



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

Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
U.S. History 1 and Civics
Grade 7

Curriculum Guide

2025

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

Springfield Board of Education
Approved July 28, 2025



**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

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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: 23
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Rinaldi
Adopted: July 28, 2025

Curriculum Update

To approve the following curriculum revisions:

- a. Middle School
 - i. Grade 6 Social Studies
 - ii. Grade 7 Social Studies
 - iii. Grade 8 Social Studies
- b. High School
 - i. Italian I
 - ii. Italian II
 - iii. Italian III
 - iv. Italian IV

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 28, 2025 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 29th day of July 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary

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Unit Overview Template

Content Area:	Social Studies	Grade Level:	7	Unit Title:	Foundational Concepts and Principles
Unit Summary: Students will develop an understanding of the fundamental values of American society and how they have evolved. Students will obtain an understanding of the importance of civic participation to ensure the survival of our democracy.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: This unit will serve as an introductory unit focusing on defining civics and identifying the need for government. Students will identify the basic purposes of government, differentiate between different forms of government and identify the need for laws in society. Students will analyze the diversity of America and how our varied backgrounds contribute to what it means to be an American citizen. Students will evaluate trends in immigration including the five main groups of Americans and the first immigrants to America. Students will analyze the American dream that brought and continues to bring immigrants to our shores and how it has evolved.					
Career Readiness (Standard 9): 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FI.2, 9.1.8.FI.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 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:	It has been over 200 years since the writing, ratification, and implementation of the basis of American democracy, the Constitution, and the Bill of Rights. America, its citizens, and its Constitution have withstood the test of time. They have all endured and adapted through times of change, war, new political views and ideas, new interpretations, severe and prosperous economic conditions, and the constantly evolving social conditions in our extremely diverse society.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics PI.3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.



6.1.8.HistoryUP.3.a:	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPD.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsPD.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level. 6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.



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W.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
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.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
9.1.8.CP.4	Summarize borrower's credit report rights.
9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.
9.1.8.PB.7	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.



9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3	Evaluate the need for different types of warranties.
9.2.8.CAP.1 7	Prepare a sample resume and cover letter as part of an application process
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
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.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.1 0	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.1 1	Predict the personal and community impact of online and social media activities.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
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:

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
- How can natural/human rights be protected?
- How do citizens, civic ideals and government institutions interact to balance the needs of individuals and the common good?
- Why do we need governments?
- How does the government balance the need for social order and individual liberty?
- What forms can the government take?
- What is “rule of law” and why is it important?
- Why is “civic virtue” necessary for a democracy to survive?
- What are American ideals?
- What are the rights, duties and responsibilities of American citizens?

Unit Enduring Understandings:

- Every human being is entitled to certain “natural” rights.
- The concept of natural/human rights arises from basic common philosophical concepts about the dignity of each human being.
- Through a social contract, people give up some of their freedom to the government to preserve order and peace.
- Democratic governments work to balance social order and the protection of individual rights.
- American ideals are those core values and principles that structure the practices of the Constitutional system are designed to realize and protect.
- American ideals represent the American experiment in representative government at its best and are enshrined in the nation’s founding documents.

Unit Learning Targets:

Students will....

- Identify the basic purposes of government, differentiate among various forms of government and identify the need for laws.
- Analyze the diversity of America and how our varied backgrounds contribute to what it means to be an American citizen.
- Evaluate trends in immigration including the five main groups of Americans and the first immigrants to America.
- Describe the American dream and identify how it has evolved.
- Discuss and debate current events and issues impacting American society including equality, climate change and immigration.
- Understand the social contract that exists between a government and its citizens.
- Understand how the “consent of the governed” is important in order to protect human rights.



Evidence of Learning

Summative Assessment:	The American Dream Project (1 Day) Dreams, goals, plans...every person envisions a future for themselves. These dreams are products of upbringing, background, history, place, personality and experiences. What are your dreams and goals? What is your American Dream? Directions: You are going to create a dream bubble and fill it with your goals, plans, and dreams. You may use pictures from a magazine, newspaper, the internet, or draw them by hand. Answer the following questions on the back of your dream bubble. 1. What are the elements of your American Dream? 2. What symbols have you included to represent these elements? 3. Why have you included these specific items? 4. What did you leave out and why? 5. How does your American Dream compare to the stereotypical one? Buying A Used Car. (2 days) Scenario 1: You have been saving money for years, and now have \$8000 to spend on a used car and your first year of insurance. Scenario 2: You earn \$400.00 a month at your after school job. You have saved \$2000.00 over the past five months, to use as a down payment for a car and to cover the cost of car insurance for one year. • What are all your reasons for buying a car? Examples may include commuting to school or taking your younger siblings to after-school activities. • What type of driving do you do most (for example, city, suburban, highway)? Do you live in an area where you're required to drive through lots of snow or up many steep hills? • Do you need a large amount of cargo space (for sports equipment, musical instruments, etc.) • List the features you need in your car, in order of importance. Think about This list may include extra safety features, the type of sound system, color, engine size, sunroof, air conditioning, etc. • MPG's-explain miles per gallon, why MPG's vary between city/highway, connect to the cost of gas. • In addition, you will need automobile insurance to buy a car. That is because 49 U.S. states and the District of Columbia require minimum amounts of automobile insurance coverage. Only the State of New Hampshire does not have coverage minimums and is called a non-compulsory state; but N.H. drivers still have personal liability or responsibility.
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Equipment Needed: Laptops, American Dream Template, Car Shopping/Insurance Guidelines

Teacher Resources: i-Pads, Google Classroom, Video Clips, Comic Life Template.

Formative Assessments:

- Summer Reading- Essay
- Cultural Portrait of Americans: Who We Are A Class Survey.
- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Unit Tests/Quizzes
- Quests



Lesson Plans

Lesson	Time Frame
Lesson 1 The American Dream	1 hour/1-2days
Lesson 2 Buying A Car	1 hour/1-2days
Lesson 3 Civic Action	1 hour/1-2days

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:*
www.loc.gov
- <http://www.ellisland.org/>
- <http://www.history.org/history/index.cfm>
- <http://www.nationalatlas.gov/>
- <https://www.bushcenter.org/catalyst/state-of-the-american-dream/churchwell-history-of-the-american-dream.html>
- <https://www.smithsonianmag.com/history/ behold-america-american-dream-slogan-book-sarah-churchwell-180970311/>
- <https://www.consumercredit.com/financial-education/financial-calculators/credit-card-interest-calculator>
- <http://www.autotrader.com/>
- www.carfax.com
- <https://www.icivics.org/teachers/lesson-plans/civic-action-and-change>



Lesson Plan 1 Template

Content Area: Social Studies	Lesson Title: The American Dream	Time Frame: 1 hour/1-2 days
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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: i-Pads, Comic Life, Google Classroom, Blogs

Equipment Needed: i-Pads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the values that unite us as a nation. - Describe the American Dream and identify how it has evolved. - Identify elements of their American Dream and come up with a plan to achieve it.	Lesson Sequence 1.DO NOW: Complete “Why” blog on Google Classroom. Why are so many immigrants drawn to the United States? 2. ACTIVITY: The American Dream-Class Discussion (review American Dream notes on Google Classroom). The American Dream Centers Around Three Core Beliefs/Values Discuss: What is the difference between a belief and a value? o Beliefs-certain ideas that we trust are true. o Values- standards of behavior. Both vary by individual. The American Dream-is deeply rooted in the belief of equal	- Blog Responses - Answers to essential questions during class discussion. - American Dream Analysis - American Dream Bubble



respect-all people deserve the same chance to realize their full potential and contribute their talents and ideas to society.

The American Dream Centers Around Three Core Beliefs/Values

Equality-Condition of permitting everyone the same rights and opportunities.

- o Opportunities may be limited by skill or ability.

Freedom-Ability to make choices.

- o One person's freedom may be limited when it has a negative impact on other people.

Justice-Fairness

- o Justice does not require that everyone be treated the same-it requires they be treated fairly according to their individual circumstances.

3. Analyzing the Evolution of the American Dream, with the help of Fievel, Alicia Keys, Neil Diamond, and the cast of Hamilton.

Fievel Goes West- (2:15 video clip):

- o What is their impression of America? No cats in America, streets are paved with cheese=ideal life for mice.
- o How does it compare to their homeland of



Russia? Life is hard, cats everywhere (one ate his uncle), no food.
o Is their perception of America accurate? Life is not quite that easy here but there is the opportunity to have a better life. If you work hard you can achieve your dream.

Neil Diamond-America (song 4:17):

o We've been traveling far=people immigrate from all over the world
o Without a home, But not without a star=America as a beacon of light in the world
o Free, Only want to be free=Americans have more rights/freedoms than any other citizenry in the world
o We huddle close, Hang on to a dream=Dream of a better life
o Got a dream they've come to share=America was built by immigrants who bring their own talents/cultures to our society

Alicia Keys-Empire State of Mind (song 4:37): Analyzing the lyrics

o Welcome to the Melting Pot=many cultures
o Make it here you can make it anywhere=streets of NY are full of



opportunity but nothing is guaranteed, you have to work hard

- o Concrete jungle where dreams are made=urban land of opportunity
- o Lights will inspire you=Big Apple/Big Dreams
- o Lights can be blinding, step out of bounds
- quick=a lot of temptation, you need to be smart
- o Don't bite the apple=reference to Eve in the Bible, do not give in to temptation-stay focused

Hamilton-Wrote My Way Out
(video clip 4:10)

- o I wrote my way out=Used talent to write to change their circumstances
- o When the world turned its back on me=nothing is handed to people
- o I was up against the wall=not many choices, life was tough
- o I had no foundation=no one to look to
- o No friends and no family to catch my fall=on their own
- o Running on empty, with nothing left in me but doubt=will things get better?
- o I picked up a pen



And wrote my way out (I wrote my way out)=found a way out, did not let the obstacles, challenges defeat him, found a way, worked hard, utilized talents and found a way out

Discuss: How does each artist describe the American Dream? Has it evolved over time? What is the stereotypical American Dream?

4. Identify your own American Dream. Start “My American Dream” Project: Dreams, goals, plans...every person envisions a future for themselves. These dreams are products of upbringing, background, history, environment, personality and experiences. What are your dreams and goals? What is your American Dream?

Directions: You are going to create a dream bubble and fill it with your goals, plans, and dreams. You may use pictures from a magazine, newspaper, the internet, or draw them by hand.

Task Sheet:

1. What are the elements of your American Dream?
2. Why have you included these specific items?
3. Is there anything you did not include? If so, why did you leave this out?



4. How does your American Dream compare to the stereotypical one?
5. Create a plan-how can you achieve your dream?

Summary: Although the American Dream has evolved, it still centers around the idea of a better life obtained through hard work.

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 Google Classroom. Students will be active participants in their learning by identifying major life issues/decisions they will face in the coming years. Students will use critical thinking skills to identify their American Dream and develop a plan in which to achieve it. This lesson enables students to use their voice. It empowers them and makes them realize that they are not too young to start thinking about their future.

Resources Provided:

- American Dream Samples
- American Dream Compare/Contrast Chart
- American Dream Bubble
- American Dream Task Sheet



Lesson Plan 2 Template			
Content Area:	Social Studies	Lesson Title:	Buying a Car
		Time Frame:	1 hour/1-2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
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, Math			
Integration of Technology: i-Pads, Google Classroom			
Equipment Needed: i-Pads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain characteristics of the American economy. - Recognize the responsibilities associated with personal financial decisions. - Identify common types of risk. - Explain the purpose and importance of car insurance. - Understand how insurance companies evaluate and price risk. - Explain what statistical factors affect car insurance rates.	Lesson Sequence DO NOW: Complete the “Shopping” blog on Google Classroom. When you go into a store, what helps you determine what to buy? Discuss student responses: price, quality, sale, value, want vs. need, etc. - Class Discussion-American Economic Freedoms (review notes on Google Classroom). Economy: system for producing and distributing goods and services to fulfill people's wants. America has a: free-market, capitalist, free-enterprise economy. Market: where people exchange goods or services. We have a lot of choices/types of markets in America-think about how many	- Blog Response - Answers to essential questions during class discussion. - Buying A Car



	places you can buy food in a 5-mile radius. Price: amount you pay for a good or service. What determines price-quality, competition. When the iPod first came out, only one of its kind, cost \$500, people paid because it was one of a kind. When competition entered the market-other mp3 players, the price of the iPod decreased. Money: anything accepted as payment for a good or service. Cash vs. Credit. The real cost of an item when you use a credit card. If you buy a \$100 product on a credit card, and do not pay it in full when the bill arrives, what is the true cost of the item? Use the following website to discuss: APR, Minimum Payment and Minimum Payment Percent https://www.consumercredit.com/financial-education/financial-calculators/credit-card-interest-calculator Discuss the dangers of credit-what happens when people spend more, especially on credit cards, than they make? Five Basic American Economic Freedoms Freedom to Compete: you may compete against other sellers. (How does competition help/hurt our economy)	
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	Freedom to Buy and Sell: you have the right to buy and sell a variety of goods and services. (Does our government place restrictions on what we can sell/buy) Freedom to Own Property: you may buy, sell and use your property as you wish. (Is it better to rent or buy? What determines the value of a property?) Freedom to Choose an Occupation: you have the freedom to pursue any career you wish. (What helps you determine what profession you go into?) Freedom to Make a Profit: sell a product or service for more than it costs for you to produce. (Is it easy to make a profit?) What is the cornerstone of the American economic system? Freedom Simulation-Buying A Used Car. Choose one of the following scenarios. Scenario 1: You have been saving money for years, and now have \$8000 to spend on a used car and your first year of insurance. Scenario 2: You earn \$400.00 a month at your after school job. You have saved \$2000.00 over the past five months, to use as a down payment for a car and to cover the cost of car insurance for one year.	
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Step One:

You will have to do research to determine what features you need and want in a car.

What are all your reasons for buying a car? Examples may include commuting to school or taking your younger siblings to after-school activities.

What type of driving do you do most (for example, city, suburban, highway)? Do you live in an area where you're required to drive through lots of snow or up many steep hills?

Do you need a large amount of cargo space (for sports equipment, musical instruments, etc.)

List the features you need in your car, in order of importance. Think about This list may include extra safety features, the type of sound system, color, engine size, sunroof, air conditioning, etc.

MPG's-explain miles per gallon, why MPG's vary between city/highway, connect to the cost of gas.

Step Two:

Next you will have to find a car that meets your needs, wants, and budget!

Helpful Websites:

<http://www.autotrader.com/>
www.carfax.com

Locate Three Cars and fill in the following information for each:



Weighing all of these factors, which car is the best buy? Why?

Step Three: Car Insurance

Car accidents can be expensive. The average price of a new car in the U.S. is around \$36,000. The average price of a used car depends on the model and year, but a large percentage of used cars (now called “previously owned vehicles”) range from \$10,000 - \$18,000.

Ask students what persons and things could possibly be damaged in an automobile accident?

Your car? Another car(s)?

Personal or business property? Give an example.

You, the driver? Your passenger(s)?

Occupants in other cars or vehicles?

Public property: street signs, bridges, school buses?

Without insurance, if you have an automobile accident – even if it were someone else’s fault – you can lose your car and have no way to replace it. You may have to pay for damages to the cars of others in the accident. Then, consider how costly it could be if there were property damage to buildings. And what about medical care for drivers and passengers? Unless you have an unlimited supply of money, paying these kinds of expenses at the time of an accident could be a real hardship.



In addition, you will need automobile insurance to buy a car. That is because 49 U.S. states and the District of Columbia require minimum amounts of automobile insurance coverage. Only the State of New Hampshire does not have coverage minimums and is called a non-compulsory state; but N.H. drivers still have personal liability or responsibility.

Pricing Auto Insurance (courtesy of TD Bank)

Have students complete the Financial Education-Car Insurance Worksheet about what factors affect auto insurance rates. Explain to them that insurance companies care about risk too! They have to price the premium based on the likelihood that an individual will have an accident that requires them to pay.

After they complete the Worksheets, ask them to support their answers. Then go over the answers, and explain the following:

Insurance companies base their rates on sophisticated statistical analyses of past accidents and risky behavior. Insurance companies cannot know for sure whether you as an individual will have an accident or how long they will collect premiums before you do. All they can do is make predictions based on the information that they know about you.



Summary: Review with students the importance of protecting assets such as automobiles with insurance coverage. Also review the driver classifications to remind students that risky behaviors can cost money.

