



# Estell Manor School District

## Social Studies Curriculum Grade 7

## **Philosophy**

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, and cultures of the past and present. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

## SEVENTH GRADE

Theme: "United States History: Pre-history to Reconstruction & Civics and Government"

CORE MATERIALS: Discovery Education Social Studies TechBook

UNIT	TIMELINE	STANDARDS	TOPICS	CORE IDEA(S)
Building a Nation	Weeks 1-3	6.3.8.CivicsHR.1 6.1.8.CivicsDP.3.a 6.1.8.HistoryCC.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.a 6.1.8.HistorySE.3.b 6.1.8.HistoryCC.3.c 6.1.8.GeoSV.3.a 6.1.8.HistorySE.3.a 6.1.8.HistoryUP.3.c 6.3.8.CivicsPI.2 6.3.8.CivicsPI.3 6.3.8.CivicsPI.4 6.3.8.CivicsHR.1 Principles of Humanity Code NJSA 18A:35-4.1	<ul style="list-style-type: none"> <li>• Three Cultures Meet</li> <li>• Colonial America</li> <li>• Revolutionary America</li> </ul>	Students will learn about how global interactions shaped early American society and the factors that contributed to the American identity. They will learn about the causes and consequences of America's movement for independence.
Becoming an Independent Nation	Weeks 4-6		<ul style="list-style-type: none"> <li>• Establishing a Government</li> <li>• Leaders and Challenges of a New Nation</li> </ul>	The structure of the US political system reflects America's ideas about individual rights and the role of government. The controversies of the new republic helped shape the future of the United States.
A Nation Expands	Weeks 7-10		<ul style="list-style-type: none"> <li>• Building a New National Identity</li> <li>• New Horizons</li> <li>• Industrial Expansion</li> </ul>	

			and Reform	
A Nation Divided	Weeks 11-17		<ul style="list-style-type: none"> <li>• Slavery and the Civil War</li> <li>• Reconstruction</li> </ul>	
Foundations of American Government	Weeks 18-22		<ul style="list-style-type: none"> <li>• Origins of Government</li> <li>• The US Constitution</li> <li>• Civil Rights and Civil Liberties</li> </ul>	
Participating in Government	Weeks 23-24		<ul style="list-style-type: none"> <li>• The American Citizen</li> <li>• Political Change</li> </ul>	
Governmental Institutions and the Three Branches	Weeks 25-28		<ul style="list-style-type: none"> <li>• Legislative Branches and Congress</li> <li>• Executive Branches and the Presidency</li> <li>• The Judicial Branch</li> <li>• State and Local Government</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Economic Principles and Processes	Weeks 29-30		<ul style="list-style-type: none"> <li>• Economic Principles, Policies, and Practices</li> </ul>	

**Unit 1 will address the following 21st Century Life and Careers skills:**

<b>X all that apply 21st Century Themes</b>		<b>Career Ready Practices</b> √	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

<b>Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Age</b>	<b>Duration:</b>
<b>Unit Summary</b> Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.	
<b>NJ Student Learning Standards</b>	
6.2.8. A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.  6.2.8. B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.  6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.  6.2.8. C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.  6.2.8. C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.  6.2.8. D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	

6.2.8. D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

### **Interdisciplinary Skills**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to



develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Technology**

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **21st Century Life and Career**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Essential Understandings**

**Essential Questions**

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Understand that technological advancements impact all aspects of the development of a society.</li> <li>• Throughout history humans have developed technology and skills to help them survive.</li> <li>• People may move as individuals or as a group and absorb or pass on ideas.</li> <li>• Slaves are usually moved against their will.</li> <li>• People move for economic, political, or religious reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the development of technology affect the development of a society?</li> <li>• What are the consequences of technology?</li> <li>• Why do people migrate?</li> </ul>
<p align="center"><b>Evidence of Student Learning</b></p>	
<p><b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p align="center"><b>Other Assessments</b></p>
<p><u>Mysteries in History:</u> The Secret of the Iceman's Death</p> <ul style="list-style-type: none"> <li>• Identify and use processes important to reconstructing and reinterpreting the the past, such as using a variety of sources, providing validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.</li> <li>• Students will examine the body of the iceman, weigh various theories about his death, and then and then make a decision on how he died</li> </ul> <p>Day #1-Attention Grabber and Discussion Questions</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Open Ended Questions</li> <li>• Class Discussion</li> <li>• Graphic Organizers</li> <li>• Readworks/Reading Responses</li> <li>• Exit Slips</li> <li>• Kinesthetic Assessments</li> <li>• Google Classroom</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Studies Weekly Test</li> </ul>

Discussion Questions:

- Who do you think this person was?
- Why was he in the mountains?
- When did this person die?
- How did he die?
- Does anything at this scene seem suspicious?

Pictures at the scene-based on this information, when did this man live?

Day #2-Items at the Scene and Death Theory #1

(Hypothermia): Students read theory and, using ideas from this theory, write a scenario of the day he died. Record important information on graphic organizer.

Day #3-Death Theory #2 (Robbery) and #3 (Assassination): Students read theory and, using ideas from these theories, write a scenarios of the day he died. Record important information on graphic organizer.

Day #4-Death Theory #4 (Ritual Sacrifice) and #5 (Died in Battle): Students read theory and, using ideas from these theories, write a scenarios of the day he died. Record important information on graphic organizer.

