, it is possible to survive the cold waters and fast currents. However, for prisoners - who had no control over their diet, no weightlifting or physical training (other than situps and pushups), and no knowledge of high and low tides - the odds for success were slim.

5. Escape From Alcatraz-Escape Room (Google Form). Follow the clues left by the Anglin brothers and Frank Morris to determine if they successfully escaped “the Rock.”

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 determine if the escape by the Anglin brothers and Frank Morris was successful.

Resources Provided:

- <https://www.bop.gov/about/history/alcatraz.jsp>
- <https://www.nps.gov/alca/index.htm>
- <https://www.fbi.gov/history/famous-cases/alcatraz-escape>



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: Alcatraz Escape
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	6-8	Unit Title:	The JFK Assassination
Unit Summary: Every generation has that single moment that defines them and reshapes their view of the world. For Generation X, that moment was September 11, 2001. For the “Greatest Generation,” the attack on Pearl Harbor was, and is, a day that will/still “live in infamy.” For the Baby Boomers, November 22, 1963 was a moment that not only changed them but it changed the world. The assassination of President John F. Kennedy stunned the nation and to this day questions linger about what happened on that fateful day in 1963.					
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 Kennedy’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:	NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills
Content Statements:	After the assassination of President Kennedy and subsequent investigations, there seem to be more questions than answers about what happened in Dallas and who exactly was responsible for the death of the young President. The Warren Commission’s secretive investigation led to the creation of many conspiracy theories. The analyzing of evidence using new tools and technologies have raised questions about the ability of Lee Harvey Oswald to be the sole assassin. After the “President John F. Kennedy Assassination Records Collection Act of 1992”, mandated the release of all assassination related materials to the National Archives, some of those questions are finally being answered decades later. 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 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 PI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.



6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
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 day of the assassination?
- What physical evidence helps 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 Kennedy assassination and make connections to the present day?
- What does the Kennedy assassination help us to understand about our country in 1963 and now?

Unit Enduring Understandings:

- The assassination of President John F. Kennedy was an unprecedented event in American history.
- People from different walks of life, in different regions of the United States, were all impacted when they learned of Kennedy'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 individuals involved in Kennedy's assassination.
- Understand the motivations compelling Oswald 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:	Kennedy Podcast Students will use Garageband to create a 7-10 minute podcast centered around the Kennedy 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. 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	Laptops, OnCourse, GarageBand
Resources:	
Formative Assessments:	• Persuasion Map • Blogs • Thesis Organizer • Journal Entries • Exit Cards • Primary Source Analysis



Lesson Plans

Lesson	Time Frame
Lesson 1 Exhibit 1-Oswald	2 hours/2 days
Lesson 2 Exhibit 2-The Single Bullet	2 hours/2 days
Lesson 3 Exhibit 3-The Soviets	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.jfklibrary.org/learn/education/teachers/curricular-resources?f%5B0%5D=grade_level%3A9&f%5B1%5D=grade_level%3A10&f%5B2%5D=grade_level%3A11&f%5B3%5D=grade_level%3A12
- <https://www.archives.gov/research/jfk>
- <https://www.pbs.org/wgbh/pages/frontline/teach/oswald/>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: Oswald 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 individuals involved in Kennedy's assassination. - Understand the motivations compelling Oswald 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 Kennedy assassinated? Review with your class the facts surrounding Kennedy's Assassination. - Students will analyze evidence Exhibit #1-Oswald's background. They will look for clues and answer the following questions: - Was Oswald capable of this act? - What are three pieces of evidence that point towards Oswald as the assassin? - What are three pieces of evidence that raise	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



telling of historic stories	questions about his ability to be the assassin? • What is significant about his residence in the Soviet Union? His political activities upon his return to the United States? • What would his motivation(s) be? 3. Use Google Earth-https://www.google.com/maps/d/viewer?mid=1pcRTPe-ohJA2jPukO_1oSIy-TD4&hl=en&ll=32.83250409420836%2C-96.789138&z=11 to evaluate if Oswald would have been able to commit this act in the time frame given. Comparing the locations with Oswald's marksmen scores, would he have been capable of firing the shots? 4. Exit Card-Should Oswald be considered a suspect? Should he be considered the only suspect?	
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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 if Lee Harvey Oswald carried out the assassination of President Kennedy and if he acted alone.