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 Google Classroom. Students will be active participants in their learning by identifying major life issues/decisions they will face in the coming years. Students will use critical thinking skills to identify what factors go into a major purchase, such as a car, and why it is necessary to weigh different factors when making such a major purchase. Students will also be empowered to think about factors that can impact their car insurance rates. It is designed to instill a sense of making responsible financial decisions.

Resources Provided:

- Key Insurance Terms and Definitions
- Buying a Car Handout
- The True Cost-Calculator
- American Economic Freedoms Notes



Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Civic Action **Time Frame:** 1 hour/1-2 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: i-Pads, iCivics

Equipment Needed: i-Pads, Clever, Google Classroom, iCivics

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how civic action can affect change. - Explain how citizens communicate with public officials (protest, petition, sit-ins, etc.). - Compare and contrast views on a contemporary issue. - Describe opportunities for citizens to participate in the political process and to monitor and influence government. - Describe three steps involved in civic action: inform, act and maintain the message. - Discuss the movements for the following groups: women, the disabled,	Lesson Sequence Take Action Google Poll-Students log on and Read the situations and check the actions that you think would be the most effective way of making a positive change. Situation One: There are too many stray cats and dogs in your town! Which two things would you do? Hold a bake sale to raise money for the local animal shelter. Write an editorial for the newspaper telling readers about the problems homeless animals face.	- Take Action Survey - Civic Action and Change-Sparking a Movement - Civics Action and Change Review on OnCourse



Native Americans and migrant workers.	Convince local veterinarians to donate their time for a spay and neuter clinic once a month. Set up an adoption service to take animals off the streets and into loving homes. Put food out on your back porch. Situation Two: Kids in school are getting into fights more often than ever! What two actions would you help with? Have a rally at the school where a guest talks about non-violence and how to cool down. Volunteer as a mentor for younger students and discuss ways to deal with anger. Share information about teen violence with the students in your school. Ask the school board to add a class about anger management and communication skills to the curriculum. Try to get into fewer arguments with your friends and family. 2. Anticipate the lesson by discussing the various ways people can approach a problem in their community and what choices students made during the activity. 3. DISTRIBUTE the reading (Civic Action and Change	
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from iCivics) pages to the class READ the first page with the class. PROJECT the I AM chart using the projection master or the slide in the PowerPoint (on iCivics) presentation.

4. DISCUSS the “I AM” format for civic action with students. Ask where in the process the successes occur, which part takes the longest, which part is the hardest, which needs the most people involved, etc.
5. READ the second page with the class.
6. DISTRIBUTE the blank sequencing activity (Women’s Rights and People With Disabilities) and cut out pages. Review the directions and have the students cut and paste the content into the correct areas on the chart (facts, problems, actions, laws and what happened next). Cut out the 10 boxes and glue to the I AM worksheet in the correct order. Read each box carefully to see how these movements met specific goals.
7. DISCUSS the completed chart and the correct answers using the Teacher Guide or the PowerPoint. Both a blank and completed chart are available in the PowerPoint presentation.



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| | <ol style="list-style-type: none"> 8. CHECK for understanding using the post-cut out activity true/false informal assessment found in the Teacher Guide or the PowerPoint presentation. 9. DISTRIBUTE and assign the review worksheet. 10. EXTEND the lesson by distributing the blank I AM activity page and having students create their own chart using a local problem or a current civil rights issue. | |
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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 Google Classroom. Students will be active participants in their learning by identifying major civil rights issues and movements that have occurred in our country. Students will use critical thinking skills to identify why it is important for citizens to voice their opinions about injustices in our society. Students will learn constructive ways to bring about change in America using their rights that are constitutionally protected. Students will also be empowered to think about how they can become advocates for change in America. It is designed to instill a sense of civic virtue and portray that they are not too young to make a difference.

Resources Provided:

- Civic Action and Change Reading
- I AM Chart
- Civic Action and Change-PowerPoint
- Civic Action and Change -graphic organizer



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:	7	Unit Title:	Foundational Concepts and Principles
Created	Sarah David Devin Haggerty	Board Approved on:			



Unit Overview Template

Content Area:	Social Studies	Grade Level:	7	Unit Title:	European Colonization of North America
Unit Summary: European exploration expanded global, economic, and cultural exchange into the Western Hemisphere. The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.					
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: Provide students with an understanding of the fundamental values of American society and how they have evolved. Students will evaluate the progression of the American identity from European colonies to our own independent country.					
Career Readiness (Standard 9): 9.1.8.CR.4, 9.1.8.EG.6, 9.1.8.9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.7, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.3					

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills	
Content Statements: Following Columbus's first voyages, European empires (Spain, France, The Netherlands, England), began exploring and conquering North America. Their desire to expand their empires, find faster trade routes and generate wealth, led to creation of 13 very diverse colonies in North America. As European powers farmed, traded and exploited the natural resources of this new land, the colonies grew and prospered. Three distinct regions emerge (New England, Middle and Southern)) and each colony develops their own unique culture, political structure and identity that is still reflected within our existing states today.	
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics HR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.Histor yCC.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.Histor yCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.



6.2.8.Civics DP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.Civics DP.4.a	Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
6.3.8.Civics PR.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.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the



	effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
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. 3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PL-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12. 4.1	Develop, implement and model effective problem-solving, and critical thinking skills.
SEL.PK-12. 4.2	Identify consequences associated with one's actions in order to make constructive choices.
SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12. 5.1	Establish and maintain healthy relationships.
SEL.PK-12. 5.2	Utilize positive communication and social skills to interact effectively with others.
SEL.PK-12. 5.3	Identify ways to resist inappropriate social pressure.



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.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
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.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.1 2	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.1 3	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.1 5	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Unit Essential Questions:

- Why did Europeans begin to emigrate to the New World 400 years ago?
- How did the environment influence the economies and populations of the American colonies?
- How did Virginia begin the tradition of representative government in America?
- What were the reasons American Indians and settlers engaged in conflicts?
- Why were the colonies of New York and New Jersey established?



Unit Enduring Understandings:

- Spanish Colonization and New Spain
- The First French, Dutch and English Colonies
- The New England Colonies
- The Middle Colonies
- The Southern Colonies
- Colonial Society
- Colonial Trade and Government
- Rights and Freedoms in Colonial America (connect to the Magna Carta, English Bill of Rights, Athenian Democracy and the Roman Republic)
- The Colonial Economy
- Triangular Trade

Unit Learning Targets:

Students will....

- Understand the political, economic, religious, social, intellectual and artistic characteristics of the American colonies and their influence on American culture today.
- Understand the influences of early government structures such as Greece, Rome and England on the development of American government and how relying on reason helped shape and continues to shape American government.
- Describe the reasons for European exploration of North America and its impact on the indigenous people.
- Describe how the conquistadors defeated two American Indian empires.
- Explain why Spain settled in the New World.
- Explain the causes and effects of the transatlantic slave trade.
- Explain why Europeans colonized North America.
- Describe how different colonial settlements interacted with the environment.
- Explain how the desire for religious freedom led to the settlement of the New England Colonies.
- Identify the significance of the *Mayflower Compact*.
- Identify the reasons for conflict between settlers and American Indians.
- Describe the creation of and the economies of the Middle Colonies.
- Describe the relationship between the environments, settlements patterns and economic systems in the Southern Colonies.
- Discuss the development of the slave trade and the spread of slavery in colonial America.
- Outline the structure of colonial society.
- Describe colonial art, music and literature and the impact of ideas on colonial society.
- Describe the development of mercantilism.
- Outline the relationship between the slave trade and other types of trade.
- Describe how governments and legal systems developed in the colonies.



Evidence of Learning

Summative Assessment: 5 Days-Roanoke Detective's Log
HSI Roanoke-What happened to the Roanoke colony? You will investigate the mysterious circumstances surrounding the disappearance of the Roanoke colony. You will analyze newly discovered archaeological evidence and primary sources to determine what happened to the "Lost Colony". Complete your detective's notebook as you uncover clues and potential suspects. Leave no stone unturned, it is up to you to find out what happened to the citizens of Roanoke! You will work in investigative teams to analyze evidence and come up with a plausible theory of what happened to the Roanoke colonists.

Colonial STEAM Project (5 days)

Colonial STEAM- In this trans-disciplinary project, students will work to engineer and design a colonial settlement that can withstand various challenges. They will begin by learning about Europeans settling in the New World and about various settlements that succeeded or failed. Then, students will reflect on what criteria determine the success of a settlement. Next, they will conduct research and undergo a simulation where they build a colonial settlement and test it against a specific weather challenge. Students will refine their design based on how the settlement fared during the challenge. Finally, students will write an info-graphic to be included in the "Savvy Colonist's Guide to the New World" where they will offer advice to future colonists.

Equipment Needed: i-Pads, Roanoke Detective's Log, Engineering Portfolio Template

Teacher i-Pads, Google Classroom, Video Clips, Piktochart

Resources:

Formative Assessments:

- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Unit Tests/Quizzes
- Quests



Lesson Plans

Lesson	Time Frame
Lesson 1 A Tale of Two Colonies	1 hour/1 day
Lesson 2 Colonial Steam-Early Lessons	1 hour/1 day
Lesson 3 Slave Trade and the Colonial Economy	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:

Seedling of Liberty Notes

- <https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>
- <http://www.virtualjamestown.org/>
- http://www.scholastic.com/scholastic_thanksgiving/voyage/tour_fs.htm
- http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm
- <https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>
- <https://oll.libertyfund.org/page/1620-the-mayflower-compact>



Lesson Plan 1 Template

Content Area: Social Studies Lesson Title: A Tale of Two Colonies 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, Junior Scholastic

Equipment Needed: Laptops

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the early attempts of English colonization of North America starting with the colony of Jamestown. - Compare and contrast early English settlements in America and what made some colonies more successful than others. - Identify how colonization affected the Indigenous people? - Analyze the early attempts of English colonization of North America continuing with the colony of Plymouth. - Identify how groups of people have come in conflict with each other over resources.	Lesson Sequence DO NOW: Complete the "Advice" blog on Google Classroom. Using what you have learned about Roanoke, if you could give one piece of advice to future European settlers of North America, what would it be? ACTIVITY: Discussion-England tries again-Jamestown and Plymouth. - Compare and contrast Jamestown and Plymouth. - What types of settlers came to each colony? - What were their motives for settling North America?	- Blog Responses - Answers to essential questions during class discussion. - A Tale of Two Colonies Chart "The Real Story of Plymouth" reading comprehension activity



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

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

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

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

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



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

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

Mini-Lesson #2-Plymouth

Take a tour aboard the *Mayflower* to learn about why the Pilgrims came to America.
http://www.scholastic.com/scholastic_thanksgiving/voyage/to_ur_fs.htm

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

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

Explore life in the Plymouth colony: Visit:
<https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>



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

4. The Real Story of Plymouth-Reading and Discussion.

Read the Article-" The REAL story of Plymouth

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

Answer Close-Reading Questions

Have students discuss their responses.

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

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

• What evidence supports the statement that the "first



Thanksgiving” was “much more complicated than what appears in most history books”? (Text Evidence)

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

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

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

• Who was Tisquantum? What important role did he



**play in American history?
(Key Details)**

Tisquantum was a Wampanoag man who was kidnapped by an English captain in 1614. After friars helped set him free from slavery, he made his way to London. A merchant trained him as an English interpreter, and he found work on a boat that returned to his homeland. Tisquantum played an important role in history because he served as a translator for Ousamequin and helped him communicate with the Pilgrims and form an alliance.

• How does the map support the article? (Text Features)

The map shows the territory of the Wampanoag people when the Pilgrims arrived in 1620. It shows the Pilgrims' settlement in Plymouth on the site of Patuxet and Ousamequin's home base of Pokanoket about 40 miles west. Additionally, the map shows other Indigenous groups who lived in New England.

• How did the alliance between Ousamequin's people and the Pilgrims help each group? (Cause and Effect)

The alliance benefited Ousamequin's people because it gave them an ally against the Narragansett tribe. The alliance



benefited the Pilgrims by helping them live off the land. About half of them had died from malnutrition and disease during their first winter. The relationship also protected the Pilgrims from sachems who might have chased them off or killed them. Both groups benefited from trade. Native people were able to own items like coats, blankets, and metal tools, while settlers used furs to repay investors in England.

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

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

**5. Skill Builder
Comprehension Activity on
Google Classroom-The Real
Story of Plymouth**



Why study history from multiple perspectives?

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

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

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

Summary:

Initially, Plymouth was more successful than Jamestown because its settlers were prepared for what lay ahead. The Pilgrims were a skilled group of laborers, craftsmen and



farmers, they were able to provide for the basic needs upon arrival. The settlers at Jamestown were upper class English gentry that were not used to, nor had the skills, for hard labor.

Differentiation:

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to identify the impact of colonization on the Native American population and identify how the experiences differed based on location. Students will learn to analyze historical events from multiple perspectives. Students will also be empowered to work together and support each other.

Resources Provided:

- Seedling of Liberty Notes
- A Tale of Two Colonies Compare and Contrast Chart
- <https://www.nps.gov/jame/learn/historyculture/jamestown-and-plymouth-compare-and-contrast.htm>
- <http://www.virtualjamestown.org/>
- http://www.scholastic.com/scholastic_thanksgiving/voyage/tour_fs.htm
- http://www.scholastic.com/scholastic_thanksgiving/letters/Mayflower_letter1.htm
- <https://plimoth.org/learn/just-kids/thanksgiving-virtual-field-trip>
- *Mayflower Compact*
- “The Real Story of Plymouth”-Article, Junior Scholastic



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: Colonial STEAM-Early Lessons	Time Frame:	1 hour/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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, Math, Science			
Integration of Technology: i-Pads, Google Classroom, Colonial STEM website			
Equipment Needed: i-Pads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use map elements to identify/interpret natural/physical features of colonial settlements. • Describe how geographical characteristics affected the colonial settlements. • Explain how colonists adapted to their environment. • Determine how geographic characteristics affect choices. (For example, climate guides decisions about food, clothing and shelter.) • Graph points on a coordinate grid system to	Lesson Sequence 1. DO NOW: Complete the “Choices” blog on Google Classroom. Imagine you are back in the 1700’s; you have the choice and resources to settle in any of the 13 colonies, what one would you choose and why? (4 minutes) 2. ACTIVITY: Colonial STEM- In this trans-disciplinary unit, students will work in teams to engineer and design a colonial settlement that can withstand various challenges. They will begin by learning about Europeans settling in the	• Blog Responses • Answers to essential questions during class discussion. • Early Lessons-Engineering Portfolio • Exit Survey



place features of their colonial settlement. • Use coordinate points to identify features of their colonial settlement and track design revisions. • Describe ways the colonists could use ideas from science to protect the resources and the environment in relation to their settlement. • Use multiple sources to locate answers to questions and integrate information to communicate their findings. • Use the engineering design process to plan, develop and refine a colonial settlement that can withstand various challenges.	New World and about various settlements that succeeded or failed. Then, students will reflect on what criteria determine the success of a settlement. Next, they will conduct research and undergo a simulation where they build a colonial settlement and test it against a specific weather challenge. Students will refine their design based on how the settlement fared during the challenge. Finally, students will write an info-graphic to be included in the “Savvy Colonist's Guide to the New World” where they will offer advice to future colonists. Throughout the lesson, students will use their Engineering Portfolios and the following website, to keep track of their research and plan out their settlement design. http://colonialamerica.thinkport.org/ Students should bookmark the website. (5 minutes) 3. Welcome to Colonial America (20 minutes) This is an introductory page to the activity. Be sure that students read this page and ensure that they understand the goal of the activity before going to the next page.	
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- How do we know what we know about the past?
- What are the challenges and responsibilities of historians?
- What was the impact of European exploration on the indigenous populations of North America?

4. Next, students learn about the engineering design process. As students watch the video, discuss the steps that engineers go through while completing the engineering design process.

How might you get started planning and building a successful colony? When engineers and designers set about tackling a big challenge, they use a set of steps called the engineering design process to guide them.

How can you apply their process to your challenge?

Video: (3 minutes)
<https://svs.gsfc.nasa.gov/vis/ao10000/a010700/a010719/>

Discussion (5 minutes)



5. Explore the Colonies (90 minutes)

<https://colonialamerica.thinkport.org/explore-the-colonies.html>

On this page, students will explore several different colonies and their successes and failures. Students will read the information for each colony (Plymouth, Roanoke and Jamestown) and take notes on page 2 (Early Lessons) in their Engineering Portfolios.