- Performance Assessments

**Benchmark Assessment**

- Social Studies benchmark assessment

**Alternative Assessments**

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Modified Tests/Quizzes/Classwork
- Social Studies notebook

<p>Day #5-Read “Background Information”. Sketching Otzi: students draw a picture of what they think Otzi looked like, with his tools and clothing. The Iceman’s Death Certificate: Using information from notes and graphic organizer, students make decision about how Otzi died and complete information on the death certificate page.</p> <p>Day #6-Present findings to class.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Prehistory, archaeology, archaeologist, migrate, glacier, artifact, technology, domesticate, harvest, excavation site, agriculture, surplus, nomad, social division, climate, culture, anthropology, landform, geography, diverse, custom, culture contact, global interdependence, time-line, anthropologist, sociologist, political scientist, historian</p>	
<p style="text-align: center;"><b>Knowledge and Skills</b></p>	
<p><b>Content</b></p>	<p><b>Skills</b></p>
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• The social organization of early hunters/gatherers and those who lived in early agrarian societies</li> <li>• Aspects of the Paleolithic Age</li> <li>• Aspects of the Neolithic Age</li> <li>• The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies</li> <li>• How nomadic and agrarian societies used land and natural</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies</li> <li>• Compare and contrast how nomadic and agrarian societies used land and natural resources.</li> </ul>

<p>resources</p> <ul style="list-style-type: none"> <li>• The impact of technological advancements on hunter/gatherer and agrarian societies</li> <li>• How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records</li> <li>• The difference of pre-agricultural and post-agricultural periods</li> <li>• The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.</li> <li>• The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>• Archaeology provides historical and scientific explanations for how ancient people lived.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>• Relate the agricultural revolution to population growth and the subsequent development of civilizations.</li> <li>• Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records.</li> <li>• Demonstrate an understanding of pre-agricultural and post-agricultural periods</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will actively engaged in a Catal Hoyuk Web Lesson	<a href="http://www.smm.org/catal/">http://www.smm.org/catal/</a>
Students will complete Cave Art in Lascaux webquest and tour the caves virtually	<a href="http://www.classzone.com/webquest/u1/worksheet_lascaux.cfm">http://www.classzone.com/webquest/u1/worksheet_lascaux.cfm</a>
Make cave art depicting student's signature (hand), technology (fire), food (animals), people hunting, stars, sun and moon, bow and arrows	Use paper bags and chalk
Discovery Education Media Video: World History: Pre-History Segments: The Iceman Discovered; The Earliest Human Migration	<a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>

<p>Early People: Students will evaluate the survival benefits and drawbacks of various human tools. Students will also recognize the importance of tools to early human survival.</p> <p>Divide class into groups of 4-6 and assign each group as either warm weather or cold weather environment. Present a list of various early tools (fishing hook and string, spear, animal skins, grinding rock, fur clothing, etc.) to each group. Group members should select tools appropriate for their environment. Ask students to write about the usefulness of their chosen items and how they plan to use them effectively. Give students the opportunity to trade for items that they think would be more beneficial. Students can present their results to the class and compare the items they selected with groups of a similar environment.</p>	<p>List of early tools</p>
<p><b>Suggested Literature</b></p>	
<p><i>Evolution</i> By: DK and Dr. Alice Roberts  <i>Earth Children</i> (series) By: Jean M. Auel  <i>First Americans</i> (series) By: Michael and Kathleen O'Neal Gear  <i>First Americans</i> (series) By: William Sarabande  <i>Early Humans</i> By: DK Publishing  <i>The Iceman</i>: McGraw Hill</p>	
<p><b>Suggested Websites</b></p>	
<p>Kid Past</p>	<p><a href="http://www.kidspast.com/world-history/0001-prehistoric-humans.php">http://www.kidspast.com/world-history/0001-prehistoric-humans.php</a></p>
<p>Discovery Channel</p>	<p><a href="http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html">http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html</a></p> <p><a href="http://dsc.discovery.com/videos/prehistoric-new-york/">http://dsc.discovery.com/videos/prehistoric-new-york/</a></p>

	<a href="http://dsc.discovery.com/games/iceworld/game/game.html">http://dsc.discovery.com/games/iceworld/game/game.html</a>
The Mammoth Site	<a href="http://www.mammothsite.com/">http://www.mammothsite.com/</a>
NeoK12	<a href="http://neok12.com">http://neok12.com</a>
National Geographic	<a href="http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html">http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html</a>
Cave Painting	<a href="http://www.visual-arts-cork.com/prehistoric/cave-painting.htm">http://www.visual-arts-cork.com/prehistoric/cave-painting.htm</a>
Chauvet Cave	<a href="http://www.culture.gouv.fr/culture/arcnat/chauvet/en/">http://www.culture.gouv.fr/culture/arcnat/chauvet/en/</a>
Lascaux Cave	<a href="http://www.lascaux.culture.fr/#/fr/00.xml">http://www.lascaux.culture.fr/#/fr/00.xml</a>
Studies Weekly	<a href="http://www.studiesweekly.com">http://www.studiesweekly.com</a>
PBS	<a href="http://www.pbs.org/wgbh/nova/first/radiocarbon.html">http://www.pbs.org/wgbh/nova/first/radiocarbon.html</a>
American Museum of Natural History	<a href="http://www.amnh.org/ology/archaeology#">http://www.amnh.org/ology/archaeology#</a>
CMS Curriculum Companion	<a href="http://www.socialstudiescms.com/humanorigins">http://www.socialstudiescms.com/humanorigins</a>
<p style="text-align: center;"><b>Modifications</b></p> <p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p><b>Gifted Students:</b> <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
<b>Suggested Options for Differentiation</b>	