Resources Provided:

- https://www.jfklibrary.org/learn/education/teachers/curricular-resources?f%5B0%5D=grade_level%3A9&f%5B1%5D=grade_level%3A10&f%5B2%5D=grade_level%3A11&f%5B3%5D=grade_level%3A12
- <https://www.archives.gov/research/jfk>
- <https://www.pbs.org/wgbh/pages/frontline/teach/oswald/>



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Single Bullet 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 Kennedy. - Analyze how the assassination could have taken place in Dealey Plaza in front of so many people. - Evaluate if Oswald acted alone or if the act was part of a larger conspiracy.	Lesson Sequence - Lesson modified from the “Eyewitness to History-Dealey Plaza Museum”. - Using The Sixth Floor Museum at Dealey Plaza’s resource Eyewitness to History: An Interactive Map of the Kennedy Motorcade, students will follow the presidential parade through Dallas on November 22, 1963 from the arrival at Love Field, through the motorcade downtown and in those final moments of crisis. This interactive learning tool uses primary sources, including photographs and film	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



	footage from the Museum’s collection, and firsthand accounts of bystanders to provide details of the events surrounding the assassination of President Kennedy. 3. Have students read the “Motorcade Background”-MOTORCADE BACKGROUND INFORMATION During the 1960 election, Senator John F. Kennedy ran for president against Vice President Richard Nixon. Both candidates were young (but experienced in elected political positions starting out together in the House of Representatives in 1947). John F. Kennedy was elected as the 35th President of the United States on November 8, 1960, in one of the closest elections in U.S. history. This victory made Kennedy the youngest man elected to the presidency. By the fall of 1963, President Kennedy was thinking ahead to his 1964 re-election campaign. In the 1960 election, Kennedy won the state of Texas by less than 50,000 votes out of a total of 2.3 million total votes cast state-wide. The President and First Lady embarked on a five-city,	
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two-day tour of Texas on November 21, 1963, designed to rally support for the 1964 campaign. The first day of the tour brought the presidential party to San Antonio, Houston, and Fort Worth. Kennedy began his trip in San Antonio by dedicating the Aerospace Medical Health Center at Brooks Air Force Base. In Houston, the President and Mrs. Kennedy appeared at a League of Latin American Citizens (LULAC) meeting before heading to a dinner for Congressman Albert Thomas. Afterwards, they flew to Fort Worth for the night. The following morning the President spoke to a crowd gathered outside his hotel before attending a Chamber of Commerce breakfast at the Hotel Texas in Fort Worth. After breakfast, the presidential party departed on Air Force One for Dallas. At 11:40 am on November 22, 1963, Air Force One arrived at Love Field Airport. As in the previous cities, a large crowd was present to welcome the President; it is estimated that 250,000 people or one-quarter of Dallas' population came out to see the motorcade.



	After greeting the large crowd, the presidential motorcade began its tour of downtown Dallas. 4. Direct students to the Interactive Motorcade Map at jfk.org/interactive-motorcade-map 5. Note before starting: Stop #28 on the Motorcade Map is the Zapruder film in its entirety. This film is graphic and may be disturbing for some students. Please review this stop in advance and determine if you will use it. 6. Students will answer questions as they explore the Interactive Map of the Kennedy Motorcade. STOP #3 Rudy and Vera Clauss Home Movie • What does this short home movie tell you about President Kennedy's visit? • Even though there is no sound, how would you describe the atmosphere? STOP #9 Ray Addington • How is this stop different from the other ones we've seen so far on this motorcade? • What does a stop like this add to the overall story of the event?	
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	STOPS #11 & #14 Jack Titus and Helmut O. Wolff Photographs • Compare the two photographs. How are they similar? How are they different? How does a photo in black-and-white tell a different story than one in color? Why? STOP #30 Bill & Gayle Newman Interview • Describe the behavior of the person being interviewed. • How does this interview show a change from the historical videos and photos you have seen in previous stops? STOPS #34 AND #35 Eamon Kennedy and Ivan Sharp Photographs • What emotions can be felt from these last two stops? Why and how do you know? • In what ways do you think President Kennedy's assassination affected the country? Why?	
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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 if Lee Harvey Oswald carried out the assassination of President Kennedy and if he acted alone.