You may wish to model note-taking for one of the settlements in front of the class, or do whole-class notes for one of the settlements. Students may work in groups while reading and taking notes.

- Complete Page 2-**Early Lessons**
- What did you learn about early English settlements from: Roanoke, Jamestown and Plymouth?
- Summarize the successes and failures colonists had.

Mini-Lesson: Successes and Failures

History often repeats itself. What did we learn from Roanoke, Plymouth and Jamestown? How can we avoid making the same mistakes?



Jamestown: Using Google Earth to explore Jamestown-<https://earth.google.com/web/@37.21019078,-76.77953595,6.86358628a,112.40377782d,35y,12.7963238h,0t,or>

- What was the climate like?
- Did physical geography contribute to successes and failures?
- Did they plant?
- What challenges did they face?
- Population-what was it like?

Roanoke: Creating a Successes and Failure timeline using the NPS website:
<https://www.nps.gov/fora/learn/historyculture/roanoke-island-in-the-1500s.htm>

- What was the climate like?
- Did physical geography contribute to successes and failures?
- Did they plant?
- What challenges did they face?
- Population-what was it like?

Plymouth:

Take a tour of Plymouth Plantation-<https://plimoth.org/plan-your-visit/explore-our-sites>

- What was the climate like?



- Did physical geography contribute to successes and failures?
- Did they plant?
- What challenges did they face?
- Population-what was it like?
-

6. Exit Survey:

- What is your comfort level with this project on a scale of 1 (worried) to 5 (comfortable).
- Please explain your previous answer below. (If you are worried, what are you worried about? If you are feeling like a superstar please share those feelings below as well.)
- Is there anything that I can do to help you with this project?
- What is something you are really proud of that you accomplished in class today?

Differentiation:

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to understand European colonization of the New World. Mini-Lessons will be designed and utilized to assist students. Students will also be empowered to work together and support each other.

Resources Provided:

- Colonial Engineering Portfolio
- <http://colonialamerica.thinkport.org/>
- NASA Design Process Video-<https://svs.gsfc.nasa.gov/vis/a010000/a010700/a010719/>
- <https://colonialamerica.thinkport.org/explore-the-colonies.html>



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

- National Park Service-<https://www.nps.gov/fora/learn/historyculture/roanoke-island-in-the-1500s.htm>
- Exploring Jamestown Using Google Earth-<https://earth.google.com/web/@37.21019078,-76.77953595,6.86358628a,112.40377782d,35y,12.7963238h,0t,or>
- Plymouth Plantation-<https://plimoth.org/plan-your-visit/explore-our-sites>



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: Slave Trade and the Colonial Economy	Time Frame:	1 hour/1 day
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
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, Math			
Integration of Technology: i-Pads, iCivics, Google Classroom			
Equipment Needed: i-Pads			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the three main reasons behind European exploration/colonization in North America: economics, religion, and glory. • Explain the impact of European colonization on Native Americans. • Describe the source of labor for the development of the colonial settlements. • Analyze a map of the triangle trade route. • Name northern states where slavery existed. • Describe the extent to which slavery existed in the North.	Lesson Sequence 1. Anticipate: by asking students to think why people explore new places, why they move somewhere new. Discuss student responses.. 2. Distribute “Columbus to Colonies” reading from iCivics. 3. Read and annotate with the class. Pause after the first two paragraphs and ask students if the three G’s (Gold, God, Glory) align with any of their ideas from their brainstorming. 4. Distribute/Project-the map activity to the class. “Triangle Trade” Map from iCivics.	• Blog Responses • Answers to essential questions during class discussion. • Columbus to Colonies-Assignment • Informational Text Analysis



- Discuss the Quakers and their attitudes toward slavery and education.
- Explain who Mumbet was and how she obtained her freedom.
- Discuss New Jersey's history of slavery in detail, including information about when and how slavery was abolished in the state.

- Trace the path of the triangle trade route starting with England and following the darker, main route until you get back to England. Explain that this round trip could take as much as a year to complete.
- Discuss the term *middle passage*-refers to the trip that enslaved Africans took across the Atlantic to the West Indies.
- Discuss the import and exportation of goods from locations involved that created the "triangle".

5. Ask students to list the names of states where slavery existed. Record student answers on the board.
- If students did not have any northern states on their list, ask them if they think slavery existed in the North. If so, ask them to what extent they think slavery existed in the northern states.
6. Play the **Slavery in the North** Video.

<https://ny.pbslearningmedia.org/resource/fyr12.socst.us.1950p.res.slavnorth/slavery-in-the-north/>

At the end of the segment, ask students to share new insights they learned about where



slavery took place. (*Slavery in the North was rampant. In Rhode Island in 1755, one in 10 adults was enslaved. There were also thousands of enslaved people throughout Massachusetts. Kyra Sedgwick's 4th great-grandfather Theodore Sedgwick owned a slave in Massachusetts. Kevin Bacon's 6th great-grandfather Samuel Atkinson owned slaves in New Jersey.*)

7. Ask students to discuss Quakers' attitudes toward slavery. (*When the Quakers arrived in America in the 1650s, slavery already existed and Quakers owned slaves in Philadelphia, New York and New Jersey. By the 1680s, Quakers were not happy with aspects of slavery. In the 1750s, the Quakers officially declared the institution of slavery to be wrong. By 1775, only 10% of Quakers still owned slaves. Kevin's 6th great-grandfather, Samuel Atkinson, was among those who did. Atkinson struggled with the morality of slavery and, in 1775, he stipulated in his will that his slaves should be educated and, at the age of 35, they should be freed.*)

8. Review the list the students compiled, featuring the names of



states where slavery existed. Add any additional states mentioned in the previous segment, which were not included on your list. *After revising your list, it should include Rhode Island, Massachusetts, New York, New Jersey and Pennsylvania, as well as additional states you and your students listed earlier.*

9. Explain that Massachusetts becomes one of the first northern states to abolish slavery.
10. Play the **Mumbet** Video.

<https://ny.pbslearningmedia.org/resource/fyr12.socst.us.1950p.res.mumbet/mumbet/>

After playing the segment, ask students to list the actions Mumbet took to secure her freedom. *(She heard a reading of the Declaration of Independence, including the part where it mentions all men are born equal and have a right to freedom. She went to Theodore Sedgwick's law office the next day to ask him if the law would enable her to be free as well.)*

11. Ask students to describe the strategy Theodore Sedgwick used to argue for Mumbet's freedom. *(He argued against the institution of slavery itself. He argued that*



since the new Massachusetts Constitution (issued in 1780) stated that all men are born free and equal, nobody could be held as a slave. He argued that if it is true that everyone is born free and equal that should hold true for black people, as well. Therefore, under the Constitution, slavery should not be allowed.)

Let students know that Mumbet's trial, as well as another trial concerning an enslaved person named Quoc Walker, helped bring about the legal end of slavery in Massachusetts. Optional: Ask students to find out more about the trials of Mumbet and Quoc Walker and the roles they played in helping to bring about the end of slavery in Massachusetts.

12. Activity

As a class analyze the data from the following chart "*Growth of the Slave Population 1619-1865*"

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7716878/>

What does this chart tell us about:

- The number of enslaved people from each decade.
- 1610-1620 portrays a cumulative percentage of 0% but also reflects 32



imports, why is there a discrepancy?

- Which decade has the highest importation? Lowest? What social, economic and political factors contributed to each?

Lead a discussion about the information presented in this lesson. During the discussion, ask students to reflect on the following:

- Has your understanding of the United States' history changed based on the information you have learned in this lesson? If so, how?
- Why do you think the history of slavery in the North is less well-known than the history of slavery in the South?
- After hearing a reading of the Declaration of Independence, Mumbet (Elizabeth Freeman) was inspired to seek her freedom. Have you ever been inspired to take action based on something you have read, heard or seen? If so, what have you done? If you ever felt that your rights were being compromised, what actions would you take to make sure that you were treated fairly?

**Differentiation:**

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to understand how the institution of slavery shaped the political, economic and social landscape of Colonial America. Students will analyze the impact of this institution on American society today. Mini-Lessons will be designed and utilized to assist students. Students will also be empowered to work together and support each other.

Resources Provided:

- “Columbus to Colonies” on *iCivics*
- The Atlantic Slave Trade-
<https://www.youtube.com/watch?v=SKo-Xxfyw&feature=youtu.be>
- Slavery in the North
<https://ny.pbslearningmedia.org/resource/fyr12.socst.us.1950pres.slavnorth/slavery-in-the-north/>
- Mumbet
Video-<https://ny.pbslearningmedia.org/resource/fyr12.socst.us.1950pres.mumbet/mumbet/>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7716878/>



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: 7	Unit Title: European Colonization of North America
Created: Sarah David Devin Haggerty	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 7 **Unit Title:** The Revolutionary Era

Unit Summary: In the mid 1700's, the British colonists in North America had developed a truly "American" identity and began questioning their political, social and economic connection to England. This sentiment solidified following the Seven Years War and transition from England's policy of salutary neglect, to what American colonists interpreted only, as English tyranny and attack on their American ideals and values. These tensions evolved into the American Revolution, in which colonists fought to protect their American identity and the right to govern themselves. After defeating the British, Americans embark on creating a new, experimental, form of government-democratic republicanism.

Primary Interdisciplinary Connections:

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: Provide students with an understanding of the fundamental values of American society and how they have evolved. Students will analyze how the French and Indian War served as a catalyst for American independence and the American Revolution.

Career Readiness (Standard 9): 9.1.8.CR.4, 9.1.8.EG.6, 9.1.8.9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.7, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4, 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.3

Learning Targets

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

Content Statements: Growing rivalry between France and Britain in the mid-1700's placed American colonists and Native Americans in the precarious position of having to choose a side. After the British victory in the Seven Years War there was a shift in power in North America. The debt from the war caused Britain to switch from an economic policy of salutary neglect to mercantilism. Increasingly oppressive British policies led to growing resentment in the colonies and the issuance of the *Declaration of Independence*. Despite the many challenges faced by the Continental Army, significant battles such as the Battle of Trenton, help turn the tide of the war and America obtains its independence. Native Americans, African Americans and women played a crucial role in helping America achieve its independence.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics DP.3.a	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.



6.1.8.Civics HR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.GeoSV .3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
6.1.8.EconE T.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.Histor yCC.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.Histor yCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
6.1.8.Histor yUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.Histor yUP.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.Histor yUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.Histor ySE.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.Histor ySE.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.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to



	complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.



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.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM. 2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM. 3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM. 4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
9.1.8.CP.4	Summarize borrower's credit report rights.
9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.



9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.
9.1.8.PB.7	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3	Evaluate the need for different types of warranties.
9.2.8.CAP.1 7	Prepare a sample resume and cover letter as part of an application process
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
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.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.1 0	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.1 1	Predict the personal and community impact of online and social media activities.



9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
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:

- When is war justified?
- Why were Britain and France rivals in the mid-1700's?
- What role did Native Americans play in the British-French rivalry?
- How did power in North America shift after the Seven Years War?
- What role did George Washington play in the Seven Years War?
- What were two results of the Treaty of Paris 1763?
- Why did the colonists oppose new taxes and feel that British law was increasingly oppressive?
- Who were the colonial leaders that emerged as tensions with the British increased?
- Why would settlers resent the Proclamation of 1763?
- How did the colonists boycott and use petitions to get British tax laws repealed?
- How did the Boston Massacre influence the colonists' feelings towards Britain?
- What was the Boston Tea Party, and how did later British actions heighten tensions among the colonists?
- What actions were taken at the First and Second Continental Congresses?
- Contrast the Patriots and Loyalists.
- Why did Ralph Waldo Emerson call the first shot fired in Lexington "the shot heard round the world"?
- What are the main ideas of the Declaration of Independence?
- What challenges did the Continental Army face at the beginning of the war?
- What helped turn the tide of the war?
- What role did the concept of natural rights play in the American Revolution and the Declaration of Independence?
- What roles did women and African Americans have in the war?
- How did the war progress until it ended at Yorktown?
- What did American colonists gain from winning the war?
- How did allies benefit the Americans?

Unit Enduring Understandings:

- Seven Years War



- Treaty of Paris 1763
- Natural Rights (according to Locke, Paine, Hobbes, Montesquieu)
- Mercantilism
- British Tax Acts (Stamp Act, Declaratory Act, Quartering Act, Tea Act, Intolerable Acts)
- Declaration of Independence (Foundational Documents)
- New Jersey's Role in the American Revolution
- Role of Women, African Americans and Native Americans in the war.
- European Alliances during the American Revolution
- Winning Independence-changing the tide of the war
- Treaty of Paris 1783
- Shay's Rebellion
- Articles of Confederation

Unit Learning Targets:

Students will....

- Explain the rivalry between Britain and France in the mid-1700's.
- Describe the role American Indians played in the British-French rivalry.
- Discuss how power in North America shifted after the Seven Years War.
- Explain how the British won the war.
- Explain why colonists opposed new British taxes and why they felt British law was increasingly oppressive.
- Identify colonial leaders who emerged as tensions with Britain increased.
- Summarize the significance of the Boston Massacre.
- Explain how Britain attempted to ease tensions with the Proclamation of 1763.
- Explain the Boston Tea Party, and what British actions after it heightened tensions among colonists.
- Explain actions the First and Second Continental Congress enacted to address the crisis with Britain.
- Describe the advantages and disadvantages of Britain and the colonists as the war began.
- Describe ways that the British Parliament punished the colonists for the Boston Tea Party.
- Summarize the main ideas of the Declaration of Independence.
- Describe the challenges faced by the Continental Army at the beginning of the war.
- Discuss what helped turn the tide of the war.
- Describe the impact of Thomas Paine's pamphlet, Common Sense.
- Describe the roles of women and African Americans in the war.
- Explain how the war progressed until it ended at Yorktown.
- Summarize what the American colonists gained from winning the war.
- Describe the roles of women in the war.
- Discuss the war in the south, including the American victory at Yorktown.



Evidence of Learning

Summative Assessment: **Cousin You Live a Lie! DBQ-3 Days**

OBJECTIVE

By the end of this assignment, students will have a sense of the changed relationship between Americans and their British counterparts after the Declaration of Independence is issued. They will also realize that waging war against the strongest military power in the world, would not be an easy task. Even more challenging will be creating a new country out of a new mold. Americans would have to prove to the world that they could stand on their own.

THE TASK

It is November, 1776 and you are a citizen of the new nation of America. You belong to a family that includes members living in both the new nation of America and relatives in England. Your distant English cousin, Reginald, has written to you, demanding a response, and questioning your loyalty. He accuses Americans of following falsehoods written in the Declaration of Independence.

You will **write a letter of response (in the form of an argumentative essay)** to Cousin Reginald defending your family's loyalty, your new country and what is written in the Declaration of Independence. Your letter will connect:

- accusations your cousin makes
- to statements in the Declaration of Independence
- to actual events that took place before the Revolution,
- to prove why you are right and you felt justified in participating in the war against British rule.

Revolutionary Choices Game (2 Days)

The revolutionary generation had to negotiate a lot of hard choices. In *Revolutionary Choices*, a player is asked to weigh priorities and make decisions about the economy, human rights, armed conflict and political order from the standpoint of the Continental Army, the thirteen states, and the Continental Congress. The Continental Congress must grapple with difficult choices about how to finance the war, how to approach European powers for support and how to supply the army. The states have to make choices about supporting the common cause or defending their own interests. The army has to make choices about when to fight and when to flee in order to fight another day. While facing the dilemmas confronted by the men and women of revolutionary America, a player is also challenged to uphold the high ideals of universal liberty and natural rights, and to nurture the fragile union of the states. From the player's



perspective comes the realization that, in historical situations, actors cannot always do what now seems like the ideal thing.

As the Revolution officially begins to take shape in 1775, militiamen from across the nation are moving from fighting for their individual towns to joining the Continental Army as soldiers. The Continental Congress has resolved that any troops raised in Virginia will be paid at the same rate as forces from Cambridge, Massachusetts. This raises the question of whether the army or Congress is responsible for determining how the Continental Army is paid. A player can choose to either:

1. defer the decision to the newly formed Continental Army (army), or
2. allow Congress to consider standardizing the rate of pay to recruit soldiers from all thirteen colonies (Congress).