**ELL**

- Pre teach vocabulary and associate with pictures
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures

**Gifted and Talented**

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

**Basic Skills/Economically Disadvantaged/Students at Risk**

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Modeling and Think Alouds
- Teacher-Student Conferencing to check and monitor understanding

**Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies



**Unit 2 will address the following 21st Century Life and Careers skills:**

<b>X all that apply 21st Century Themes</b>		<b>Career Ready Practices</b> √	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
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<b>Unit 2: Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations</b>	<b>Duration:</b>
<b>Unit Summary</b>	
<b>NJ Student Learning Standards</b>	
<p>6.2.8. A.2.a Explain why different ancient river valley civilizations developed similar forms of government.</p> <p>6.2.8. A.2.b Explain how codifying laws met the needs of ancient river valley societies.</p> <p>6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p> <p>6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8. B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8. C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	

6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8. D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8. D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

### **Interdisciplinary Skills**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and

contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Technology**

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

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8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **21st Century Life and Career**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity

CRP12. Work productively in teams while using cultural global competence.

### **Essential Understandings**

### **Essential Questions**

<ul style="list-style-type: none"> <li>• Technology is the use of knowledge and skills and affects politics, economics, and culture.</li> <li>• Societies can be transformed by technology, the push to develop it can have unintended effects.</li> <li>• Communities of believers can influence culture and government and provide stability to a society.</li> <li>• Religious expression as art may add value to a culture.</li> <li>• Religious disagreements may lead to conflict.</li> <li>• Religious conflict may lead to oppression and intolerance.</li> <li>• Geography includes people as well as places and how their environments interact.</li> <li>• Geographic regions share certain characteristics.</li> <li>• Geography affects how people and things move and where civilizations develop.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the development of technology affect the development of a society?</li> <li>• What are the consequences of technology?</li> <li>• Why do people migrate?</li> <li>• How does geography affect people's lives?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<u>Mesopotamia Travel Brochure:</u> Students will design an educational brochure about the Fertile Crescent or Mesopotamia. The brochures front panel shows a highly detailed and accurate map of the Fertile Crescent or Mesopotamia with an eye-catching title. The remaining five panels have art and written descriptions that emphasize the positive aspects of living in that region. The information shows a comprehensive understanding of life in that era.	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Performance assessments</li> <li>• Exit slips/ Slate Assessments</li> <li>• Daily class work</li> <li>• Project based activities</li> <li>• Open Ended Questions</li> <li>• Class Discussions</li> <li>• Reading Responses</li> </ul>

	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Studies weekly tests</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies benchmark assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion Rubric</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Modified Tests/Quizzes/Classwork</li> <li>• Social Studies notebook</li> </ul>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Civilization, cuneiform, fertile, plain, plateau, irrigation, city-state, region, artisan, ziggurat, society, polytheism, scribe, cuneiform, empire, dynasty, conquest, monotheism, slavery, descendant, sumerian</p>	
<p style="text-align: center;"><b>Knowledge and Skills</b></p>	
<p><b>Content:</b> <i>Students will know....</i></p>	<p><b>Skills:</b> Students will be able to ...</p>
<ul style="list-style-type: none"> <li>• The Fertile Crescent sustained the first known civilization.</li> <li>• Sumer had a class system in which priests and kings held power.</li> <li>• Sargon conquered Sumerian city-states to create an empire.</li> <li>• Hammurabi's Code defined laws that united the empire.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main ideas and details about the Standard of Ur.</li> <li>• Identify and create a modern "standard."</li> </ul>

<ul style="list-style-type: none"> <li>● Assyrians and Persians created and governed vast empires.</li> <li>● Mesopotamians cultures mad lasting governed vast empires.</li> <li>● Phoenicians spread Mesopotamian civilizations through ocean trade.</li> <li>● The Phoenician alphabet was a significant contribution.</li> <li>● Hammurabi's Code defined laws that united the empire.</li> <li>● Assyrians and Persians created and governed vast empires.</li> <li>● Mesopotamians cultures mad lasting governed vast empires.</li> <li>● Phoenicians spread Mesopotamian civilizations through ocean trade.</li> <li>● The Phoenician alphabet was a significant contribution.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze causes and effects of the first empires.</li> <li>● Draw conclusions about Hammurabi's Code and its impact of modern laws.</li> <li>● Summarize how Assyrian and Persian empires were governed.</li> <li>● Work in teams to plan Babylon's restoration.</li> <li>● Summarize information about the Phoenicians. Categorize information to conduct a Phoenician trade exercise.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities:</b>	<b>Resources</b>
Students can create their own Ziggurat out of clay to better understand the structures that the ancient Mesopotamian people built.	Clay, sponge, utensils to shape clay  E-How Instructions: <a href="http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html">http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html</a>
Hammurabi's Code Court Cases-Readers Theater-Groups of Students will act out various court cases and the jury (the class) will determine the outcome based on Hammurabi's code of laws.	Laws from Hammurabi's code Readers Theater