Resources Provided:

- <https://www.youtube.com/watch?reload=9&v=Q7ERXmgOwuE>
- https://www.jfk.org/wp-content/uploads/TSEF_ED-Activity_Eyewitness-to-History_22-23.pdf



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: The Soviets 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: - Discuss some of the options considered by Kennedy's advisors during the Cuban Missile Crisis. - Identify the governmental role of participants involved in decision making and consider whether or not their role influenced their choice of option(s). - Consider the ramifications of each option. - Discuss the additional information that might have been helpful as of October 18, 1962 for Kennedy and his staff to know in order to make	Lesson Sequence 1. Students will analyze evidence Exhibit #3-The Soviets. They will look for clues and answer the following questions: - What connection did Oswald have to the Soviet Union? - Why would the Soviets want to assassinate Kennedy? 2. Have students listen to Defense Secretary Robert McNamara's 10/16/62 discussion of possible responses to the installation of missiles in Cuba. McNamara outlines three approaches: (1) political, (2) "open surveillance," and (3) military action.	- Completed graphic organizers - The written responses to Evidence Analysis - Class discussion participation - A completed 3, 2, 1 Exit Slip



the most effective decision. Analyze why President Kennedy made the decision to place a naval blockade around Cuba.	Have students note McNamara's comments on each approach. 3. Have students read Ted Sorensen's memo of October 18, 1962 in which he spells out the various options and who supports each one. Ask them: - What were the options that Kennedy's advisors were considering as of October 18th? - What government positions did each of these officials hold? How might their positions relate to their recommendations? - If you were the president, what information would you want to know to rule out or proceed with each of these options? 4. Have students read through and listen to JFK's "Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba," October 22, 1962. Have them: - identify a minimum of three audiences whom JFK was addressing; - discuss how JFK made his case for his decisions to these audiences; - consider how and why he addressed the people of Cuba. 5. Exit Card-Could these actions have contributed to Oswald's	
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motivation to carry out the assassination? Explain why/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 if Lee Harvey Oswald carried out the assassination of President Kennedy and if he acted alone.

Resources Provided:

- <https://www.jfklibrary.org/learn/education/teachers/curricular-resources/the-cuban-missile-crisis-how-to-respond/>
- https://www.google.com/maps/d/viewer?mid=1pcRTPe-ohJA2jPukO_1oSIy-TD4&hl=en&ll=32.83250409420836%2C-96.789138&z=11
- <https://history.state.gov/milestones/1961-1968/bay-of-pigs>



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 Kennedy Assassination
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 6-8 **Unit Title:** D.B. Cooper

Unit Summary: The day before Thanksgiving in 1971, a man named Dan Cooper boarded Northwest Airlines flight #309 in Portland. The plane was headed for Seattle however, that was not Cooper's intended destination. Upon landing in Seattle, he showed a bomb to a flight attendant and demanded the following; 200K in cash, four parachutes, food for the crew and the release of all passengers. Once his demands were met the plane took-off, and 45 minutes later using the parachutes he demanded, Dan Cooper jumped from the plane and into a fate unknown. After an intense investigation by the FBI and decades worth of clues, there is still not a definitive answer to America's only unsolved skyjacking.

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 D.B. Cooper Case. They will also evaluate the evidence that has emerged and see if they can solve this case.

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 intriguing in American history.

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.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.
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 was Dan Cooper?
- Why was so little of the ransom money found?
- What happened to the cigarette butts (evidence) from the plane?
- Why didn't the search for Cooper start until the next day?
- Why was the chain of custody broken regarding the clip-on necktie?
- Was Cooper a SOG (Special Operations Group) soldier?
- What is the connection between D.B. Cooper and Richard McCoy?
- Is Earl Cossey's murder connected to the D.B. Cooper case?
- Did D.B. Cooper survive?



Unit Enduring Understandings:

- The D.B. Cooper case remains America's only unsolved skyjacking.
- Suspicions still surround the case today as to who D.B. Cooper was and whether or not he acted alone.
- Questions remain as to whether or not Cooper survived the jump.

Unit Learning Targets:

Students will....

- Analyze the FBI investigation into the D.B. Cooper skyjacking.
- Analyze the evidence found on the plane and determine if the chain of custody was broken.
- Evaluate the evidence, tie, fingerprints and handwriting in the ransom note, to identify potential suspects.
- Determine if Cooper survived the jump and explain why little evidence has been found to support this theory.



Evidence of Learning

Summative Assessment: Crime Scene Investigation

Students will evaluate wanted posters from the D.B. Cooper Case. 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.

Students will review FBI evidence: Eyewitness Testimonies, the pink parachute, the Tena Bar money, and the “pressure bump” re-enactment.

- 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 Cooper act alone?
- What likely happened to the rest of the ransom money?

Name a suspect based on your findings.