<https://www.americanrevolutioninstitute.org/revolutionary-choices-game/revolutionary-choices-classroom-guide/revolutionary-choices-decision-making-guide/>

Equipment Needed: i-Pads, Google Classroom, iCivics, Revolutionary Choices Game

Teacher Laptops, Google Classroom, Revolutionary Choices Classroom Guide

Resources:

Formative Assessments:

- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Unit Tests/Quizzes
- Quests



Lesson Plans

Lesson	Time Frame
Lesson 1 Setting the Stage	1 hour/1 day
Lesson 2 Unsung Heroes of the American Revolution	1 hour/1 day
Lesson 3 Got Grievances	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://www.americanrevolutioninstitute.org/revolutionary-choices-game/revolutionary-choices-classroom-guide/revolutionary-choices-decision-making-guide/>
- [https://www.nps.gov/common/uploads/teachers/lessonplans/F&I%20Unit6%20Lesson%20Plan%20\(508\).pdf](https://www.nps.gov/common/uploads/teachers/lessonplans/F&I%20Unit6%20Lesson%20Plan%20(508).pdf)



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Setting the Stage **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, Virtual Visit to Fort Necessity

Equipment Needed: Laptops, OnCourse, Interactive Map

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - List four ways the Seven Years War set the stage for the American Revolution. - List one way the American Revolution affected the American Indians. - List one reason the "Join or Die" logo became popular during the American Revolution. - Map the location of the British colonies - Map the location of the French colony - Identify the disputed land - List three facts about the American Indians living in the Ohio River Valley	Lesson Sequence Analyze the following quote, "Nature itself has conspired to render the River Ohio hereabouts a place of consequence for all the people in North America that are within reach of it..." —Cartographer John Mitchell, 1752 What is Mitchell saying? What do you think is going to happen? What does a cartographer do? Lesson Background: The French and Indian War brought together three powers – the British, the French, and the American Indians (from many nations). The conflict began over the Ohio River Valley,	- Blog Responses - Completed <i>Forks of the Ohio</i> Map - A Clearer Picture-Research - Answers to essential questions during class discussion.



which was principally inhabited by the Seneca (who were members of the Iroquois Confederacy), the Shawnee, and the Lenape (LEN-ah-pay) or Delaware.

In 1753 the French colony of New France began building forts on land claimed by the British colonies. Many American Indians were living on the land. This started a war.

Key Teaching Points

- The geographic location of the Ohio River Valley.
- The Ohio River Valley was inhabited by three principal American Indian nations.
- The American Indian economy was based on having enough land to farm and enough forest to hunt in. They also depended on trade with the Europeans for many items that had become part of their lives.
- The Iroquois Confederacy was very powerful and sent representatives to advise all the American Indians in the Ohio River Valley.
- The French colonies' geographic location.
- The French colonial economy was based on trade with the American Indians.
- The geographic location of the British colonies.
- The British colonial economy was based on farming, and their population was growing.

2. In this activity, your students will learn about



the geography of the Ohio River Valley. They will learn about the location of the conflict and the powers involved.

3. Procedure 1. Hand out a copy of the “Forks of the Ohio” Map and Activity Worksheet for each student.
4. Have the students complete the worksheet.
5. Have students keep their maps for use in the next activity.
6. Review some key points about the map-The Forks of the Ohio
 - On the map, color Britain’s North American colonies red. The colonies were settled between the Allegheny Mountains and the Atlantic Ocean. The mountains were the western boundary of colonial settlement.
 - On the map, color the French colonies of New France blue. The French colonies were located north of Lake Erie, Lake Ontario, and the St. Lawrence River. They were also located north of the Maumee (mah-MEE) River and the Wabash River.
 - The nations of the Iroquois Confederacy lived south of Lake Ontario and west of the mountains. This area is about as big as Lake



Ontario. Color this area yellow.

- Locate the Allegheny River and the Monongahela (meh-NON-gah-HAY-lah) River. The place where the two rivers come together to form the Ohio River was called the Forks of the Ohio. It is now the site of Pittsburgh, Pennsylvania. Circle the Forks of the Ohio.
- The area drained by the Allegheny, Monongahela, and Ohio Rivers was called the Ohio River Valley. It was located between the French colonies and the British colonies. This was where many Seneca, Delaware, and Shawnee lived. The French and the British were fighting over this land. Color the area drained by the Allegheny, Monongahela, and Ohio Rivers orange.
- There were no European towns or roads in the woods of the Ohio River Valley. There were many Seneca, Delaware, and Shawnee settlements and trails. Find Logstown on the map. Circle it.
- The French began building forts southward from Lake Erie. Label the four unmarked French forts on your map. Fort Presque Isle (presk eyel)



is the northernmost fort, located on Lake Erie. Fort LeBoeuf (luh-BOOF) was the fort just south of Fort Presque Isle. Venango was the third post south of Lake Erie (later called Fort Machault (mah-SHOH)). Fort Duquesne (dyoo-KAYN) was located at the Forks of the Ohio.

- With a blue crayon trace over the Maumee River from Lake Erie to Fort Miami, then over land to the Wabash River and down the river. This was the main transportation route used by the French between the Great Lakes and the Mississippi River
7. This next reading and writing activity will help students learn more about Eastern Woodland Indians before and after European contact. It will help students practice researching information on the internet, and communicating that information.

The “Activity Worksheet” has information about the Eastern Woodland Indians before and during the French and Indian War.

The information is divided into four paragraphs.

- Read all the information with students.



- After you and the students read the information together, assign the individual paragraphs to small groups of students.
- Ask the students to research, using valid websites, and write three new facts that add new information to their assigned paragraph. Have students write down the sources for each of the facts on the back.

Differentiation:

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to understand how the competition over control of the Ohio River led to the Seven Years War and eventually to the American Revolution. Mini-Lessons will be designed and utilized to assist students. Students will also be empowered to work together and support each other.

Suggested Modifications:

When teaching the *Forks of the Ohio* lesson, the teacher can help students by asking them to complete fewer questions. The learners can also have a completed map to copy.

When teaching the *A Much Clearer Picture* lesson, the teacher can help students by asking them to add only one new fact.

Enrichment: Look at George Washington map of the Forks of the Ohio which can be found **here**. What did he emphasize? Why were these important to him?

Resources Provided:

- <https://www.nps.gov/teachers/classrooms/french-and-indian-war-unit-1-who-were-the-people-involved.htm>
- *Forks of the Ohio* Map
- “A Much Clearer Picture”-handout
- Virtual Fort Necessity-<https://www.nps.gov/fone/index.htm>
- NPS Handbook-https://www.nps.gov/parkhistory/online_books/fone/charming_field.pdf



Lesson Plan 2 Template

Content Area: Social Studies	Lesson Title: Unsung Heroes of the American Revolution	Time Frame:	1 hour/1 day
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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, Math, Art

Integration of Technology: i-pads, Google Classroom, Autodraw

Equipment Needed: Laptops, i-pads, Google Classroom, Autodraw

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why some colonists remained loyal to Britain and others supported independence. - Use documents to compare and contrast the backgrounds, views and actions of last Royal Governor William Franklin and first state Governor William Livingston. - Identify the impact of the Revolutionary War on the New Jersey and American economy. - Explore the contributions of African American Patriots and Loyalists such as Colonel Tye, Oliver Cromwell and Jacob Francis.	Lesson Sequence Complete the "To Support Independence or Not" blog on Google Classroom. Not everyone supported American Independence. President John Adams, discussing the Revolution, said, "We were about one third Tories [Loyalists], and one third timid, and one third true blue." (David McCullough's Biography of John Adams, 2002). Question: Why did some Americans decide to rebel against the British crown and demand	- Blog Responses - Answers to essential questions during class discussion - Commemorative Coin



independence? What did they argue

Why did some Americans wish to remain loyal to the British crown? What did they argue?

Discuss student responses.

2. To Declare our Independence or Not....(20-30 minutes)

Students will use "Cornell Notes Template" to take notes during our discussion.

The number of Loyalists is still debated. One historian estimates that about 500,000 Americans remained loyal to Britain during the Revolution. This would be about 16% of the total population, or a little more than 19% of Americans of European origin. The Loyalists were a minority in every colony. The ranks of the Loyalists included many Anglicans (Episcopalians), many tenant farmers in New York and people of Dutch origin in New York and New Jersey, many of the German population of Pennsylvania, some Quakers, Highland Scots in the South, and many Native Americans. In every colony, some of the wealthy and socially established families never wavered from their loyalty to the British Crown. Other Loyalists came from outside these religious, social or ethnic categories.



New Jersey's Loyalists came from all levels of society, from large landowners to farmers, artisans and slaves; their loyalty was based on a variety of economic, political, religious and personal reasons. The New Jersey Loyalist leadership included Governor Franklin, son of Patriot leader Benjamin Franklin, Attorney General Cortlandt Skinner and other prominent pre-war political figures, who raised loyalist soldiers to fight alongside the British. The New Jersey Volunteers, a noted Loyalist regiment, was organized and commanded by Skinner. One estimate is that 3,500 New Jersey men served in Loyalist units during the Revolution.

While some New Jerseyans, like the men of the New Jersey Volunteers, fought alongside the British army in formal campaigns, others engaged in attacking their former neighbors along the coast and the New York border from bases in New York City, Staten Island and Sandy Hook. Still others took to the wilds of the Pine Barrens, where they hid between raids on Patriot farms. Loyalist troops pushed into Monmouth County and fought patriot militia and Continental troops in Shrewsbury, Middletown and Colts Neck. In New Jersey, the Revolution became a civil war, pitting neighbor against neighbor. Patriot Captain Joshua Huddy was hanged at



Highlands in retribution for the shooting death of Loyalist Philip White, and vigilante activity was common to both sides.

The Revolution offered an opportunity for large numbers of enslaved people to fight, and many did, on both sides, in the hope of earning their freedom. It has been suggested that two revolutions went on at once—the Patriot one against the British, and a second one fought by African Americans for their freedom. On Nov. 7, 1775, Lord Dunmore, the former royal governor of Virginia, proclaimed freedom for all enslaved people (or indentured servants) belonging to Patriots, if they were able and willing to bear arms, and joined the British forces. Within a month of the proclamation, more than five hundred enslaved people left their masters and became Loyalists.

One of the most prominent African American Loyalists was a young man named Tye who had escaped in 1775 from his master in New Jersey. “Colonel” Tye (so-called by the British) joined Lord Dunmore's regiment in Virginia. After the regiment was disbanded, Tye fought on the British side in the Battle of Monmouth and then founded a unit which the British called the “Black Brigade”. The Black Brigade raided Patriot homes and farms in New Jersey, gathered intelligence for the



British, kidnapped Patriot leaders, and gathered firewood and provisions for the British Army. Colonel Tye's men were headquartered in a wooden fortress at Bull's Ferry, New Jersey. George Washington sent a thousand troops against the fortress. A force of black and white Loyalists fought them off after an assault, and the raids went on. Colonel Tye died after being wounded in an assault.

The Atlantic coast of New Jersey was also a haven for “privateers” during the war. The Continental Army authorized “privateers” to interfere with British efforts to supply its troops. These private war ships were strictly regulated by law and authorized to capture and destroy British shipping. When a vessel was captured it was taken to an authorized port where the cargo was inventoried. If the vessel and cargo were not needed by the Continental Army, they were stored and when the Admiralty Court determined that the capture was legal, the “prize” (the ship) and the cargo were sold by auction, with. Privateers at Little Egg Harbor and other New Jersey coastal locations were in a good position to attack ships traveling between Boston or New York and Philadelphia and South Carolina. Between June and September 1778 the privateers operating out of Little Egg Harbor had obtained no less than 18 prize vessels. Privateers were supporting the war and



making fortunes at the same time.

Have students reflect on/discuss:

- How did the backgrounds, views and actions of last Royal Governor William Franklin and first state Governor William Livingston compare/differ?
- Why didn't the Founding Fathers seize the opportunity to create a truly equal society in America in 1776?
- How did the Revolutionary experiences of African Americans such as Colonel Tye, Olive Cromwell and Jacob Francis compare/differ?

3. Activity: Meet your ["Revolutionary Neighbors"](#) and hear their stories on the website: Crossroads of the American Revolution, a nonprofit organization located at the Old Barracks in Trenton, NJ, dedicated to connecting people and places of New Jersey's revolutionary heritage.

Assign or have students select a "Revolutionary Neighbor" to follow through the war.

- Choose either Colonel Tye, Oliver Cromwell or Jacob Francis to focus on.



- Have students analyze the Maya Angelou coin, in what ways does it honor her? How does it use symbolism to tell her story? What are the elements of a good commemorative coin?
- Use <https://www.autodraw.com/> to create a coin to commemorate their chosen person and their contribution to New Jersey and/ or the American Revolution.
- Take a screenshot and upload your creation of the assignment on OnCourse (assignment will be assessed using the criteria created by the students).

Summary: Our American democracy is dependent upon the civic participation of its citizens. It is important to acknowledge and honor the contributions of all Americans that have helped build our country into what it is today.

Differentiation:

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to understand the crucial role New Jersey and African Americans had in the American Revolution. This lesson allows for student choice and is aimed at highlighting unsung heroes of the American Revolution. Mini-Lessons will be designed and utilized to assist students. Students will also be empowered to work together and support each other.



Resources Provided:

- Autodraw-<https://www.autodraw.com/>
- <https://revolutionarynj.org/the-stories/>
- Footsteps to Independence-https://www.youtube.com/watch?v=8fZD_CjJwYI&feature=youtu.be
- Revolutionary Resources-<https://revolutionarynj.org/resources/>
- Our Revolutionary Neighbors-<https://revolutionarynj.org/the-people/>



Lesson Plan 3 Template			
Content Area:	Social Studies	Lesson Title:	Got Grievances
		Time Frame:	1 hour/1 day
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy			
<u>21st Century Skills</u>			
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, Math			
Integration of Technology: i-Pads, Google Classroom			
Equipment Needed: Laptops, i-Pads, Google Classroom			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify key causes resulting in the Declaration of Independence and the Revolutionary War. - Describe the colonies' grievances with Britain. - Explain the effects of British economic and political policies on the colonies. - Explain the social factors that influenced the writing of the Declaration of Independence. - Analyze the ideals found in the Declaration of Independence.	Lesson Sequence DO NOW: Complete the "Grievance" blog on Google Classroom. What is one grievance (also known as a complaint) you have about middle school? (3 minutes) - Discuss blog responses (2-3) minutes. Is it important to address grievances? Why/why not? - Got Grievances iCivics (Part A)-As a class read and discuss: - What is salutary neglect? Britain pretty much left the colonies to	- Blog Response - Answers to essential questions during class discussion. - Got Grievances Scramble



themselves, they didn't really worry about enforcing English laws in the colonies, they let the colonies run themselves.

- What causes the British to change from their policy of salutary neglect towards the colonies to heavily enforcing parliamentary law? The French and Indian War fought from 1754-1763 had become a financial drain on Britain. It was fought in the colonies to maintain control of the Ohio River Valley. To pay off the war debt Britain turned to a policy of mercantilism.
- What is mercantilism? Economic policy that gave Britain power over colonial trade. Navigation Acts passed in 1651-goods (tobacco, rice, etc) had to be exported to England, on English ships with English crews. Wheat was exempt from this act.

Poll-Was it fair of Great Britain to tax the colonies in order to pay off the debt from the French and Indian War? Discuss responses (2-3 minutes)

3. When is Enough, Enough?

- Students will use readings B-D to complete



the "Got Grievances"
Scramble.

- This will provide them with a time-line of the major events leading up to the American Revolution as well as the causes/effects of each event.
 - Students will discuss-Did the colonies try hard enough to avoid war with England?
4. How Effective Was the American Boycott?
Analyze the "Tea Chart 1768-1775"
- In what two years did American colonies import the most tea? 1768 and 1773
 - What might explain these increases? Townshend Act and Tea Act, colonists could only buy from Britain.
 - The Boston Tea Party occurred on December 16, 1773. Based on data from the chart, how do you infer the colonists reacted? There was a sharp decline in tea imported from England in 1774.
 - In what years did the American colonies import the least amount of tea? 1774 and 1775
 - How might you explain why this occurred? Colonists angry at British policies (Townshend Acts



and Tea Act) started to boycott British tea.

- Given the numbers in the chart, do you think the colonial boycott on imported British tea was an effective form of protest? Use examples from the chart to explain your answer. American colonists started to boycott British tea after the passage of the Townshend Act in 1768. This is shown in the drastic drop of tea imports from 873,744 pounds in 1768 to only 229,439 pounds in 1769. After the Boston Tea Party on December 16, 1773 the importation of British tea dropped even further to only 73,274 pounds. These numbers reflect a drastic drop in the importation of British tea and prove that both forms of protest were rather effective!