Epic of Gilgamesh Comic Book – students tell the story in comic book form including comic-style drawings, dialogue, and/or captions.	Paper for comic book, draw and coloring supplies, information about the Epic of Gilgamesh
Hall of Fame Mesopotamia – biographical descriptions of important Mesopotamians (Sargon, Hammurabi, Moses, Nebuchadnezzar, etc...). Maybe have the class or groups rank them based on importance and have a debate on who should be in and who should be out.	Information about important Mesopotamian people
Visual Almanac of Mesopotamian Achievements – Students draw pictures and write brief informational captions about some of the many achievements/inventions of the Mesopotamians.	Information about Mesopotamia (textbook, internet), drawing supplies, paper
In cooperation with the art teacher the students will be able to write their names in Cuneiform.	Cuneiform website
<b>Suggested Literature</b>	
<i>Gilgamesh the King</i> By: Ludmila Zeman <i>The Revenge of Ishtar</i> By: Ludmila Zeman <i>The Last Quest of Gilgamesh</i> By: Ludmila Zeman <i>Lugalbanda</i> By: Kathy Henderson <i>DK Eyewitness Mesopotamia</i> By: Philip Steele <i>The Golden Bull</i> By: Marjorie Cowley <i>Ancient Mesopotamia: Sumerians, Babylonians, Assyrians</i> By: Virginia Schomp <i>Gilgamesh the Hero</i> By: Geraldine McCaughrean	

Suggested Websites	
Mesopotamia Project	<a href="http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html">http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html</a>
Ancient Mesopotamia Information	<a href="http://www.ancientmesopotamians.com/websites-on-mesopotamia.html">http://www.ancientmesopotamians.com/websites-on-mesopotamia.html</a>
Ancient Mesopotamia Student Activities	<a href="http://mesopotamia.mrdonn.org/">http://mesopotamia.mrdonn.org/</a>
Discovery Education Media	<a href="http://www.discoverykids.com">www.discoverykids.com</a>
Social Studies for Kids	<a href="http://socialstudiesforkids.com">http://socialstudiesforkids.com</a>
Social Studies Central	<a href="http://www.socialstudiescentral.com">http://www.socialstudiescentral.com</a>
Internet4classrooms	<a href="http://www.internet4classrooms.com/social.com">http://www.internet4classrooms.com/social.com</a>
Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City	<a href="http://www.archives.gov/northeast/nyc.com">http://www.archives.gov/northeast/nyc.com</a>
Mesopotamia:From Nomads to Farmers	<a href="http://www.mesopotamia:from">http://www.mesopotamia:from</a> nomads to farmers
Brain Pop	<a href="http://www.brainpop.com">http://www.brainpop.com</a>
Promethean Planet	<a href="http://www.prometheanplanet.com/en-us/">http://www.prometheanplanet.com/en-us/</a>
Project suggestions, multiple intelligences	<a href="http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html">http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html</a>
CMS Curriculum Companion	<a href="http://www.socialstudiescms.com/mesopotamia">http://www.socialstudiescms.com/mesopotamia</a>

### Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if*

### Suggested Options for Differentiation

#### ELL

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Utilize small group instruction to review key ideas from the lesson

#### Gifted and Talented

- Ask open-ended questions

- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations

**Basic Skills/Economically Disadvantaged/Students at Risk**

- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

**Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Unit 3 will address the following 21st Century Life and Careers skills:**

<b>X all that apply 21st Century Themes</b>			<b>Career Ready Practices</b> √
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information
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<b>Unit 3: Classical Civilizations of the Mediterranean World, India and China</b>	<b>Duration:</b>
<p><b>Unit Summary</b></p> <p>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	
<b>NJ Student Learning Standards</b>	
<p>6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p>	

6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.

6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.

6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.

6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.

6.2.8.C.3.c Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.

6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.

6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical



societies.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8. D.1 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.

#### **Interdisciplinary Skills**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

1.1.8. C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

### **Technology**

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **21st Century Life and Career**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **Essential Understandings**

### **Essential Questions**

<b><i>Students will understand that...</i></b>	<b><i>Students will be able to...</i></b>
<ul style="list-style-type: none"> <li>• Technology is the use of knowledge and skills and affects politics, economics, and culture.</li> <li>• Societies can be transformed by technology, the push to develop it can have unintended effects.</li> <li>• Communities of believers can influence culture and government and provide stability to a society.</li> <li>• Religious expression as art may add value to a culture.</li> <li>• Religious disagreements may lead to conflict.</li> <li>• Religious conflict may lead to oppression and intolerance.</li> <li>• Geography includes people as well as places and how their environments interact.</li> <li>• Geographic regions share certain characteristics.</li> <li>• Geography affects how people and things move and where civilizations develop.</li> <li>• Trade has positive and negative consequences which may include the sharing of ideas and customs.</li> <li>• Trade networks led to new ways of doing business.</li> <li>• Trade on a global scale is now common.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences of technology?</li> <li>• How are religion and culture connected?</li> <li>• How much does geography affect people's lives?</li> <li>• What are the consequences of trade?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<u>Ancient Egypt Newspaper</u> - Using Google Docs or Google Slides, students will create an "Ancient Egyptian" newspaper. The newspaper will demonstrate knowledge of Ancient Egyptian culture (geography, society, communication, religion, economics,	<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Performance assessments</li> </ul>