Equipment Needed: Laptops, OnCourse, Cooper Case File

Teacher Laptops, OnCourse, Cooper Case File

Resources:

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://education.nationalgeographic.org/resource/citizen-sleuths/>
- <https://citizensleuths.com/physical-evidence.html>
- <https://www.fbi.gov/history/famous-cases/db-cooper-hijacking>
- <https://archives.fbi.gov/archives/news/stories/2009/march/in-search-of-d.b.-cooper>
- https://archives.fbi.gov/archives/news/stories/2007/december/dbcooper_123107



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 FBI investigation into the D.B. Cooper skyjacking. - Explain what happened on November 24, 1971. - Create a suspect profile using transcripts from the FBI investigation.	Lesson Sequence - Do Now: Watch the following short video on D.B. Cooper and answer the following question- Do you think D.B. Cooper survived? Discuss student responses. - Show a Wanted poster from the D.B. Cooper case (primary 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? - What kind of person would commit a crime like this?	- Answers to essential questions during class discussion - Reading Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis - Suspect Profile



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. Have students break into groups and complete the graphic organizer to start organizing the facts of the case. They should use this site-<https://www.fbi.gov/history/artifacts/d-b-cooper-plane-ticket>
5. 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:
 - Biographical Information
 - Criminal Behavior
 - Psychological Analysis
 - Motives
 - Means
 - Age
 - Race
 - Employment
 - Marital Status
 - Education

Exit Card: Based on the evidence uncovered today create a sketch of D.B. Cooper using Drawit.

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 D.B. Cooper case and determine if he survived or not.



Resources Provided:

- <https://education.nationalgeographic.org/resource/citizen-sleuths/>
- <https://citizensleuths.com/physical-evidence.html>
- <https://www.fbi.gov/history/famous-cases/db-cooper-hijacking>
- <https://archives.fbi.gov/archives/news/stories/2009/march/in-search-of-d.b.-cooper>
- https://archives.fbi.gov/archives/news/stories/2007/december/dbcooper_123107



Lesson Plan 2 Template

Content Area: Social Studies Lesson Title: The Evidence 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 the evidence found on the plane and determine if the chain of custody was broken. - Evaluate the evidence, tie, fingerprints and handwriting in the ransom note, to identify potential suspects. - Determine if Cooper survived the jump and explain why little evidence has been found to support this theory.	Lesson Sequence 1. From Citizen Sleuths” “In March of 2009 and again in August of 2011, the Cooper Research Team was given unprecedented access to the FBI Archive to examine the physical evidence from the Cooper hijacking and files first hand. The vast majority of the evidence consisted of suspect profiles which covered several feet of shelf space as described by Special Agent Larry Carr. Access to personal profiles was not granted in order to preserve the privacy of individuals. The items recovered from the airplane after it landed in Reno, subsequent photographs and testimony from the crew and passengers, were all reviewed in detail.”	- Answers to essential questions during class discussion - Audio Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



We are going to review the evidence.

2. The Evidence

Exhibit #1-Original photographs documenting the excavation of Tena Bar following the discovery of the money by Brian Ingram, provided new information that allowed recovery of the exact location of the money find.

Possible Conclusions: The Tena Bar is a sandbar/beach along the Columbia River just north of Portland. In 1971 it was a popular spot for fishermen and beach goers. Brian Ingram was a young boy picnicking with his family on Tena Bar in 1980. He was digging a fire pit with his arm when he discovered three bundles of Cooper cash just below the surface. Since only \$5800 dollars was found, this is likely not the spot Cooper landed. It is more likely this money broke away and “followed the river.” Complete bills and money fragments recovered from Tena Bar were examined. Contrary to popular reports , there were only a few fragments in plastic boxes and no indication that there was a quantity of fragments found or any information on exactly where they were recovered. FBI agents carefully combed the site on Tena Bar from Tuesday, February 12, 1980 to Saturday, February 16, 1980. The original three bundles of money were found about 20 yards from the



water's edge under a thin layer of sand, approximately 3 inches down. Additional scraps of money were found on Wednesday, February 13, 1980.

Exhibit #2-The reported "pressure bump" was reenacted using the same Boeing 727 and detailed information on that event was reviewed. The crew en-route reported the "pressure bump" and speculated that the hijacker may have exited the plane at that time. The information in the FBI Archive stated that the "pressure bump" was recreated by dropping a 230 LB weight off the stairs in flight over the ocean in the same configuration as the night of the hijacking.