5. Too Late to Apologize: (3:21)

<https://www.youtube.com/watch?v=uZfRaWAtBVg&list=PL8ikSqCs1JsN1mLwvY3RYYfOS52LlvwKu>

Differentiation:

The lesson is scaffolded to allow for ample support for all learners. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by exploring virtual resources that will transport them to the past. Students will use critical thinking skills to understand the changed relationship between Americans and their British counterparts leading to the issuance of the Declaration of Independence. Mini-Lessons will be designed and utilized to assist students. Students will also be empowered to



work together and support each other. Primary sources will be assigned based on student choice and reading ability.

Resources Provided:

- Got Grievances on iCivics
- Too Late
Video-<https://www.youtube.com/watch?v=uZfRaWAtBVg&list=PL8ikSqCs1JsN1mLwvY3RYYfOS52LlvwKu>
- American Revolution
Oversimplified-<https://www.youtube.com/watch?v=gzALIXcY4pg&vl=en>
- George Hewes First Hand Account of the Boston Tea
Party-https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1192



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: 7	Unit Title: The Revolutionary Era
Created: Sarah David Devin Haggerty	Board Approved on:	



Unit Overview Template

Content Area: Social Studies **Grade Level:** 7 **Unit Title:** The Constitution

Unit Summary: This unit will focus on a complete analysis of the United States Constitution. The unit will analyze the weaknesses of the Articles of Confederation and how they led to the creation of a new form of government. It will be an in depth study of the articles and amendments of the Constitution and an interpretation of what rights and freedoms it protects. It will connect how decisions and compromises made at the Constitutional Convention in 1787 still impact American society today. This unit will focus on the elasticity of the Constitution, which has enabled it to adapt to our ever changing and extremely diverse society.

Primary Interdisciplinary Connections: Communication Arts

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

Unit Rationale: This unit will explore how the economic, political and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility and equality in America.

Career Readiness (Standard 9): 9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.7, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4, 9.4.8.IML.6, 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.TL.3

Learning Targets

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

Content Statements: After the American Revolution, Americans began the hard work of constructing a new government. First, they needed a new constitution, Drafting the United States Constitution was a challenging task. There were disagreements over the size, scope and power of the new federal government. There were debates over how to balance the individual rights of the citizens while providing the government the power it needed to effectively govern the new country.

CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.Civics PI.3.d	Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.Civics PD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.Civics HR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.



6.1.8.EconE T.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
6.1.8.Histor yCC.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.Histor yUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
6.1.8.Histor yUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
6.1.8.Histor ySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
6.3.8.Civics PR.2	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.Civics PR.7	Compare how ideas become laws at the local, state, and national level.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.



SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support)



	and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
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.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.



9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
9.1.8.CP.4	Summarize borrower's credit report rights.
9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.
9.1.8.PB.7	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3	Evaluate the need for different types of warranties.
9.2.8.CAP.1	Prepare a sample resume and cover letter as part of an application process



9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
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.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
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:



- How did the Constitution establish “a more perfect union” than the Articles of Confederation?
- How has the rule of law prevented abuse of authority?
- What is “fairness” or “justice”?
- How do we ensure that people are treated fairly?
- Can there be justice without equality?
- How does due process protect individual rights?
- How much power should the government have?
- How should representation in the new government be configured under the new Constitution?
- Why didn’t the Framers use this opportunity to create a truly free America?
- How did the Land Ordinance of 1785 and 1787 privatize national resources?
- Why did currency issues and Shay’s rebellion cause some leaders to decide that the Articles of Confederation should be revised?
- What was the Revolution’s legacy?
- What role did compromise play at the Constitutional Convention?
- How did the legislative branch differ under the New Jersey and Virginia Plans?
- How did ideas and traditions from Europe and the colonial past shape the Constitution?
- How did the Magna Carta and the English Bill of Rights influence the Framers’ ideas about the structure of the United States government?
- Why do you think the founders were drawn to Montesquieu’s ideas about the rule of law and separation of power?
- What difficulties were encountered during the process of ratification?
- What was the key argument the Federalists made to persuade states to ratify the Constitution?
- What are the basic goals of the Constitution, as defined in its Preamble?
- What are the powers and duties of each branch of government, as set forth by the Constitution?
- How can the Constitution be amended?
- How can Americans develop democratic values?

Unit Enduring Understandings:

- Articles of Confederation
- The Constitutional Convention
- New Jersey and Virginia Plans
- Great Compromise
- 3/5 Compromise
- Electoral College
- Arguments of Federalists and Anti-Federalists
- Federalism (connect to 6.3.8 Econ.ET.1)
- Bill of Rights and other Amendments
- Rule of Law
- Due Process in the 5th and 14th amendments
- The Amendment Process

Unit Learning Targets:

Students will:

- Identify the strengths and weaknesses of the Articles of Confederation.



- Describe how Congress planned to govern the Northwest territory and open it to settlers.
- Summarize Shay's Rebellion and how it influenced leaders to change the Articles of Confederation.
- Describe the Revolution's legacy.
- Identify who led the Constitutional Convention.
- Compare the main difference between the New Jersey and Virginia Plans.
- Discuss how much power the federal government should have.
- Identify what American leaders learned about government from studying Ancient Rome and Greece.
- Describe the enlightenment ideas and how they shaped the development of the Constitution.
- Explain the main arguments for and against ratifying the new Constitution.
- Explain why the Anti-Federalists insisted on a Bill of Rights.
- Summarize the basic principles of American government.
- Identify the powers and duties of the legislative, executive and judicial branches of government.
- Explain how the Constitution can, and has been, amended.
- Identify the rights that the Bill of Rights protects.
- Understand that one of America's greatest strengths is its demonstration to the world that citizens can draft a working "social contract" with the "consent of the governed".
- Recognize how the new nation joined political ideas with the practical experience of the Framers and created a Constitution that has endured and adapted to an ever-changing American society.
- Evaluate how the right to vote is a crucial component of a successful democracy.
- Analyze how the right to vote, initially granted to only a limited segment of the population, has evolved to include many different groups enhancing the concept of "the consent of the governed."



Evidence of Learning

Summative Assessment: Constitution Newspaper (3 days)
Working in groups, students will be responsible for creating a newspaper in Word, about the creation of the Constitution and its impact two centuries later. They will explain how the Constitutional Convention was a unique process for establishing a government and explain the type of government that was created as a result of this Convention. Their newspaper will portray how a document written so long ago responds to the challenges of society today.

A Meeting in Philadelphia

The citizens of America understand the importance of a free press in keeping the public informed.

Your article should include the following:

- Briefly describe the Constitutional Convention (cover Who, What, Where, Why and When).
- What if the Constitution were to be rewritten today? Your article should focus on where/when and who should be asked to attend a Constitutional Convention in 2022. What issues should be addressed?

Constitutional Compromises

Without compromises the work of the Constitution Convention would have been over very quickly, nothing would have changed. Write an article explaining one of the major compromises made at the Constitutional Convention and its impact in society today.

Your article should include the following:

- Explain **one** of the following compromises: The Great Compromise, the Three-Fifths Compromise **or** the Electoral College.
- Connect to an event that occurred in our history as a direct result of this compromise.

And The Winner Is?

After the creation of the Electoral College established how America's leader would be elected, many wondered who would even run for the job.

Your article should include the following:

- Explain the qualifications for President.
- Make predictions for the 2024 election, who should run? How would the founding fathers feel about the potential candidates?



What About Our Rights?

Rumors quickly circulated around the states about all of the powers being granted to the Federal Government under the new Constitution. Fear was spreading amongst the citizens' after all; they just fought the American Revolution to get away from a government that was too powerful! They worry that their individual rights will not be protected.

Your article should include the following:

- Explain the debate between the Federalists and Anti-Federalists over a Bill of Rights.
- Use a current event to prove the importance of the addition of a Bill of Rights.

What's Cruel and Unusual?

There has been a lot of controversy over the interpretation of Amendment 8. Would the Founding Fathers consider punishments used in the American judicial system today "Cruel and Unusual?" Explain.

Your article should include the following:

- A compare/contrast of the meaning of "Cruel and Unusual Punishment" in 1791 vs. 2022.
- Do you think the death penalty should be legal? A current example of a case that supports your stance on this issue.

American Ingenuity

The delegates in Philadelphia were not the only ones hard at work to establish America's place in the world. American inventors were already developing products that would not only change life in America, but around the world! With these new inventions came new problems that the Founding Fathers could not have prepared for.

Your article should include the following:

- Explain the creation of the Internet and its impact on the world.
- What constitutional issues have arisen due to the Internet

Equipment Needed: i-Pads, Google Classroom, Newspaper Template

Teacher Laptops, Google Classroom, Interactive Constitution

Resources:

Formative Assessments:

- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Unit Tests/Quizzes



- Quests

Lesson Plans

Lesson	Time Frame
Lesson 1 Rolling the Dice	1 hour/1 day
Lesson 2 The Electoral College	1 1/2 hours/ 2 days
Lesson 3 Preamble Scramble	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://www.icivics.org/teachers/lesson-plans/electoral-process>
- <https://constitutioncenter.org/interactive-constitution>
- <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/shays-rebellion/>
- <https://www.icivics.org/node/2551240/resource>
- <https://www.c-span.org/classroom/document/?18009>
- <https://www.facinghistory.org/educator-resources/current-events/voting-rights-united-states>
- <https://edsitement.neh.gov/lesson-plans/slavery-and-american-founding-inconsistency-not-b-e-excused>
- <https://www.nps.gov/teachers/classrooms/cherokee-people-and-the-trail-of-tears-high-school-lesson-plan.htm>
- <https://junior.scholastic.com/issues/2018-19/012819/this-student-helped-desegregate-american-schools.html>
- <https://www.crf-usa.org/bill-of-rights-in-action/bria-21-1-c-indian-removal-the-cherokees-jackson-and-the-trail-of-tears.html>
- https://www.americanbar.org/groups/public_education/law-day/law-day-2020/planning-guide/middle-school-lesson-plans/
- <https://billofrightsinstitute.org/lessons/john-adams-and-the-alien-and-sedition-acts>



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Rolling the Dice **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: i-Pads, Google Classroom

Equipment Needed: Laptops, Google Classroom, Envelopes containing: 1 die, 12 paperclips, game instructions.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss the debate among delegates over the kind of national government that was needed and the compromises made to create a national government. - Identify issues discussed at the Constitutional Convention. - Understand the issues related to the creation and ratification of the United States Constitution and the new government it established. - Describe how members of the Constitutional Convention might have felt as they gathered and	Lesson Sequence DO NOW: Simulation-Rolling the Dice! (10 minutes) Give every group an envelope, tell them to read the directions and get started! - Arrange students in groups of 4-5 - Remind them, they may only use what is in the envelope. - Game Directions: It's time to play a little game. No two groups will play the same. What and how is up to you. The group must choose what it will do. Use the things that you find here.	- Blog Response - Answers to essential questions during class discussion. - Rolling the Dice-Exit Card - Cornell Notes Template - Wanted-A Just Right Government: Cause and Effect Chart



began the arduous task of writing the Constitution.

- Analyze the struggle in giving more power to a central government while protecting the rights of the citizens in a post Revolutionary America.

It won't take long; you need not fear.

In six short minutes you'll share your fame
By telling how you played your game.

- After 6 minutes- stop the game.
- Have a spokesperson from each group describe the game they devised.

Class Discussion-Which game was the best?

- Point out to the students that much like what they just did, the Delegates at the Constitutional Convention faced the same challenge, creating something out of nothing, with little direction and no example to look towards.
- After all groups have reported, begin describing the Constitutional Convention: In May of 1787, citizens from 12 states gathered in Philadelphia. They planned to be there for a little while and their objective was simply to revise the Articles of Confederation. Rhode Island did not send representatives-fearing that small states would lose power/be overpowered by a strong central government.



- Today you used 12 paper clips. They represented the 12 states that sent delegates. The die represents luck and each day that rolled around from May 25th to September 17th, 1787. You figured out how to play the game. They figured out how to write our Constitution. They probably felt very similar to how you did today-how do you create something extraordinary out of nothing?

2. ACTIVITY:

The Road to the Constitutional Convention (notes/PowerPoint)-Class Discussion

Students will complete their Cornell Note Template during the class discussion.

- After Shay's Rebellion concern about the Articles of Confederation arose.
- **Dilemma**-How to create a strong national government and maintain personal liberties?
- Washington is unanimously elected president.
- Establishes Rules: secrecy, open-mind, respect



The first act of the Constitutional Convention in 1787 was to unanimously elect George Washington as its president. There rose a major division between those who wanted to amend the Articles of Confederation and those who wanted to abandon it all together. Almost everyone wanted a strong national government, but not everyone agreed to start from scratch.

And thus two plans arose. The only man to come with a real plan was a young intellectual named James Madison, 36 years old. The Plan was the VIRGINIA PLAN and became the focus of the convention. Madison would be called the father of the Constitution.

The second was-THE NEW JERSEY PLAN. This was a challenge to the Virginia Plan.

The Virginia plan proposed a government based on three principles: (1) a strong national legislature with bicameral congress, meaning two chambers, the lower one to be chosen by the people and the upper chamber to be chosen by the lower. The legislature would have the power to bar any state laws it found unconstitutional; (2) a strong national executive to be chosen by the national legislature; and (3) a national judiciary to be appointed by the legislature. In the lower chamber of congress, votes would be based on state



populations, the more people in a state, the more legislatures they received. Thus the larger states championed the Virginia Plan.

The New Jersey Plan was a response to the Virginia Plan. In the Jersey Plan, each state received one vote. Like the Articles of Confederation, the New Jersey Plan aimed to keep state governments more powerful than the national government. The plan also ensured that heavily populated states would not overpower the others.

Which plan strengthens the National government?
Questions - Which plan benefits big states? Why?

Has there ever been a time when you had to compromise?

Great Compromise or the Connecticut Compromise was the answer. The compromise suggested that the legislative branch have two parts:

(1) a House of Representatives, with state representation based on population. All revenue laws—concerning spending and taxes—would begin in this house; and ‘

(2) a Senate, with two members from each state. State legislatures would elect senators. The larger states would have an advantage in the House of Representatives,



where representation was to be based on population. The smaller states would be protected in the Senate, where each state would have equal representation

Nevada has 3 representatives in the House - California had 53 representatives. But in the senate, Nevada and California are on equal grounds, each only has two senators or two votes in the senate.

3/5 Compromise: Another issue remains: How do you figure out the number of legislatures of each state? Do you include slaves even though they would not have the right to vote? Or don't include them at all.

Of course the South wanted to include them. Almost one- third of the people in the Southern states were enslaved African Americans. It would make them more powerful.

The North didn't want to include enslaved people at all. It would give the South too much power in the House of Representatives. (For example South Carolina in 1790 had a population of 249,073, 107,094 were enslaved. Almost half. South Carolina would almost double their votes if they could count them all.)

The Three-Fifths Compromise settled this deadlock. Instead of counting all of the enslaved people, only three-fifths were to



be counted for both tax purposes and for representation.

Not everyone was for the Constitution and for the new Constitution to become law, 9 of the 13 states had to ratify it. There evolved two factions, the Federalists and the Anti-Federalists.

Those who favored the Constitution were called the Federalists. They included James Madison, George Washington, and Alexander Hamilton. Their support came mainly from merchants and others in the cities and coastal regions.

Anti-Federalists thought that the Constitution made the National Government too powerful. They didn't want the states to be under control of this new government. They drew support mostly from the inland farmers and laborers, who feared a strong national government. They fought against the Constitution. Their biggest supporter was Patrick Henry.

The Anti-Federalists criticized the Constitution for having been drafted in secret. They claimed the document was extralegal, not sanctioned by law, because Congress authorized the Convention only to revise the old Articles. They also argued that the Constitution took



important powers from the states.

The Anti-Federalists' strongest argument, however, was that the Constitution lacked a Bill of Rights. The Convention had, in fact, considered adding this kind of bill. But in their discussions, they concluded that it was not necessary to have a Bill of Rights because the Constitution did not authorize the government to violate the rights of the people.

The Federalists argued that without a strong national government, anarchy, or political disorder, would win. They claimed that only a strong national government could protect the nation from enemies abroad and solve the country's internal problems. The Federalists argued that eight states already had such bills in their state constitutions. Eventually, however, the Federalists promised to add a Bill of Rights as the first order of business when the new government met.

Federalist Papers - The Federalist had a secret weapon that the Anti-federalists didn't have. They had a Powerful Propaganda writer by the name of Publius -(latin for public)who wrote a series of articles written for the newspapers of New York, that set out to convince the delegates that a strong Federal government was needed.