<p>pyramids). The students will include several different components of a newspaper (i.e. articles, weather, finance, editorials, comics).</p> <p><u>Ancient Egypt Evidence Based Essay-</u> The students write a paragraph to support three of these statements. Use sources to support your answers. Include at least three reasons in each paragraph.</p> <ol style="list-style-type: none"> <li>1.The Ancient Egyptians were the first true engineers.</li> <li>2. Preparing an Egyptian pharaoh for the afterlife was a long and complex process.</li> <li>3. Ancient Egyptian economy depended on the Nile River.</li> <li>4. Ancient Egyptians made great discoveries in math and science.</li> <li>5. King Tut’s tomb provided archeologists with an insight into Ancient Egypt.</li> <li>6. The Ancient Egyptian Empire became the most powerful civilization of its time.</li> </ol>	<ul style="list-style-type: none"> <li>● Exit slips/ google classroom</li> <li>● Daily class work</li> <li>● Pre-assessments</li> <li>● Class discussions and participation</li> <li>● Open-Ended Questions</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Studies weekly assessment</li> <li>● Quizzes</li> <li>● Performance Assessments</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Social Studies benchmark assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Group Work</li> <li>● Teacher Observation</li> <li>● Modified Tests/Quizzes/Classwork</li> <li>● Social Studies notebook</li> </ul>
<p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Delta, silt, papyrus, cataract, unify, pharaoh, hieroglyphics, pyramid, mummy, economy, sphinx, limestone, polytheism,canopic jar, rosetta stone</p>	
<p style="text-align: center;"><b>Knowledge and Skills</b></p>	

<b>Content:</b> <i>Students will know....</i>	<b>Skills:</b> Students will be able to ...
<ul style="list-style-type: none"> <li>• How Egypt's geography shaped its geography.</li> <li>• Dynasties of pharaohs ruled Egypt.</li> <li>• That Egyptians worshipped many gods.</li> <li>• That Egyptians developed one of the world's first systems of writing.</li> <li>• Egyptian accomplishments in math, science, art, architecture, and literature.</li> <li>• Trade led to diffusion between Egypt and its neighbors.</li> <li>• How the cultures of Egypt and Nubia were linked and yet distinct.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the viewpoints to understand the lives of ordinary Egyptians.</li> <li>• Summarize ancient Egypt's main accomplishments.</li> <li>• Develop cultural awareness about the role of mathematics in building the pyramids.</li> <li>• Analyze cause and effect as it affected relations between Egypt and Nubia.</li> <li>• Solve problems that might have affected relations between Egypt and Nubia.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will write their names in hieroglyphics.	Arts and crafts materials  <a href="http://wonderopolis.org/wonder/what-are-hieroglyphs">http://wonderopolis.org/wonder/what-are-hieroglyphs</a>
Students will participate in the "Welcome to Pyramid Building" webquest.	<a href="http://createwebquest.com/node/35638">http://createwebquest.com/node/35638</a>

Students will research a great Pharaoh and write about their positive contributions, famous buildings they built, and where they were buried.	<a href="http://www.ducksters.com/history/ancient_egyptian_pharaohs.php">http://www.ducksters.com/history/ancient_egyptian_pharaohs.php</a>
Students will discover how Egyptians were mummified and become an embalmer.	<a href="http://ancientegypt.co.uk/mummies/hom.html">http://ancientegypt.co.uk/mummies/hom.html</a> <a href="http://childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/">http://childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/</a>
Students will take a virtual tour of the Great pyramid at Giza.	<a href="http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html">http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html</a>
Students will create a canopic jar.	Internet access to research pictures, information about canopic jars (textbook, internet access)
<p>Students will find out the effects of “natron” on the human body and why the Egyptians thought it was so important to be mummified this way.</p> <p>Students will gather evidence about the mysterious deaths in ancient Egypt while playing a game and then decide on a theory concerning these deaths.</p>	<p>A Mummified Potato</p> <p>Mysteries in History</p>
<p>Students will participate in a reader’s theater play about Ancient Egypt. The plays represent several of the roles in Ancient Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play.</p> <p><u>Possible Ancient Egypt Scripts:</u></p> <ul style="list-style-type: none"> <li>● Saba the Farmer</li> <li>● Misa the Merchant</li> <li>● Building the Pyramids</li> </ul>	<p>Ancient Egypt Reader’s Theater Scripts found at:</p> <p><a href="http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf">http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf</a></p>

<ul style="list-style-type: none"> <li>• Shunat the Scribe Student</li> <li>• Anen the Artist</li> <li>• Pentah the Priest</li> <li>• Beshut the Burial Priest</li> <li>• Shaan the Nobleman's Wife</li> </ul>	
<b>Suggested Literature</b>	
<i>The Egyptian Cinderella</i> By: Shirley Climo <i>Sons of the Sphinx</i> By: Cherly Carpinello <i>Egyptology</i> By: Emily Sands <i>Mummies in the Morning</i> (Magic Tree House) By: Mary Pope Osborne <i>Egypt: In Spectacular Cross-section</i> By: Stephen Biesty <i>Ms. Frizzle's Adventures: Ancient Egypt</i> By: Joanna Cole <i>Ancient Egypt</i> By: George Hart <i>Mummy</i> By: James Putnam <i>Ancient Egyptians</i> By: Philip Steele <i>Mummie, Pyramids, and Pharaohs: A Book About Ancient Egypt</i> By: Gail Gibbons National Geographic Kids -Everything Ancient Egypt The Egyptian Echo Who was King Tut: Roberta Edwards	
<b>Suggested Websites</b>	
Brain Pop	<a href="http://www.brainpop.com">www.brainpop.com</a> Videos: Cleopatra, Egyptian Pharaohs, Mummies
Neo K-12	<a href="http://www.neo.k12">http://www.neo.k12</a>
University of Chicago	<a href="http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html">http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html</a>
Ancient Egypt ThinkQuest - Facts, activities, resources, crafts, and recipes	<a href="http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm">http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm</a>