Possible Conclusion: During the hijacking, the pilot was in almost constant communication with the people back at Northwest Airlines. During this conversation, the pilots and flight engineer in the cockpit felt a change in cabin pressure in their ears and the flight engineer saw the cabin pressure gauge fluctuate. At that moment Captain Scott remarked that Cooper might have jumped. This event became known as the "pressure bump" and was reproduced days later over the Pacific Ocean with the same plane.

Exhibit #3-Cooper's tie has been stored in the archive since the hijacking in 1971. During the first examination in 2009,



multiple sticky tape and scanning electron microscope (SEM) stub samples were lifted from the tie. The focus at that time was to look for pollen that would suggest where in the country Cooper possibly hailed from. The tie produced many important finds even though only about 1 sq. inch was sampled. Subsequently in 2011 during a return trip to the Archive, the tie was thoroughly sampled using a variety of techniques including, ultraviolet light (UV), laser fluorescence and forensic vacuum for high-density particle collection as outlined in other parts of this study.

Exhibit #4- The pink parachute removed from the canvas reserve container was untangled and the cut shroud lines inspected. The record shows conflicting numbers of either two or three parachute cords that were cut. At the time of inspection it was discovered that five cords were missing from the chute. It is not known if the original reported number was wrong, or if cords were removed subsequent to the recovery of the parachute. The canvas container had been completely severed from the parachute. Inspection of the ends of the cords shows that each cord had been individually tied to a rope backbone in the container. Each of the cords had been individually separated from the backbone by slicing through the



knot with a knife. The transcripts describe Cooper having a pocket knife in his possession during the hijacking. The reserve container was obviously too small to contain the entire bundle of money and the extra time he took to sever each knot instead of cutting the cords wholesale remains an enigma.

Missing Evidence-Eight cigarette butts from the plane-could conclusively provide DNA evidence.

Exit Card-What could have happened to the cigarette butts?

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 D.B. Cooper case and try to solve it.

Resources Provided:

- <https://education.nationalgeographic.org/resource/citizen-sleuths/>
- <https://citizensleuths.com/physical-evidence.html>
- <https://www.fbi.gov/history/famous-cases/db-cooper-hijacking>
- <https://archives.fbi.gov/archives/news/stories/2009/march/in-search-of-d.b.-cooper>
- https://archives.fbi.gov/archives/news/stories/2007/december/dbcooper_123107



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Hero or Villain 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: - Determine if Cooper survived the jump and explain why little evidence has been found to support this theory. - Analyze why some people view Cooper as an American hero. - Analyze lyrics to determine the artist's point-of-view regarding the subject addressed in the song. - Interpret song lyrics based on contextual clues and research information. - Research and gather facts about songs. - Identify a common theme, issue, point of view, and/or facts from the song.	Lesson Sequence - Do Now: Students are going to listen to the song "D.B. Cooper" by Todd Snider-how does this artist portray Cooper? - History in Music-D.B. Cooper has been the subject of many different forms of artistic expression. The case, mystery and intrigue provide the dramatic elements that help artists portray a story and in turn, record our history in varying mediums. - Working in groups students are going to evaluate four forms of media portraying Cooper: "DB Cooper" by Emily Yacina	- Answers to essential questions during class discussion - Video Comprehension Activity - Graphic Organizer-completion - Exit Card responses - Primary Source Analysis



• Create a visual representation of each song including cultural and historical information, a central theme, issue, point of view, and/or facts.	• “The Ballad of D.B. Cooper” by Chuck Brodsky • “The Ballad of D.B. Cooper” by The Atomic Trees • “I Am D.B. Cooper” by Rainee Lyleson In their evaluation they will: • Research the lyrics of a song. • Analyze the theme, issue, point of view, and facts from the song. • Determine the subject matter-Social Issue/Event/Person Being Addressed. • Singer’s/Writer’s Point of View. • Three images that are described in the song. • Identify relevant facts in the song. Exit Card-How do these four artists portray D.B. Cooper, as a Hero or a Villain?	
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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 D.B. Cooper case and try to determine what happened.

Resources Provided:

- <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/lessons/9-12/learning-from-lyrics/>
- https://www.google.com/search?q=songs+aboput+db+cooper&rlz=1C5GCEM_enUS1034US1034&oq=songs+aboput+db+cooper&aqs=chrome..69i57j0i13i433i512l2j0i13i13i433i512j0i13i433i512l2j69i64l2.4026j0j9&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:d45f10f7.42541f10,vid:Uga299fAiKE,st:o
- <https://www.youtube.com/watch?v=zcH3ZHbbX4>



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 D.B. Cooper Case
Created: Sarah David	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

**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



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
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

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.