Federalist Papers - 85 separate articles were written. It was later found out that Alexander Hamilton, James Madison, and a man by the name of John Jay actually wrote the articles.

The Federalist essays are important for a couple different reasons - They not only set out to influence the members of the convention to vote for this new constitution, but also to shape future interpretations of the Constitution, thus they are our only real primary source documents that reveal the motivation behind many parts of the Constitution.

Guess who wins?

Delaware, New Jersey & Connecticut ratify quickly. They are small states who can benefit from being a part of a bigger country.

Georgia ratified quickly because they feared war with Native Americans and they could use the backing of a giant national government.

Pennsylvania. Massachusetts narrowly voted to ratify. Maryland and South Carolina followed.

New Hampshire delayed a vote until the Federalists knew they had a victory. In June 1788, they became that magic number 9. 9 of the 13 states ratified the Constitution.



Everyone knew the nation would not succeed without the backing of the most populated states of Virginia and New York so real celebrations didn't begin until they were in.

North Carolina and Rhode Island first rejected the Constitution but reversed itself and voted in favor.

Why Rhode island? RI was always paranoid that a strong national government would destroy their independence, plus they issued a lot of paper money - they didn't want their currency to be nullified by the federal government. They didn't even send delegates. But when the rest of the nation voted in, they didn't think a small sovereign nation would last surrounded by a large United States.

WHY THE FEDERALIST WON!

1. Shay's Rebellion and the States' financial debt. showed proof a stronger national government was needed.
2. Madison came to the convention with a plan and the Anti-Federalists had nothing else to offer.
3. Anti-Federalists were local and state officials who couldn't coordinate on a national level - the Feds also had the Federalist papers
4. The Federalists had George Washington- he was a national



hero. One of the Anti-Federalists biggest fears was that the next president would turn into a king or dictator. When General George Washington resigned from the army, and went back to his farm at Mount Vernon, the nation looked at him in awe. He was a war hero - but not a warrior - He was a farmer, a leader and an American.

3. iCivics-Wanted: A Just Right Government-Causes and Effects Chart

Differentiation:

This lesson is interactive and encourages students to think critically about the past. It places them in the shoes of the delegates at the Constitutional Convention to help develop an understanding of the arduous task of writing a new Constitution. Grouping is flexible. Students will also be empowered to work together and support each other. Two forms of Cornell Notes will be utilized based on student preference. The Cause and Effect Chart will reinforce the concepts taught in this lesson.

Resources Provided:

- <https://www.icivics.org/teachers/lesson-plans/wanted-just-right-government>
- <https://www.youtube.com/watch?v=5X1jYBf72ms>
- <https://www.youtube.com/watch?v=AvUAMVWo5f8>



Lesson Plan 2 Template			
Content Area:	Social Studies	Lesson Title:	The Electoral College
		Time Frame:	1 1/2 hours/2 days
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
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, Math			
Integration of Technology: i-Pads, Google Classroom, Interactive Electoral College Map			
Equipment Needed: Laptops, i-Pads, Google Classroom, Electoral College PowerPoint, Dice, Electoral Map, Crayons/Markers			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why the Electoral College system was created. - Identify what elects the President and Vice President of the United States. - Analyze the effectiveness of the Electoral College system. - Debate if the Electoral College is needed or if the United States should run elections on popular vote only.	Lesson Sequence Complete the "Who Wins" blog on Google Classroom. Who elects the President and Vice President of the United States? Discuss student responses. 2. Constitutional Compromises- An inquiry lesson into the creation of the Electoral College, agreed upon at the Constitutional Convention of 1787, and how it impacted the history of the United States. Students will complete their Cornell Notes template during the Powerpoint/Class Discussion.	- Blog Response - Answers to essential questions during class discussion. - Electoral College Simulation - The Electoral College-Exit Card - Cornell Notes Template - Winning the Electoral College



What is the Electoral

College? The Electoral College isn't actually a place; it is a political process used in United States presidential elections to elect a president and a vice-president.

Why Do We Use the

Electoral College? To put it simply, our founding fathers did not think the average American citizen would be informed enough, or knowledgeable enough about politics, to intelligently choose the best candidates.

So instead of allowing eligible American citizens to vote, each state voted for electors who were then trusted to cast their vote for the best candidate.

Originally, the only citizens allowed to vote for electors in their state were white males over the age of 21 who owned land.

The first electors were each given two votes to cast for president and vice-president with no distinction on their ballot which vote was for which position.

Whichever candidate received 35 Electoral Votes or more became the President. The candidate with the second-most votes became the Vice-President. Imagine that nowadays!



How Does the Electoral College System Work Now?

The voting rules gradually changed over time.

Now most American citizens over the age of 18 are allowed to vote.

Each state has their own rules regarding felons, prisoners, and those deemed mentally unfit.

Popular Votes vs. Electoral Vote?

When eligible American citizens go to the polls to vote, their vote is considered the POPULAR VOTE, and they are actually casting votes for the electors of their state to cast their ELECTORAL VOTE for their candidate

All of the Popular Votes get counted on election night in November, and the candidate who wins the most popular votes gets to have their electors cast their electoral votes. This takes place on the first Monday after the second Wednesday in December in state capitals.

The numbers in each state represent how many Electoral Votes that state gets to cast

Let's use New Jersey's 14 Electoral Votes as an example



Every state has two senators. So 2 of the 14 Electoral Votes are based on the 2 senators.

New Jersey has 12 congressional districts with one U.S. Representative per district. The districts represent roughly 750,000 people

Therefore, 12 Representatives + 2 Senators = 14 Electoral Votes

Now that we know about Popular Votes and Electoral Votes, what does it take to win the presidency?

There are 538 total Electoral Votes

Half of 538 is 269

Therefore whoever gets to 270 Electoral Votes wins the election

A candidate could get only one more Popular Vote than their opponent in the states with a dot, and literally ZERO Popular Votes in EVERY other state...

...and that would give them the 270 Electoral Votes to win!

“What If’s” with the Electoral College

- 1.What if an elector doesn’t vote for the candidate they promised they’d vote for?
- 2.What if a candidate gets the most Popular Votes, but doesn’t get 270+ Electoral Votes?
- 3.What if there’s a tie?



The truth is, it doesn't matter.
Whoever reaches 270 Electoral
Votes first is the winner

It's happened FIVE times!

1824, 1876, 1888, 2000, and
2016

Analyze the following elections,
the electoral maps and the
results: 2000, 2004, 2008,
2012, 2016, 1984.

**What if an elector doesn't
vote for the candidate they
promise they'd vote for?**

**Surprisingly, it has
happened over 150 times in
our nation's history.**

They are known as "faithless"
electors because they broke the
promise to their political party.

Each state can determine what
legally happens to a faithless
elector. No one has ever been
prosecuted for being a faithless
elector.

**What If There's a Tie in the
Electoral College?**

Things would get very
interesting if there were a tie
with each candidate receiving
269 Electoral Votes

**Let's Start with the
Presidency**



There are 126 possible ways for a tie to occur in the Electoral College.

If a tie takes place, then members of the House of Representatives get to vote for the seat of the presidency in January, after the new Congress has been sworn in.

Each state gets one vote, which means a candidate needs 26 out of 50 possible votes to be declared the winner.

3. Election Activity-

Directions: As a way to get students engaged in the election process, this election activity will help them see what happens on election nights, and how important winning the popular votes of a state is for winning the electoral votes of that state.

- Assign students in your class to square off against each other in this election activity.
- Provide each group a handout of the election activity.
- Provide each group with a die or dice however you decide.
- Whoever rolls the highest amount first gets to decide which candidate they are [Republican/Democrat] unless they already know which side they'd prefer.
- The person that rolls the highest amount first gets



to pick which state they are going to find out the results from first.

Example: “You and I are going to find out who wins the state of Tennessee.” I roll first and roll a three. You roll next and roll a five. I get three popular votes and you get five. You win all 11 electoral votes from Tennessee and I win zero. We put these numbers on the tally sheet.

Election Activity

State	(D): [Blue]		(R): [Red]	
	Electoral Votes	Total Rolled	Electoral Votes	Total Rolled
1. Alabama (AL)	0	3	7	5
2. Alaska (AK)	3	6	0	2
3. Arizona (AZ)	9	3	0	1

*NOTE: (It is a good idea to have them wait on the states with the higher electoral votes until you say, “It is time for us to roll for [enter state here ... California? New York? Texas? Pennsylvania? Etc.]

Remind the students that as soon as one player receives 270 electoral votes they are the winner. There are 538 total electoral votes. Half of that is 269, therefore 270 is the majority.

Provide students with red and blue colored pencils so they can shade in the states as they win them



	Exit Card-Is the Electoral System fair? What happened during your simulation?	
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Differentiation:

This lesson is interactive and encourages students to think critically about how past decisions impact the present and potentially the future. Grouping is flexible. Students will also be empowered to work together and support each other. Two forms of Cornell Notes will be utilized based on student preference. The Exit Card will provide feedback/reflection and portray student understanding of the content. Digital resources will be provided on Google Classroom to reinforce concepts.

Resources Provided:

- <https://www.270towin.com/>
- https://ed.ted.com/best_of_web/fdEZMv7t
- <https://www.npr.org/2020/11/02/930560230/video-why-do-we-still-have-the-electoral-college>
- <https://www.pbs.org/newshour/classroom/2020/10/electoral-college/>



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: Preamble Scramble	Time Frame:	1 hour/1 day
Lesson Components			
<u>21st Century Themes</u>			
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy			
Interdisciplinary Connections: Communication Arts			
Integration of Technology: i-Pads, Google Classroom			
Equipment Needed: Laptops, Google Classroom, i-Pads, Preamble Grid, Scenario Cards			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Outline the six goals of government outlined in the United States Constitution and explore the articles of the Constitution. - Think critically and make real world connections between historical events and the goals outlined in the Preamble. - Evaluate if our system of government, established by our Constitution, is the best form of government for our country.	Lesson Sequence 1. DO NOW: Complete the “Goals” blog on Google Classroom. What do you think is the main goal of the United States government? Discuss student responses. 2. Mini-Lesson- Goals of Our Government (review notes on Google Classroom). Form a More Perfect Union What it means: Unite the 13 separate states under an effective national government. How it is reflected today: We are stronger than we were under the Articles of Confederation.	- Blog Response - Answers to essential questions during class discussion. - Cornell Notes Template - Preamble Scramble Grid



To Establish Justice

What it means: Have a legal system that seeks fair ways to settle disputes.

How it is reflected today: Courts settle disputes between people, states and government.

To Insure Domestic Tranquility

What it means: Have a peaceful society in which people are protected from the unlawful acts of others.

How it is reflected today: We have freedom as long as it does not interfere with the freedoms of others.

To Provide For the Common Defense

What it means: Protect citizens from attacks by other countries.

How it is reflected today: Standing military stationed around the world.

To Promote the General Welfare

What it means: Create conditions that will benefit all Americans.

How it is reflected today: Social programs like Social Security, Education, etc.

To Secure the Blessings of Liberty to Ourselves and Our Posterity

What it means: Protect the liberties of all citizens and



future citizens.
Posterity=descendants.

How it is reflected today: Fight for equality, ensure rights are protected.

3. Class Discussion-Have these goals been achieved? Can one of these goals exist without the others?

4. Government Report Card (posted on Google Classroom.)
Your job is to “grade” the federal government on how well they have achieved the goals outlined in the Preamble of the Constitution.

- You are to give them a letter grade ranging from F to A+.
- You also must include comments to support your grade.
- Comments should be based on factual information, and should provide a detailed example of what the government has done to earn that particular grade.
- Comments must be in your own words.

Events to Aid in Your Research/Connections:

To Form a More Perfect Union
The Civil War
March on Washington
Women’s March 2019



	1967 Vietnam War Protest Establish Justice O.J. Simpson Trial Dred Scott vs. Sandford Korematsu vs. United States Miranda v. Arizona Loving v. Virginia Insure Domestic Tranquility Patriot Act Logan Act Ku Klux Klan Unabomber Provide For the Common Defense Creation of the FBI Alien and Sedition Acts Exclusions Laws 1882 Secure the Blessings of Liberty to Ourselves and Our Posterity 13th Amendment 19th Amendment 26th Amendment 15th Amendment Promote the General Welfare Supplemental Nutrition Assistance Program Medicaid Social Security	
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Children's Health Insurance Program

5. How To Complete a Report Card (mini-lesson): Government Touchdowns and Fumbles- Students will decide whether each scenario was a Touchdown (A) or Fumble (F). They will then match that scenario to one of the goals in the Preamble.

Differentiation:

This lesson is hands-on and encourages students to think critically about how past decisions impact the present and potentially the future. Grouping is flexible. Students will also be empowered to work together and support each other. Two forms of Cornell Notes will be utilized based on student preference. Preamble Scenarios can be assigned using Lexile scaffolding. Digital resources will be provided on Google Classroom to reinforce concepts.

Resources Provided:

- <https://constitutioncenter.org/interactive-constitution/preamble>
- <https://edsitement.neh.gov/lesson-plans/preamble-constitution-close-reading-lesson>
- <https://nearpod.com/s/social-studies/4th-grade/the-preamble-L2039126>



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: 7	Unit Title: The Constitution
Created: Sarah David Devin Haggerty	Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	7	Unit Title:	The Early Republic
Unit Summary: This unit will focus on the early republic created by the Constitution. The unit will examine decisions and policies implemented by early administrations and the effects of those decisions on the development of the young nation. Furthermore the unit will examine the increasingly important role the new nation would play in global affairs. The unit will focus on the growth, territorial expansion and political change that occurred in America in the early 1800's.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ✕ ICT Literacy ✕ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ✕ Media Literacy					
Unit Rationale: After the War of Independence was finally over, Americans debated the role the government should play in the life of its citizens. The new government found itself challenged by foreign affairs and another war with Britain, even as the Louisiana Purchase nearly doubled the country in size. The Monroe Doctrine strengthened the United States' presence on the world stage and expanded its influence in newly independent Latin American countries.					
Career Readiness (Standard 9): 9.1.8.CR.4, 9.1.8.EG.3, 9.1.8.FP.1, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.7, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4, 9.4.8.IML.6, 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.TL.3					

Learning Targets

Standards: NJSLS Social Studies, NJSLS Language Arts, NJSLS Social and Emotional Learning, NJSLS-Career Readiness, Life Literacies and Key Skills	
Content Statements: How much power the federal government should have and what it should do is strongly debated. The new Presidents established the U.S. role in foreign policy and helped define the powers of the executive office. Disagreements between cabinet members turn serious as the public chooses sides and the development of the two-party system emerges. America chooses a stance of neutrality on foreign affairs in an attempt to build its economy, government and legal system. The physical landscape of America changes greatly leading to conflict with the indigenous people. Britain's interference in these issues as well as with America trade leads the two powers into war.	
CPI#:	Cumulative Progress Indicator (CPI):
6.3.8.Civics PR.2	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.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.Civics HR.3.a	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)
6.1.8.Civics HR3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.Civics HR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.Histor ySE.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.Civics DP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian Period.
6.1.8.EconE T.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconE T.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.



SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support)



	and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
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RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
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.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM. 2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM. 3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM. 4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
9.1.8.CP.4	Summarize borrower's credit report rights.
9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.



9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.
9.1.8.PB.7	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3	Evaluate the need for different types of warranties.
9.2.8.CAP.1 7	Prepare a sample resume and cover letter as part of an application process
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
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.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).



9.4.8.IML.1 0	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.1 1	Predict the personal and community impact of online and social media activities.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
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:

- How much power should the federal government have, and what should it do?
- What steps did President Washington take to set up the government of the new republic?
- What were the causes and effects of the Whiskey Rebellion?
- What was the impact of Washington's foreign policy outlined in his Farewell Address?
- How did the government change during the early republic?
- In what ways did Hamilton's and Jefferson's views of government differ?
- How did political parties develop?
- What political tensions appeared during the election of 1796?
- How did John Adams foreign policy compare with Washington's foreign policy?
- What was the controversy over the Alien and Sedition Acts?
- What is the significance of the Supreme Court case *Marbury v. Madison*?
- What was the reason for the Louisiana Purchase, and what were the results of it?
- Was the Louisiana Purchase Constitutional?
- How did major western rivers play a role in the discoveries made by Lewis and Clark and Pike?
- Why was there conflict between white settlers and American Indians during the early 1800's?
- What were the causes of the War of 1812?
- What were the significance of regional differences in the early republic?
- How did the Supreme Court expand federal power under John Marshall?
- What was President Monroe's foreign policy program/goals?
- What was life like in the early republic?
- How did changes in suffrage affect political parties and elections?
- What was the effect of Jacksonian democracy?
- How did Native American removal change the country?