Odyssey Online from Michael C. Carlos Museum of Emory University - graphics and info	<a href="http://carlos.emory.edu/ODYSSEY/EGYPT/homepage.html">http://carlos.emory.edu/ODYSSEY/EGYPT/homepage.html</a>
Ancient Egypt from the British Museum in the UK	<a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a>
Color Tour of Egypt from University of Memphis	<a href="http://www.memphis.edu/egypt/egypt.html">http://www.memphis.edu/egypt/egypt.html</a>
Exploring Ancient Cultures- Egypt from Indiana site	<a href="http://eawc.evansville.edu/egpage.htm">http://eawc.evansville.edu/egpage.htm</a>
Daily Life in Ancient Egypt from Mr. Donn's site	<a href="http://egypt.mrdonn.org/index.html">http://egypt.mrdonn.org/index.html</a>
Mr. Dowling's Electronic Passport - Ancient Egypt	<a href="http://www.mrdowling.com/604egypt.html">http://www.mrdowling.com/604egypt.html</a>
Ancient Egypt	<a href="http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html">http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html</a>
History for Kids - ancient Egypt	<a href="http://www.historyforkids.org/learn/egypt/">http://www.historyforkids.org/learn/egypt/</a>
Egyptian Mythology	<a href="http://www.touregypt.net/gods1.htm">http://www.touregypt.net/gods1.htm</a>
Egyptian Mythology	<a href="http://www.akhet.co.uk/mythhome.htm">http://www.akhet.co.uk/mythhome.htm</a>
Egyptian Mummies	<a href="http://www.bbc.co.uk/history/ancient/egyptians/#mummification">http://www.bbc.co.uk/history/ancient/egyptians/#mummification</a>
More Mummies Information from Neferchichi.com	<a href="http://www.neferchichi.com/mummies.html">http://www.neferchichi.com/mummies.html</a>
New York Times Daily Lesson Plan 'Mummy Dearest'	<a href="http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/">http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/</a>
ONLY FOR THE BRAVE - Make a chicken (or Cornish game hen) mummy	<a href="http://www.mummytombs.com/main.mummymaking.htm">http://www.mummytombs.com/main.mummymaking.htm</a>
Egyptian Mummies from the Smithsonian	<a href="http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm">http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm</a>
Mummy-Maker Game	<a href="http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml">http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml</a>
Egyptian Art Lessons -	<a href="http://www.artfactory.com/egyptian_art/egyptian_art_lessons.htm">http://www.artfactory.com/egyptian_art/egyptian_art_lessons.htm</a>
Egypt: Daily Life	<a href="http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html">http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html</a>
NOVA Online : The Pyramids	<a href="http://www.pbs.org/wgbh/nova/pyramid">http://www.pbs.org/wgbh/nova/pyramid</a>
Ancient Egypt Webquests and Activities	<a href="http://education.iupui.edu/webquests/egypt/aegypt.htm">http://education.iupui.edu/webquests/egypt/aegypt.htm</a>  <a href="http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm">http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm</a>



	<a href="http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm">http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm</a>
Mysteries of Egypt	<a href="http://www.civilization.ca/civil/egypt/egypt_e.html">http://www.civilization.ca/civil/egypt/egypt_e.html</a>
King Tutankhamun - Was It Murder? Webquest	<a href="http://questgarden.com/00/85/9/051004163536/process.htm">http://questgarden.com/00/85/9/051004163536/process.htm</a>
Egyptian Math pages - lots of activities and history, too	<a href="http://egypt.mrdonn.org/math.html">http://egypt.mrdonn.org/math.html</a> <a href="http://www.math.wichita.edu/history/topics/num-sys.html#egypt">http://www.math.wichita.edu/history/topics/num-sys.html#egypt</a> <a href="http://www.storyofmathematics.com/egyptian.html">http://www.storyofmathematics.com/egyptian.html</a> <a href="http://www.eyelid.co.uk/numbers.htm">http://www.eyelid.co.uk/numbers.htm</a>
Guardian's Ancient Egypt Kid Connection - activities, masks, games	<a href="http://www.guardians.net/egypt/kids/index.htm">http://www.guardians.net/egypt/kids/index.htm</a>
Discovery Education Video: Mummies Segment: Making Mummies	<a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>
CMS Curriculum Companion	<a href="http://www.socialstudiescms.com/ancient-egypt">http://www.socialstudiescms.com/ancient-egypt</a>
<p style="text-align: center;"><b>Modifications</b></p> <p><b>Special Education Students / 504</b> (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments &amp; assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p><b>English Language learners:</b> <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p><b>Students at Risk of Failure:</b> <i>Provide less distracting seating if</i></p>	
<b>Suggested Options for Differentiation</b>	
<p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary</li> <li>• Meet prior to working independently to ensure directions/expectations are understood</li> </ul>	

- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

#### **Gifted and Talented**

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

#### **Basic Skills/Economically Disadvantaged/Students at Risk**

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes

- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

#### **Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

#### **Unit 4 will address the following 21st Century Life and Careers skills:**

<b>X all that apply 21st Century Themes</b>		<b>Career Ready Practices</b> √	
<b>9.1</b>	<b>Personal Financial Literacy</b>		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

### Technology

8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8. A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.4	Generate a spreadsheet to calculate, graph, and present information

<p><b>Unit 4: Expanding Exchanges and Encounters</b></p> <p><b>Unit Summary:</b></p> <p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	<p><b>Duration:</b></p>
<p><b>NJ Student Learning Standards</b></p> <p>6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p> <p>6.2.8.A.4.a Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p> <p>6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p> <p>6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each</p>	

empire and well as the empires' relationships with other parts of the world.

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.

6.2.8.B.4.d Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.

6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.

6.2.8.B.4.h Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.

6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.

6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and

the development of a merchant class.

6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city- states and kingdoms in Africa.

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.

6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.

6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.



6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.D.1 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.

### **Interdisciplinary Skills**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.1 Write arguments focused on *discipline-specific content*.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8 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.

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Technology**

8.1.8. A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8. A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

### **21st Century Life and Career**

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.2.8.B.5 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.3.8.B.8 Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.

### **Essential Understandings**

### **Essential Questions**

<b><i>Students will understand that...</i></b>	
<ul style="list-style-type: none"> <li>• Listening, speaking, reading and writing about the Holocaust and World War II require specific academic language.</li> <li>• The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I.</li> <li>• The Holocaust, and the laws and policies connected to it, have shaped the decision- making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government.</li> </ul>	<ul style="list-style-type: none"> <li>• How does discrimination lead to a genocide?</li> <li>• Why did World War II and the Holocaust occur?</li> <li>• How did the Holocaust and genocide affect our modern society?</li> <li>• How did the living conditions affect the people held in concentration camps?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
Students will create a slideshow in google slides based on information learned from the book Number the Stars.	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Notes/Outlines</li> <li>• Discussions</li> <li>• Writing/quizzes/tests (emphasizing written communication skills)</li> </ul> <p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Class Projects</li> </ul>

	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Social Studies benchmark assessment</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Group Work/Class Discussion</li> <li>• Teacher Observations</li> <li>• Questions Starters</li> <li>• Modified Tests/Quizzes</li> <li>• Social Studies related readworks Leveled Articles</li> </ul>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Holocaust, concentration camp, dehumanization, discrimination, Judaism/Jewish religion, Nazi, Adolf Hitler, racism, survivor, victim, World War II, prejudice</p>	
<p style="text-align: center;"><b>Knowledge and Skills</b></p>	
<b>Content:</b> <i>Students will know....</i>	<b>Skills:</b> Students will be able to ...
<ul style="list-style-type: none"> <li>• The spoken language and vocabulary used to describe, discuss, and write about the Holocaust and World War II.</li> <li>• The important events before, during, and after the Holocaust.</li> <li>• What a genocide is and how it violates human rights.</li> <li>• The people involved in the Holocaust and their roles in the events that occurred during World War II.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence historical events leading up to WWII with the support of a timeline.</li> <li>• Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources.</li> </ul>

<ul style="list-style-type: none"> <li>• Who was impacted by the events of the Holocaust and World War II.</li> <li>• About personal experiences from those who were involved in the Holocaust and how these experiences impacted their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss factors pertaining to cause and effect and the events of the Holocaust and World War II.</li> <li>• Analyze primary historical documents related to World War II, in order to understand controversial issues related to World War II, with support of graphic organizers.</li> <li>• Summarize the key persuasive points of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms.</li> <li>• Compare and contrast the varying perspectives of people involved in the Holocaust (victims, survivors, bystanders, rescuers, and perpetrators).</li> <li>• Analyze the responses of the United States and other countries to violations of human rights that occurred during the Holocaust and other genocides.</li> <li>• Explain how genocide and the Holocaust led to more human rights.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will participate in the “Voices - "The Hidden Children" and the Holocaust WebQuest” to further engage in the topics of this unit.	<a href="http://zunal.com/webquest.php?w=93215">http://zunal.com/webquest.php?w=93215</a>
Students will respond to Holocaust articles from the New York Times cover articles over the years. Students will research the information from the articles to analyze the articles that were	<a href="https://fcit.usf.edu/holocaust/activity/68plan/headline.htm">https://fcit.usf.edu/holocaust/activity/68plan/headline.htm</a> (activity description and procedures)

<p>featured. Students should consider questions, such as: How much information was the American public getting?</p> <p>Pick one event such as Kristallnacht, the Berlin Olympics, or the Warsaw Ghetto Uprising. Research how that event was reported in the American press. Did the Nazis engineer world opinion? Allow students to discover for themselves and then ask critical questions about the newspaper coverage of the Holocaust. Did the stories appear on the front page or were they buried on subsequent pages? Where on the page were the articles placed? What size were the headlines of these articles? Why were those editorial decisions made?</p> <p>Have students bring in articles from the daily newspaper that relate to Holocaust themes such as prejudice, hatred, anti-semitism as well as heroism, resistance, rescue, etc. Are there noticeable trends? How are difficult subjects treated? Find an article that annoys or inspires you.</p> <p>Have students respond in a letter to the editor about a particular article they feel strongly about.</p>	<p><i>Page One: The Front Page History of World War II by the New York Times.</i> Budget Book Services, 1996.</p>
<p>Students will use what they have learned about the events that occurred before, during, and after the Holocaust to create a timeline. Students can use the resource websites to help them. The timeline should include pictures, maps, and important information about the Holocaust.</p>	<p><a href="http://www.annefrank.org/en/Subsites/Timeline/#!/en/Subsites/Timeline/">http://www.annefrank.org/en/Subsites/Timeline/#!/en/Subsites/Timeline/</a></p> <p><a href="https://www.ushmm.org">https://www.ushmm.org</a></p>
<p>Holocaust Argumentative Essay - The Holocaust task asks students to analyze information from multiple texts and video. Students will write informational texts to demonstrate their ability to determine the central idea of text and analyze its development through the course of multiple texts. Students will write an argument essay</p>	<ul style="list-style-type: none"> <li>● Kurt Messerschmidt's visual testimony video clip taken from Echoes and Reflections; A Multimedia Curriculum on the Holocaust. To access:             <ol style="list-style-type: none"> <li>1. Go to the iWitness link below</li> <li>2. Click on "Studying the Holocaust."</li> <li>3. Click on the picture of Kurt</li> </ol> </li> </ul>