- What were the cultural elements of the American Indians living west of the Appalachians?
- What challenges were presented by the Oregon Trail?
- What were the causes and consequences of the Mexican-American war?

Unit Enduring Understandings:

- The Constitution
- Washington's Presidency
- Political Precedents
- Two-Party System
- Alien and Sedition Acts
- Marbury v. Madison
- The Louisiana Purchase
- The Missouri Compromise
- Native American Affairs
- Manifest Destiny
- War of 1812
- Suffrage
- Jacksonian Democracy
- Native American Culture
- The Oregon Trail
- The Mexican-American War

Unit Learning Targets:

Students will....

- Describe the steps Washington took to set up the government of the new republic.
- Explain the causes of the Whiskey Rebellion.
- Analyze the impact of Washington's foreign policy as outlined in his Farewell Address.
- Explain how Hamilton aimed to create a stable economic system for the new country.
- Compare/contrast Hamilton's and Jefferson's views of government.
- Explain the origin of political parties in the early republic.
- Describe how the election of 1796 led to increased political tensions.
- Analyze how the government changed during the early republic.
- Compare Adam's foreign policy to Washington's.
- Describe the controversy over the Alien and Sedition Acts.
- Explain why Congress decided the election of 1800 and how that election set a precedent.
- Discuss the significance and effects of *Marbury v. Madison*.
- Identify the reason for the Louisiana Purchase and its consequences.
- Discuss whether the Louisiana Purchase was constitutional.
- Explain how major western rivers played a role in the discoveries made by Lewis and Clark and Pike.
- Explain Jefferson's foreign policy, including conflict with the Barbary States, threats to U.S. neutrality and the Embargo Act.
- Explain the reason for conflict between white settlers and American Indians during the early 1800's.
- Identify the causes of the War of 1812.



- Explain the challenges that the United States faced in preparing for a war.
- Describe the important events and consequences of the War of 1812.
- Explain the significance of regional differences in the early republic.
- Explain how the Supreme Court under John Marshall expanded federal power.
- Describe President Monroe's foreign policy.
- Summarize what life was like in the early republic.
- Explain how changes in suffrage affect political parties and elections?
- Analyze the effect of Jacksonian democracy on the country.
- Analyze/observe how Native American removal changed the country?
- Describe the cultural elements of the American Indians living west of the Appalachians.
- Describe the challenges that were presented by the Oregon Trail.
- Explain the causes and consequences of the Mexican-American War.



Evidence of Learning

Summative Assessment: 2 days

Manifest Destiny and the West: Point of View Narratives | Activity

Invite individuals or small groups of students to examine reproductions of *Across the Continent: “Westward the Course of Empire Takes its Way.”* Ask them to identify the characters in the work, the setting, and what story is being communicated. Share with them that the artist was a British immigrant who never visited the West, and that the print’s audience was likely white European Americans living in the Eastern United States. Then, introduce one of the books listed below or tell a story about a specific indigenous nation’s experience with US settlement.

- Brian Floca, *Locomotive* (New York: Atheneum Books, 2013)
- Julius Lester and Jerry Pinkney, *Black Cowboys, Wild Horses* (New York: Dial Books, 1998)
- Louise Erdrich, *The Birchbark House* (New York: Disney-Hyperion, 2002)
- Sherry Garland, *Valley of the Moon: The Diary of María Rosalia de Milagros* (New York: Scholastic, 2001)

After reading or hearing the story, identify areas of inaccuracy or exaggeration in *Across the Continent* with students. What changes do they suggest for the picture? Whose perspectives should be included in the story? Ask them to write or create a new story from a single point of view. What would they see, hear, feel, and experience? Alternatively, students could modify or create a new version of *Across the Continent* using art materials.

Encourage students to develop a new title or headline for their story or work of art after it’s completed.

Equipment Needed: i-Pads, Google Classroom, Art Supplies

Teacher Resources: Laptops, Google Classroom, *Across the Continent* Painting (image)

Formative Assessments:

- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis
- Unit Tests/Quizzes
- Quests



Lesson Plans

Lesson	Time Frame
Lesson 1 Nation-BUILDER in Chief	1 hours/1-2 days
Lesson 2 The Louisiana Purchase	1 hours/1-2 days
Lesson 3 Manifest Destiny	1 hours/1-2 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.savvas.com/index.cfm?locator=PS33S>
- <https://www.whitehouse.gov/about-the-white-house/presidents/george-washington/>
- <https://www.pbs.org/wgbh/americanexperience/features/establishing-national-bank/>
- <https://www.gilderlehrman.org/history-resources/lesson-plan/battle-over-bank-hamilton-v-jefferson#:~:text=Alexander%20Hamilton%20became%20a%20leading,government%20would%20lead%20to%20tyranny>
- <https://www.icivics.org/teachers/lesson-plans/nationbuilder-chief>
- <https://www.history.com/topics/early-us/alien-and-sedition-acts>
- https://www.thirteen.org/wnet/supremecourt/democracy/landmark_marbury.html
- <https://history.state.gov/milestones/1801-1829/louisiana-purchase>
- <https://www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803>
- <https://www.history.com/topics/war-of-1812>
- <https://www.archives.gov/milestone-documents/monroe-doctrine#:~:text=President%20James%20Monroe's%201823%20annual,nations%20of%20the%20Western%20Hemisphere.>
- <https://americanexperience.si.edu/historical-eras/expansion/pair-westward-apotheosis/>
- <https://www.ushistory.org/us/23f.asp>
- <https://www.nationalgeographic.org/thisday/may28/indian-removal-act/>
- <https://www.icivics.org/teachers/lesson-plans/manifest-destiny>



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Nation-Builder in Chief **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: i-Pads, Google Classroom

Equipment Needed: iCivics “Nation-Builder in Chief Packets, i-Pads, Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how actions of early U.S. presidential administrations established a strong federal government. - Identify actions that helped stabilize the early nation’s finances. - Identify actions that helped strengthen the early nation’s military. - Describe ways in which the early changes in leadership were peaceful transitions of power. - Understand both the importance of the central government to the early nation and the tension it created.	Lesson Sequence <u>Do Now</u> Think/Pair/Share - Imagine that you are starting a new country. What are the top three things that this new country will need in order to be successful? - Students record their responses in their notebooks. - Students get up and share their response with one classmate - Full Class Share – List recorded on the front board <u>Nation-Builder in Chief</u> – Students will each receive a hardcopy of an iCivics packet. As a class we will read through	- Thumbs Up / Thumbs Down - Small Group Review - Question / Answer Review - Oncourse Exit Card



the text aloud, pausing to discuss content and concepts.

- a. **Informal Assessment** – Thumbs Up / Thumbs Down – A series of questions will be asked to students following the reading. Students will respond to questions by giving a thumbs up or a thumbs down. As a class we will discuss why the answer was a thumb's up, or why the answer should have been a thumbs down.

- b. **Partner Work** – Working with a partner, students will complete two separate activities within the iCivics packet.

3. **Activity 1 - Union of States** - When George Washington decided not to run for a third term as president, he gave a speech to the nation. In his "Farewell Address," Washington was clearly worried that critics would convince people that America did not need its new government. He wanted Americans to value the union. Read each quote from



Washington's speech and each paraphrase. Write the letter of each quote next to what Washington meant.

4. **Activity 2 - Strengthen That Nation!** - Each card gives an example of an action that represents one of the three pillars of a strong nation. Write the letter of each card on the pillar it supports.
5. **Small Group Review Part 1** – Each set of partners will be assigned to work with an additional pair. As a small group, students will go over the answers that they provided for Activity 1.
6. **Full Class Review Part 1** – As a class we will review Activity 1.
7. **Small Group Review Part 2** – Students will once again shuffle and each set of partners will find a new pair (different from the pair that they worked with for Part 1) to review the answers that they came up with for Activity 2.
8. **Full Class Review Part 2** -As a class we will review Activity 2.
9. **Closure Activity (Oncourse Exit Card)** – The lesson will close by comparing the students' ideas from the anticipation activity to the three “pillars” in the



lesson. How are the pillars the same or different from what students came up with? Do students think there are additional pillars for a successful nation? If yes, what are they? If no, why not?

Differentiation:

This lesson is collaborative and encourages students to think critically about how the precedents set by Washington would help to shape the country and the office of the president. Grouping is flexible. Students will also be empowered to work together and support each other.

Resources Provided:

- <https://www.icivics.org/teachers/lesson-plans/nationbuilder-chief>



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: The Louisiana Purchase	Time Frame:	1 hour/1day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ 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: Projector, i-Pads, Google Classroom			
Equipment Needed: iCivics Louisiana Purchase packets, PowerPoint Presentation, Speech Bubbles			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how and why the United States purchased the Louisiana Territory. - Draw and compare early boundary guesses with boundaries established by later treaties. - Identify and label major geographic features related to the Louisiana Purchase.	Lesson Sequence DO NOW – Questions to Ponder - What was the last item you purchased? Where did you purchase it from? Was it manufactured on site or somewhere else? What did it take in order for that product to make it to you? - Students will record their answers on an index card. - Students will get up from their seats and share their thoughts with three different classmates. - Students will return to their	- Class Discussion - Map Creation - Oral Review - Speech Bubble



seats and we will orally discuss their responses to the introductory task.

2. **Transition** – Was this a meaningful purchase? Is it something that you will have for a long time or just a short time? How does it / will it impact you?

- a. As a class we will discuss how some purchases have a life-long impact, whereas others do not.
- b. When the government makes a purchase it's important that the purchase serves a major purpose and its impact is long lasting.
- c. Can anyone think of anything that the government has purchased? What impact did that purchase have?
- d. A list of student responses will be added to the front board and we will discuss the impact of such purchases. (Land, Technology, Military Equipment)

3. **The Louisiana Purchase** - Students will each receive a copy of an



iCivics text titled “The Louisiana Purchase”. As a class we will read through the text aloud, pausing to discuss content and concepts.

- a. **Partner Work** – Working with an assigned partner, students will complete tasks.
- b. **Find those Features** – Students will be given a map and a set of clues. Using the clues, students will label the following features on a U.S. physical map; Gulf of Mexico, Mississippi River, Missouri River, New Orleans, and Lake of the Woods.
- c. **What Did We Just Buy?** Believe it or not, the U.S. bought Louisiana without knowing how big it was! France and Spain had never explored the entire colony, so nobody knew its boundaries. Here’s what President Jefferson thought the purchase included: (Thomas Jefferson Excerpt)
Got it? Now draw



the boundaries on the map as Jefferson described.

d. **Dividing the Unknown.** They may not have known the exact boundaries, but that didn't stop Congress from dividing the new territory. In 1804, Congress divided it into two parts. Follow these directions to draw the dividing line and label the two new parts:

- i. Find the lines of latitude that are marked on the map.
- ii. Find the lines marked 320 and 360
- iii. Decide where the 330 line would be.
- iv. Starting at the Mississippi River, draw a line west following the imaginary 330 line.
- v. Stop when you reach the boundary of Louisiana that you drew.
- vi. Label the area south of the line "Territory of Orleans." Label the northern area "District of Louisiana."

e. **Decisions At Last!** It wasn't long before the U.S. explored Louisiana. (Ever heard of Lewis and



Clark?) Two later agreements formalized the boundaries of the Louisiana Purchase. Follow the directions to draw the formal boundaries on the map.

4. **Full Class Review -**

Using the projector and a PowerPoint Presentation we will go over the answers to the four activities that students completed with their partner. A map will be shown and different features that students were required to add will appear on the map as we go over the activities. Students will be required to make changes to their map or add anything that they may have missed.

5. **Closure Activity** – The lesson will close with each student receiving a speech bubble cut out. Students will be asked to explain whether the Louisiana Purchase was a good purchase or a bad purchase on the part of the U.S. government. Students will be required to explain why they feel it was a good purchase, what were the many benefits of the purchase, or explain why they feel it was a bad purchase, what are the many negatives



	that have come about as a result?	
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Differentiation:

This lesson is collaborative and encourages students to think critically about how the Louisiana Purchase changed American history. Grouping is flexible. Students will also be empowered to work together and support each other.

Resources Provided:

- <https://www.icivics.org/teachers/lesson-plans/louisiana-purchase-1803>
- Speech Bubble



Lesson Plan 3 Template

Content Area: Social Studies **Lesson Title:** Manifest Destiny **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: Projector, i-Pads, Google Classroom

Equipment Needed: Laptop, i-Pad, Projector, iCivics Manifest Destiny Packets, Sticky Notes

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define Manifest Destiny and explain the ideals behind its ideology. - Analyze primary sources that illustrate Manifest Destiny and related American values. - Illustrate America's territorial expansion across the continent. - Describe the effect of U.S. expansion on Native Americans. - Explain how white Americans in the early 19th century viewed Native Americans.	Lesson Sequence Do Now – Sticky Thoughts – Students will each be given a sticky note. Projected on the screen at the front of the room will be the following question: <i>Ideally speaking, should the United States take over the rest of the world? Why or why not?</i> - Students will be given roughly two-minutes to consider the question and respond on the sticky note they have been given. - Students will get up from their seats and share their	- Sticky Thoughts - Thumbs Up, Thumbs Down - Class Discussion - Matching - Excerpt Analysis - Political Cartoon Analysis - Painting Analysis - Modern Manifest Destiny Ballot



response with three different students.

- c. The projector screen will be lifted revealing a “Yes / No T-Chart”. Students will place their sticky note under whichever heading it coincides with.
- d. As a class we will discuss the question aloud. Students will be prompted to identify the “Pros” and “Cons” of both of the questions being asked.

- 2. **Manifest Destiny** – Students will each receive a copy of an iCivics text titled “Manifest Destiny. As a class we will read through the text aloud, pausing to discuss content and concepts.

- a. **Informal Assessment** – (Teacher option)
- b. **Option 1** – After working through the reading pages with the class, write “Manifest Destiny,” “Modern Times,” and “Both” on the board. Tell the class you are going to read a series of beliefs. Students



should decide whether each belief is more associated with Manifest Destiny, modern times, or both. (Point out, of course, that there are and were always exceptions.) Have the class respond as a group by responding out loud as a chorus. Watch or listen for wrong or mixed answers. Use each statement as a springboard for quick review/discussion before moving on.

Option 2 - After working through the reading pages with the class, read each true/false statement out loud. Have the class respond as a group by showing thumbs-up for true or thumbs-down for false or by saying “true” or “false” as a chorus. Watch or listen for wrong or mixed answers.

3. **Small Group Work** – Working within a small group (3/4) students will



complete the following activities:

- a. **Mapping Activity** - Expand That Land! Follow the directions below each map to see how the United States grew across the continent. On each map, shade both the new area AND all the areas you shaded before.
- b. **Matching Activity** - Technology, Ho! Why did the U.S. expand so quickly? One huge factor was technology! The first half of the 1800s saw huge advances in transportation and communication. Can you spot the changes? Draw lines to match the earlier and later images.
- c. **Primary Source Excerpt Analysis** - That 'Manifest Destiny' Attitude. Even before there was a name for it, people who believed in Manifest Destiny had a distinct way of thinking. Read the following excerpts and



answer the questions.

d. **Primary Source**
Political
Cartoon

Analysis - Spoils of War. In February 1848, the U.S. got a huge amount of land after winning a war with Mexico. Later in 1848, Americans would elect a new president—and not everyone agreed that war was a good way for the U.S. to grow. Take a look at this cartoon of presidential candidate Lewis Cass:

e. **Primary Source**
Painting
Analysis -

American Progress. This painting by John Gast was done in 1872. It is called “American Progress.” Study the image and answer the questions.

4. **Full Class Review** – As a class we will take a look at the activities completed by the groups. Student volunteers and non-volunteers will be called on to share the



answers that their group came up with.

5. **Closure Activity** – Each student will be given a “Modern Manifest Destiny?” ballot.
 - a. **Option 1:** Have students fill out the ballots, fold them in half, and drop them in a container. Tally the vote, reading students’ reasons as you go.
 - b. **Option 2:** Make a “yes” and “no” column on the board. Have students write their reasons in the appropriate column. Review the vote as a class.

Differentiation:

This lesson is collaborative and encourages students to think critically about the impact that the mindset of Manifest Destiny had on all inhabitants of North America and the future of the United States. Grouping is flexible. Students will also be empowered to work together and support each other. Students (and teacher) will have several options throughout the lesson in terms of how best to meet the needs of individual students.

Resources Provided:

- Sticky Notes
- <https://www.icivics.org/teachers/lesson-plans/manifest-destiny>
- Ballots



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: 7	Unit Title: The Early Republic
Created: Sarah David Devin Haggerty	Board Approved on:	



Unit Overview Template

Content Area: Social Studies	Grade Level: 7	Unit Title: American Society and Culture: Pre-Civil War
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Unit Summary: In the years leading up to the Civil War, the Industrial Revolution transformed the nation. As a result of scientific and technological innovations, businesses were able to produce goods like never before. Workers streamed into growing northern cities. Meanwhile, the South remained dependent on agriculture and slavery. Social reform movements arose to address challenges facing society. These included movements for women's rights and the abolition of slavery. Meanwhile developments in art, music and literature led to unique forms of expression that reflected American society at this time.

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 Industrial Revolution transformed work and life in the United States. Steam power, railroads, labor unions, and immigrant workers continued the changes sparked by the Industrial Revolution. This Revolution brought to light challenges and moral conflicts in American society. Reformers started movements to promote social reform, education reform, women's rights and the abolition of slavery. New forms of American art, music and writing helped shape the nation's culture and identity.

Career Readiness (Standard 9): 9.1.8.EG.3, 9.1.8.FP.1, 9.1.8.FP.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.7, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4, 9.4.8.IML.6, 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.TL.3

Learning Targets

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

Content Statements: Before the 1800's most Americans were farmers and most goods were produced by hand. As a result of the Industrial Revolution, this situation slowly changed. Machines replaced hand tools. New sources of power such as steam, replaced human and animal power. While most Americans continued to farm for a living, the economy began a gradual shift toward manufacturing. Due to the profitability of cotton in the South, southerners did not invest in factories. Cotton plantations shaped the way of life in the south-including the continued existence and expansion of slavery. A growing number of reformers, inspired by the verbiage in the Declaration of Independence, began social reform movements that focused on abolishing slavery and expanding suffrage. They worked to make all Americans part of "We the People."



CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.CivicsPI .3.a	Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
6.1.8.CivicsH R3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsH R.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
6.1.8.History SE.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.CivicsD P.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian Period.
6.1.8.CivicsH R.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.History CC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.3.8.CivicsP R.2	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.History CC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically
W.IW.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.NW.7.3.D	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5.-	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	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.



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

W.RW.7.7.	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.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.II.7.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.ES.7.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.PI.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.
SL.UM.7.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.7.4.C	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
RI.CR.7.1.	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CI.7.2.	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.CI.7.2.	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.7.3.	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.



RL.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RI.TS.7.4.	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RL.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RI.PP.7.5.	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
RL.MF.7.6.	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.AA.7.7.	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.CT.7.8.-	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
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RL.CT.7.8.	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
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.
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.8.CP.2	Analyze how spending habits affect one's ability to save.
9.1.8.CP.3	Explain the purpose of a credit score and credit record, the factors and impact of credit scores.



9.1.8.CP.4	Summarize borrower's credit report rights.
9.1.8.CP.5	Compare the financial products and services available to borrowers relative to their credit worthiness.
9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
9.1.8.FI.2	Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.
9.1.8.PB.7	Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
9.1.8.RM.1	Determine criteria for deciding the amount of insurance protection needed.
9.1.8.RM.2	Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss.
9.1.8.RM.3	Evaluate the need for different types of warranties.
9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
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.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
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 is culture important?
- How did work change between 1800 and 1850?
- What was family life like in different regions of the country during this period?
- What points of view did people have toward slavery and abolition?
- What role did capitalists play in the Industrial Revolution?
- How would scarcity of natural resources affect the supply of goods to a market?
- Were factory owners willing to hire women and children? Why?
- How did the use of steam power affect the Industrial Revolution?
- What was family life like in the growing cities during this time?
- What was the impact of the Industrial Revolution on working and social classes?
- How did the invention of the cotton gin affect the Southern economy?
- What was the impact of slavery on the United States?
- What were the lives of enslaved people like?
- How did enslaved African Americans resist their enslavement?
- How did reformers work to end slavery?
- What opposition did abolitionists face?
- How did the Underground Railroad function?
- What was New Jersey's role in the underground railroad?
- How did political and religious trends spark reform movements?



- How did family life change during this time?
- What effect did the women's rights movement have on opportunities for women?
- What was life like in the early years of the republic?
- What themes did American painters pursue in the early to mid-1800's?
- What themes marked the works of writers during this period?
- How did transcendentalism affect American culture?
- Which state took the lead in reforming the educational system in America?

Unit Enduring Understandings:

- The Industrial Revolution
- Industrialization and Immigration
- Abolitionism (Stowe, Douglass, Garrison, Brown, Tubman)
- NJ's role in the Underground Railroad
- Amistad
- Fugitive Slave Act
- Kansas/Nebraska Act
- Compromise of 1850
- Dred Scott
- Seneca Falls-Declaration of Sentiments
- American Values and Culture

Unit Learning Targets:

Students will....

- Explain how work changed between 1800 and 1850.
- Compare what family life was like in different regions of the country between 1800 and 1850.
- Identify the impact of the Industrial Revolution on working conditions, social class, and daily life.
- Describe how technological change affected the economy of the North.
- Describe how the use of steam power affected the Industrial Revolution.
- Explain what family life was like in the growing cities.
- Describe the impact of the Industrial Revolution on working conditions and social class.
- Discuss how discrimination affected African Americans in the North.
- Describe how the invention of the cotton gin affected the southern economy.
- Analyze the impact of slavery on the United States.
- Summarize how enslaved people lived during this time.
- Describe how enslaved African Americans resisted their enslavement.
- Describe how people worked to end slavery.
- Discuss what opposition abolitionists faced.
- Explain how the Underground Railroad functioned.
- Explain the role New Jersey had in the Underground Railroad.
- Describe the different points of view of interest groups on abolition.
- Discuss how political and religious trends sparked reform movements.
- Analyze how family life changed in the first half of the 1800's.
- Summarize how the women's rights movement began.
- Identify what effect the women's rights movement had on opportunities for women.
- Explain what life was like in the early years of the republic.
- Describe what themes marked the works of writers, painters and poets during this period.



- Analyze how transcendentalism affected American culture.



Evidence of Learning

Summative Assessment: 2 days-Woman Suffrage and WWI DBQuest on iCivics

Students will learn how World War I impacted the woman suffrage movement. Sources will show how suffragists promoted woman suffrage as a war measure, how women's roles expanded during the war and how suffragists used the stated purpose for fighting the war— fighting for democracy— to fight for this same right at home. The sources will also show how the tactics suffragists used varied and influenced public opinion both positively and negatively.

DBQuest offers two different modes to encourage personalized learning: Guided Mode supports students with additional scaffolding through pre-selected evidence options and just-in-time feedback. This helps students new to primary source analysis and to using DBQuest. •

Freeform Mode allows students to select any piece of evidence from a source, and does not give feedback on their selections. This allows for more creative engagement with the primary sources for students who have greater experience with this kind of analysis.

Students need to think critically and make decisions about text and evidence: • The evidence is not designed to directly answer the questions. Students should use the “notes” they collect from the sources to help them use supporting evidence to answer the questions in their own words. • There may be more pieces of acceptable evidence in the text than there are boxes available to put evidence, so students can think critically and choose which excerpts work best for them. • If students have trouble choosing among acceptable pieces of evidence, remind them they can always look at the source again when it's time to answer the question in their own words.

Equipment Needed: i-Pads, Google Classroom, iCivics

Teacher iCivics, DBQuest Teacher Guide

Resources:

Formative Assessments:

- Blogs
- Political Cartoon Analysis
- Journal Entries
- Exit Cards
- Primary Source Analysis
- Unit Tests/Quizzes
- Quests



Lesson Plans

Lesson	Time Frame
Lesson 1 Slavery and the Making of America	4 hours/4 days
Lesson 2 The Way of the Abolitionist	1 hour/1 day
Lesson 3 What about the Women?	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://www.icivics.org/node/2718102/resource>



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Slavery and the Making of America **Time Frame:** 4 hours/4 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: i-Pads, Google Classroom

Equipment Needed: Laptops, Google Slides, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the terms enslaved/slavery. - Explain the correlation between agriculture / cash crops (tobacco/cotton) to the importation of enslaved African to North America. - Discuss the Atlantic Slave Trade including Triangular Trade and the Middle Passage. - Describe various aspects of slavery such as slave auctions, the daily life of the enslaved, how enslaved people were controlled, how enslaved people resisted. - Identify the defenses used by the “pro slavery”	Lesson Sequence <u>Anticipation Activity</u> Students will each be given an index card as they enter the room. Students will be directed to; Create a list of words that come to mind when they think about the institution of slavery. <u>White Board Graffiti</u> - Six different students will each be given a dry erase marker. Those students will each record ONE word on the white board that they wrote on the index card. After they have written the word, they will hand the	- Graffiti Board - Webquest Parts 1, 2, and 3 - Slave Trade, Auction, and Life Outline - Defending Slavery and Controlling the Enslaved Graphic Organizer - Slave Resistance Graphic Organizer - Exit Cards



community in its support for slavery.

marker to a student that is seated and that has not yet contributed to the white board list. This process will repeat itself for roughly 3 minutes or until the white board is littered with terms that students relate to slavery.

As a class we will look at the words recorded on the front board. I will ask students to consider:

What do these words all have in common? Why might that be?

2. **Transition** – Today you will be taking a journey through one of the most traumatic and controversial periods in American History.

3. **Slavery and the Making of America Web-Quest**

Students will independently begin working on a web-quest activity that takes students on a journey through the history of slavery in North America. In this activity students will read both primary and



secondary texts,
analyze images
and photographs,
watch short video
clips, and respond
to content specific
questions. The
activity will
explore the
following topics:

4. **Day 1**

Triangular Trade
Middle Passage
Slave Auctions
Field v. Domestic
Slaves

5. **Day 2 - Benchmark
Lesson**

Google Slide
Presentation
reviewing concepts
covered in Day 1 of
the webquest.
Students will
answer questions
and complete an
outline as we
review important
concepts.
Students will begin
Part 2 of the Web
quest focusing on:
i. Methods of
Control
ii. Pro Slavery
Thinking

6. **Day 3 - Benchmark
Lesson**

Google Slide
Presentation
reviewing concepts
covered in Day 2
of the webquest.
Students will
answer questions



	and complete a graphic organizer as we review important concepts. Students will begin Part 3 of the Web quest focusing on: i. Slave Resistance 7. <u>Day 4 - Benchmark Lesson</u> Google Slide Presentation reviewing concepts covered in Day 3 of the webquest. Students will answer questions and complete a graphic organizer as we review important concepts. 8. <u>Closure Activity</u> – Exit Card – What was one thing that you have learned about the institution of slavery that you did not know before starting this activity.	
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Differentiation:

This lesson is collaborative and encourages students to think critically about the causes and effects slavery had on all inhabitants of North America and the future of the United States. Grouping is flexible. Students will also be empowered to work together and support each other. Students (and teacher) will have several options throughout the lesson in terms of how best to meet the needs of individual students.

Resources Provided:

- Slavery and the Making of America Google Classroom Webquest
- Google Slide Presentation
- Slavery Outline
- Slavery Graphic Organizer



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: The Way of the Abolitionist	Time Frame:	1 hour/1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ 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: i-Pads, Google Classroom, Webquest			
Equipment Needed: Laptops, Google Classroom, Webquest			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Define the term slave/slavery. - Discuss the primary goal of the American Abolition Movement. - Identify individual contributions to the American Abolition Movement (Frederick Douglass, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, and John Brown) - Evaluate the overall effectiveness of the strategies used by abolitionists in the fight to end slavery.	Lesson Sequence <u>Anticipation Activity</u> - Sticky Thoughts – Students will each be given a sticky note. Projected on the screen at the front of the room will be the following task: Think of a time in your life where you saw something happening that you knew was wrong. Did you do anything to stop it from happening? Why or why not? What exactly did you do? - Students will be given roughly two-minutes to consider the task and respond on the sticky note	- Sticky Thoughts - Class Discussion - Webquest - Exit Card



they have been given.

- b. Students will get up from their seats and share their response with three different students.
- c. Students will be directed back to their seats. I will call on several student volunteers to share their stories with the class.
- d. Why do people choose to get involved? Why might someone choose not to get involved?

2. **Transition** – In recent classes we have focused on the institution of slavery in America. We have focused on topics such as the slave trade, auctions, daily life, control, and the defense of the indefensible. Today the focus will change to the fight to end the practice of slavery known as the Abolition Movement.

3. **Abolitionist**
Web-Quest Activity

- a. Students will collaboratively begin working on a web-quest activity that will take students on a journey through



the abolition movement. The activity will begin with an overview of the movement, but quickly transition into a study of the approaches and contributions of five leading abolitionists (Douglass, Garrison, Tubman, Stowe, and Brown).

- i. In this activity students will read both primary and secondary texts, analyze images and photographs, watch short video clips, and respond to content specific questions.

4. **Closure Activity** – Who would you follow? (Exit Card)

- a. Students will each be given an index card and be asked to respond to the following question: Which abolitionist do you identify closest with? Why? What is it about their specific approach to the abolition of slavery that stands out to you? Was it a more effective



approach than the
actions of others?
Explain your
thinking.

Differentiation:

This lesson is collaborative and encourages students to think critically about the fight to end slavery in the United States. Grouping is flexible. Students will also be empowered to work together and support each other. Students (and teacher) will have several options throughout the lesson in terms of how best to meet the needs of individual students.

Resources Provided:

- Sticky Notes
- Webquest
- Exit Card



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: What about the Women?	Time Frame:	1 hour/1 day
Lesson Components			
<u>21st Century Themes</u>			
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy			
<u>21st Century Skills</u>			
☒ 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: i-Pads, Webquest, Google Classroom			
Equipment Needed: Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the purpose of the Seneca Falls Convention. - Discuss gender inequalities as they existed in 18th and 19th century America. - Analyze the Declaration of Sentiments and Resolutions. - Compare and contrast the Declaration of Independence and the Declaration of Sentiments and Resolutions. - Evaluate the overall impact of the Seneca Falls Convention.	Lesson Sequence <u>Anticipation Activity</u> – Sticky Thoughts – Students will each be given a sticky note. Projected on the screen at the front of the room will be the following task: Think of a time in your life where you felt that you were being denied the same opportunity that others around you were being awarded. - Students will be given roughly two-minutes to consider the task and respond on the sticky note they have been given.	- Sticky Thoughts - Class Reading / Discussion - Compare and Contrast Declarations Worksheet - Choice Activity - Political Cartoon - Letter - Speech - Advertisement



	b. Students will get up from their seats and share their response with three different students. c. Students will be directed back to their seats. I will call on several student volunteers to share their stories with the class. 2. <u>Transition</u> – Nobody likes to be unfairly treated differently than others, however American history is rich with examples of such practices. Today we will focus on how American women stood up to the inequalities that they faced and pushed for change. 3. <u>Seneca Falls Convention Activity</u> a. The Seneca Falls Convention – Class reading / Discussion b. What rights were women denied that men were granted? c. How did society define gender roles differently? 4. <u>Partner Task</u> – Compare and Contrast - the Declaration of Independence v. the Declaration of	
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	Sentiments and Resolutions worksheet 5. Full class review / discussion 6. <u>Seneca Falls Convention Part 2</u> <u>Task</u> - Choice Activity a. Students will be responsible for creating something that could have been used following the convention at Seneca Falls to bring about greater attention to the issue of gender equality at the time. Students may: i. Design a political cartoon ii. Write a letter to the editor of a newspaper iii. Prepare a speech to be given at a future convention iv. Create an advertisement about gender equality 7. <u>Closure Activity</u> – (Exit Card) Identify three things that you learned about the Seneca Falls Convention that you did not know before.	
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Differentiation:

This lesson is collaborative and encourages students to think critically about the fight for gender equality in the United States. Grouping is flexible. Students will also be empowered to work together and support each other. Students (and teacher) will have several options throughout the lesson in terms of how best to meet the needs of individual students.



Resources Provided:

- Sticky Notes
- Worksheet
- Art Supplies



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: 7	Unit Title: American Society and Culture. Pre-Civil War
Created: Sarah David Devin Haggerty		
Board Approved on:		



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