demonstrating their ability to cite relevant evidence to support a position.	<p>Messerschmidt  <a href="http://iwatch.usc.edu/SFI/echoes/EnRResourceGuide.aspx">http://iwatch.usc.edu/SFI/echoes/EnRResourceGuide.aspx</a></p> <ul style="list-style-type: none"> <li>• Transcript of Kurt Messerschmidt's visual testimony</li> <li>• Franz Paul Stangl's biography from the Holocaust Research Project:  <a href="http://www.holocaustresearchproject.org/ar/stangl.html">http://www.holocaustresearchproject.org/ar/stangl.html</a></li> <li>• Interview #1 from Into That Darkness by Gitta Sereny  <a href="http://www.jewishvirtuallibrary.org/jsource/biography/Stangl.html">http://www.jewishvirtuallibrary.org/jsource/biography/Stangl.html</a></li> </ul>
<p>After viewing the video, students can complete a few different activities:</p> <ul style="list-style-type: none"> <li>• Imagine that soldiers came to your home in the middle of the night and said that you had only an hour to gather all of your belongings. Write about what five items you would take and why you would take those items.</li> <li>• Students will pretend that they are Daniel. Students will write a letter to the outside world about the experiences in his life and his feelings.</li> </ul>	<p>The DVD of Daniel's Story, posters from Yad Vashem or photographs from the Internet</p>
<b>Suggested Literature</b>	
<p><i>The Diary of Anne Frank</i> By: Anne Frank  <i>Number the Stars</i> By: Lois Lowry  <i>Remember Not to Forget: A Memory of the Holocaust</i> By: Norman H. Finkelstein  <i>The Butterfly</i> By: Patricia Polacco  <i>The Girl Who Survived: A True Story of the Holocaust</i> By: Bronia Brandman and Carol Bierman  <i>The Story of the Holocaust</i> By: Clive A. Lawton  <i>Who Was Anne Frank?</i> By: Ann Abramson  <i>Anne Frank: Life in Hiding</i> By: Johanna Hurwitz  <i>Destined to Live: A True Story of a Child in the Holocaust</i> By: Ruth Gruener</p>	



<i>Elly: My True Story of the Holocaust</i> By: Elly Berkovits Gross <i>Hana's Suitcase: A True Story</i> By: Karen Levine <i>Jacob's Rescue: A Holocaust Story</i> By: Malka Drucker	
<b>Suggested Websites</b>	
Brain Pop: Holocaust	<a href="http://www.brainpop.com">http://www.brainpop.com</a>
The Holocaust: A Learning Site for Students	<a href="https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students">https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students</a>
United States Holocaust Memorial Museum	<a href="https://www.ushmm.org">https://www.ushmm.org</a>
Ducksters	<a href="http://www.ducksters.com/history/world_war_ii/holocaust.php">http://www.ducksters.com/history/world_war_ii/holocaust.php</a>
Holocaust Remembrance Day Exploration (pictures, videos, text)	<a href="http://www.glencoe.com/sec/socialstudies/btt/holocaust/">http://www.glencoe.com/sec/socialstudies/btt/holocaust/</a>
Teaching the Holocaust: Lesson Plan Ideas	<a href="http://www.educationworld.com/a_lesson/lesson187.shtml">http://www.educationworld.com/a_lesson/lesson187.shtml</a>
Kids Konnect: Holocaust Facts and Worksheets	<a href="https://kidskonnect.com/history/holocaust/">https://kidskonnect.com/history/holocaust/</a>
Children of the Holocaust	<a href="http://thechildrenoftheholocaust.com/holocaust-facts/">http://thechildrenoftheholocaust.com/holocaust-facts/</a>
The Holocaust, hosted by the Jewish Virtual Library	<a href="http://www.jewishvirtuallibrary.org/jsource/holo.html">http://www.jewishvirtuallibrary.org/jsource/holo.html</a>
Curriculum Resources, hosted by NJDOE Commission on Holocaust Education	<a href="http://www.state.nj.us/education/holocaust/curriculum/">http://www.state.nj.us/education/holocaust/curriculum/</a>
Miracle at Midnight	movie
Timeline spanning from World War I through World War II, hosted by PBS	<a href="http://www.pbs.org/greatwar/timeline/index.html">http://www.pbs.org/greatwar/timeline/index.html</a>

## Modifications

**Special Education Students / 504** (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

**English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

**Students at Risk of Failure:** *Provide less distracting seating if*

## Suggested Options for Differentiation

### ELL

- Pre teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Meet small group prior to lesson to build background knowledge
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids
- Outlining or providing notes for the student
- Show examples of finished products
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

### Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)

- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

#### **Basic Skills/Economically Disadvantaged/Students at Risk**

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids
- Outlining or providing notes for the student
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

#### **Special Education/504**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies