



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

Springfield Public Schools
Springfield, New Jersey 07081

Social Studies
Grade 8

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



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Springfield Public Schools Springfield, New Jersey

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Springfield Public Schools

Cultivating compassionate and extraordinary learners!

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

Resolution: 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:	8	Unit Title:	The Civil War
Unit Summary: When the Civil War broke out, it created a searing division in the United States, but these divisions had been part of American life for decades. Slavery was an obvious distinction between free states and slave states but it was not the only division. The country was divided economically and socially. These divisions led to the creation of two distinct cultures within the country.					
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 Civil War was the result of cultural, economic and social divisions that had existed within the country since its establishment. The country was divided economically; rural Southerners and urban Northerners had different interests about tariffs, for example. The country was also divided socially. Travel was still difficult so knowing people from another region was the exception rather than the rule. These divisions, fueled by American reform movements, led to the Civil War.					
Career Readiness (Standard 9): 9.1.8.EG.3, 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:	Debates over slavery lead to shaky deals and increased division between the North and South. A simple book of fiction greatly affects American attitudes toward slavery. Failed compromises over slavery lead to outbreaks of violence. President Lincoln promised to stop slavery, so Southern states left the Union. Both the North and South have a series of victories and defeats as the Civil War progresses. Lincoln freed the slaves, but problems continued for the troops on the front lines. The Emancipation Proclamation abolished slavery, only in states rebelling against the Union. The Civil War is a turning point in American history, and with a Union victory, the country is once again intact.		
CPI#:	Cumulative Progress Indicator (CPI):		
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.		
6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.		
6.1.8.HistoryC.C.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.		



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6.1.8.HistoryC C5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.HistoryC C.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.HistoryU P.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.HistoryU P.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.HistoryC C.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
6.1.8.HistoryC C.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
6.3.8.CivicsPR. 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.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.



RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
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 and 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.

Unit Essential Questions:

- When is war justified?
- Why did conflict arise over the issue of slavery in the western territories?
- How did Congress try to resolve the issue of slavery?
- How did *Uncle Tom's Cabin* affect attitudes towards slavery?
- How did Abraham Lincoln writings and speeches relate to the Declaration of Independence?
- Why did Missouri's application to join the Union as a slave state spark a crisis?
- What did it mean when the Compromise of 1850 allowed popular sovereignty to decide the slavery question?
- What were the goals and outcomes of the Kansas-Nebraska Act?
- How did the Dred Scott case impact the nation?
- Why was the Republican party founded, and how did Abraham Lincoln emerge as its leader?
- How did events in Kansas foreshadow the looming Civil War?
- Why was there a Civil War?
- How did the 1860 election reflect sectional differences?
- Why did southern states secede from the Union following the election of 1860?
- What were the strengths and weaknesses of the North and South as the war began?
- Why were both the North and South trying to attract slave states outside the Confederacy to join their cause?
- How was the Civil War conducted?
- How did the early battles of the war reflect broader patterns in the war?
- Which battles did the Confederacy and the Union win in the early years of the war?
- How might the Confederates have felt after the Battles of Fredericksburg and Chancellorsville?
- Why was the capture of Fort Henry and Fort Donelson critical to the Union's overall war strategy?
- How and why did the Civil War become a war to end slavery?
- In what ways did African Americans contribute to the Union war effort?
- What roles did women play in the war?
- What did the 54th Massachusetts Regiment accomplish at Fort Wagner?
- How did the Civil War change the United States?
- What was the significance of Union victories at Vicksburg and Gettysburg?
- What was Grant's plan for ending the war?

Unit Enduring Understandings:

- Election of Lincoln



- Growing tensions/sectionalism
- Southern Secession-Fort Sumter
- Gettysburg/Emancipation Proclamation
- Major Battles (Manassas, Fredericksburg, Shiloh, Appomattox Court House)
- Assassination of Lincoln
- Contributions of Women and African Americans to/in the Civil War

Unit Learning Targets:

Students will....

- Describe how the Missouri Compromise affected the institution of slavery.
- Explain why conflict arose over the issue of slavery in western territories.
- Identify why the Free-Soil party was founded.
- Explain how the Compromise of 1850 tried to resolve the issue of slavery.
- Summarize how *Uncle Tom's Cabin* affected attitudes toward slavery.
- Identify the goals of the Kansas-Nebraska Act.
- Summarize the impact of the Dred Scott case on the nation.
- Explain why the Republican Party was founded.
- Explain the rapid emergence of Abraham Lincoln as a Republican Party leader.
- Describe the reaction to John Brown's raid on Harpers Ferry.
- Identify how the election of 1860 reflected sectional differences.
- Explain why the Southern states seceded from the Union following the election of 1860.
- Identify how the Civil War began in 1861.
- Describe the strengths and weaknesses of the North and South as the war began.
- Identify the leaders of each side in the war.
- Describe the strategies the North and South adopted to win the war.
- Explain how early battles dispelled hopes for a quick end to the war.
- Identify the victories of the Confederates and the Union in the early years of the war.
- Describe the purpose of the Emancipation Proclamation and its effects.
- Explain African Americans' contributions to the war effort in the Union army and beyond Confederate lines.
- Describe conditions for Civil War soldiers.
- Explain problems on the home front, including economic issues.
- Identify the role women played in the war.
- Explain why the Union victories at Vicksburg and Gettysburg helped turn the war in the Union's favor.
- Describe Grant's plan for ending the war and the war's outcome.
- Identify Lincoln's hopes for the Union after his reelection.
- Summarize why the Civil War marked a turning point in American history.



Evidence of Learning

Summative Assessment: 2 days

Understanding Civil War Battles

Ask your students to place themselves in the mindset of a Civil War general as they explore the videos and Antietam 360 Virtual Tour. Have them consider the terrain that they are seeing, the man-made objects that might be an advantage or disadvantage for the attacker or defender.

After watching the accompanying videos and exploring the Antietam 360 Virtual Tour, students will be able to identify the important features and phases of the Battle of Antietam.

Students will learn how modern technology allows you to access and understand historic sites and events around the world.

Take the Antietam 360 Virtual Tour. Focus on certain points in the battle where the natural and built environments affect what takes place. Two suggestions are Burnside's Bridge and the Bloody Lane.

Utilize the assets within the Antietam 360 Virtual Tour to show off modern and historic photos from the battlefield.

Have students create an original piece of work related to their research. Original pieces of work can include: creating an illustration of how these natural and built features were used in the battle; write an account as if the student was a soldier at the battle relating their experiences at the Bloody Lane or Burnside Bridge; have your students become the general and pick their defensive position on the battlefield-have them explain why they would choose to defend or attack the Burnside Bridge, Bloody Lane, or other portion of the battlefield. Students can use the optional letters, diaries, and "eyewitness of battle" pages to create their original pieces of work.

Equipment Needed: Interactive Maps, Google Classroom, iPads, Interactive Antietam

Teacher Interactive Maps, Google Classroom, Laptops

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 Disunion 1860	1 hour/1 day
Lesson 2 Life at War	1 hour/1 day
Lesson 3 Ending the War	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.battlefields.org/learn/educators/curriculum/middle-school/transcribing-historic-documents-inquiry-middle-school>
- <https://www.battlefields.org/learn/educators/curriculum/middle-school/civil-war-animated-map-traditional-middle-school-lesson>
- <https://www.battlefields.org/learn/educators/curriculum/middle-school/civil-war-photography-inquiry-middle-school-lesson-plan>
- <https://www.battlefields.org/sites/default/files/atoms/files/Research%20and%20Writing%20Guide.pdf>
- <https://www.battlefields.org/learn/educators/civil-war-inquiry-curriculum>
- <https://www.battlefields.org/additional-teacher-and-student-civil-war-curriculum-resources>



Lesson Plan 1 Template

Content Area: Social Studies **Lesson Title:** Disunion 1860 **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: Interactive Maps, Google Classroom, iPads

Equipment Needed: Laptops, Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to identify and discuss events that contributed to the outbreak of the American Civil War. - Students will be able to compare the economies of the Northern and Southern states. - Students will be able to chronologically organize and summarize major events contributing to the outbreak of the American Civil War. - Students will be able to discuss compromises attempted prior to the Civil War.	Lesson Sequence Anticipatory Set/Hook: - Blog on Google Classroom-define the term “Civil War” and identify at least one reason civil wars occur. - Read the first three paragraphs of James McPherson’s “An Overview of the American Civil War” together as a class. - As a large group discuss the blog responses and connect to the reading. - View the Westward Expansion Map-https://www.the-map-as-history.com/the-United-States-a-territorial-	- Blog Responses - Informal assessment through class discussion related to the <i>Disunion Timeline Information Cards</i> - Completed <i>Disunion Timeline Worksheet</i> - Completed <i>Culture and Economies Worksheet</i>



history/Louisiana-purchase-westward-expansion

Discuss: What challenges arose as the United States started settling western territories?

How were these challenges addressed? Were the solutions fair?

5. Analyze the painting “American Progress”, what does it symbolize?
6. Hand out the *Disunion Timeline Information Cards*-<https://www.battlefields.org/learn/articles/trigger-events-civil-war>
Read over the events and discuss as a group.
7. Hand out the *Disunion Timeline Worksheet*. Have students work in pairs to complete the worksheet.
<https://wvstatemuseum.edu/wv.gov/assets/Disunion%20Lesson%20Package%20Middle%20School.pdf>
8. Watch *The War Between the States* -<https://www.battlefields.org/learn/videos/war-between-states> until the 2:19 mark.
9. Watch *Kansas in the Civil War* until the 1:00 mark.
<https://www.battlefields.org/learn/videos/kansas-civil-war>
10. Hand out the *Culture and Economies Charts*;



	review the information with your students. Explain that while we cannot identify what every single person thought or did at the time, these charts (created from the 1860 census) help us create a snapshot of what the country was like. 11. Hand out the <u><i>Culture and Economies Worksheet</i></u>, and have students complete independently. 12. Watch <i>-The Coming of the War</i> https://www.battlefields.org/learn/videos/coming-civil-war Discuss: What were the three social movements that emerged from the Second Great Awakening? What factors allowed Americans to start thinking about morality? 13. Watch the <i>1861 Animated Map</i> until the 3:48 mark. https://vimeo.com/230775666 Discuss/Writing Prompt-When is war justified?	
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Differentiation:

This lesson is interactive and allows for student choice. Resources are provided from multiple Lexile levels. There are various methods of assessment to check for student understanding. Students will work in cooperative groups throughout to share their findings and evaluations of the sources.

Resources Provided:

- <https://www.battlefields.org/sites/default/files/2021-08/Updated%20Disunion%20PowerPoint%20%28Middle%20School%29.pptx>



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- <https://www.battlefields.org/sites/default/files/2021-08/Lead%20Up%20to%20the%20Civil%20War%20In4%20Questions.pdf>
- <https://www.battlefields.org/learn/educators/curriculum/middle-school/disunion-1860-traditional-middle-school-lesson-plan>
- <https://www.battlefields.org/learn/articles/glossary-18th-and-19th-political-terms>
- <https://www.battlefields.org/glossary-civil-war-terms>
- <https://www.battlefields.org/learn/articles/trigger-events-civil-war>
- <https://www.battlefields.org/learn/articles/slavery-and-other-domestic-challenges-western-expansion>



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: Life at War	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: Google Classroom, iPads			
Equipment Needed: Google Classroom, Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to describe the use of equipment, uniforms, weapons, and other items that soldiers carried. - Students will be able to identify three reasons why battles happened in certain locations. - After reading portions of soldiers' letters, students will be able to identify and discuss hardships soldiers faced.	Lesson Sequence - Discuss with students what they think a soldier did on a day-to-day basis during the Civil War. Were they always fighting battles? What do students think soldiers did when they weren't fighting battles? Do they think life was hard or easy for a Civil War soldier? - Print out the <u>PowerPoint</u> with notes prior to class. <i>There are notes included with the slides that will be on the printed slides, but won't be seen by your students during the presentation.</i>	- Completed <i>Life at War Worksheet</i> - Informal assessment through responses to the anticipatory set questions - Informal assessment through responses to PowerPoint questions - Informal assessment through the <i>Where Battles Happen</i> page - Completed <i>Analyzing a Primary Source Letter</i>



3. Activity 1-Pass out the Life at War Worksheet to each student.

Read and discuss the Life at War PowerPoint with your class, discussing different aspects of soldiering.

Have students complete the Life at War Worksheet during the presentation.

4. Activity 2

Pass out Where Battles Happen and discuss as a class why battles happen in relation to railroads, waterways, and capitals, filling in the boxes.

Discuss the second question, “Where else might a battle occur?”

5. Activity 3-Read the following letters with your students as a group
- Samuel Cabbie Letter
 - George McClellan Letter
 - John Sweet Letter
 - Zachariah Benefield Letter
 - William Norton Letter

Have the students Analyze one of the letters using the Analyzing a Primary Source Letter.



- | | | |
|--|---|--|
| | 6. Closure: Have students answer the last question of the Analyzing a Primary Source Letter utilizing all of the letters. | |
|--|---|--|

Differentiation:

This lesson is interactive and allows for student choice. Resources are provided from multiple Lexile levels. There are various methods of assessment to check for student understanding. Students will work in cooperative groups throughout to share their findings and evaluations of the sources.

Resources Provided:

- https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet_novice.pdf
- <https://www.battlefields.org/learn/educators/curriculum/middle-school/life-war-traditional-middle-school-lesson-plan>
- <https://www.battlefields.org/sites/default/files/atoms/files/Life%20at%20War%20Traditional%20Middle%20School%20Packet.pdf>
- <https://www.battlefields.org/sites/default/files/2021-08/Updated%20Life%20at%20War%20%28Middle%20School%29.pptx>
- <https://www.c-span.org/video/?323655-1/discussion-civil-war-soldiers-letters>



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: Ending the War	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: iPads, Google Classroom			
Equipment Needed: iPads, Google Classroom			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop a hypothesis to a major question and then review their ideas through the research process. - After receiving information on the election of 1864, students will discuss both Lincoln and McClellan's views on the war and plans for the nation's future. - Students will be able to create a timeline and map illustrating the sequence of events leading to the end of the war. - Students will summarize the Articles of Agreement from the Surrender of the Army of Northern Virginia.	Lesson Sequence Throughout the lesson, follow the <u><i>Bringing the War to an End PowerPoint</i></u> . The PowerPoint will provide prompts for when to do the activities. There are online videos referred to in the PowerPoint that should be queued ahead of time. There may be words, locations, or people that the students do not know mentioned throughout the lesson. Let them know that this is a normal part of learning history and like all historians, they should identify what they don't know and do a bit of research to gain insight (most	- Completed timeline, map, and map questions- <i>Timeline Worksheet & Map</i>. - Completed- <i>What Do You Think? Notes Sheet</i>, with answers based on the platform reading. - Informal assessment through observation of group debate. - Notes and responses on <i>The Last Salute of the Army of Northern Virginia and Articles of Agreement</i>. - Oral or written response to final question.



Students will detail how the war came to its final conclusion.	times this research can be done in a few minutes). - Begin the PowerPoint – slide one will provide the setting for this point in the war. Hypothesize together: Based on what you know about the war so far, what do you think it will take to bring the war to an end? 2. Activity 1 Continue to follow <i>Bringing the War to an End PowerPoint</i>. Hand out the <u>Timeline Worksheet and Map</u>, copied back to back. Have students complete the <i>Timeline Worksheet and Map</i>. Discuss-where did most battles of the war occur? - Hand out the <u>Lincoln & McClellan Cards</u> to students; try to have the same number of Lincolns and McClellans. - Hand out the <u>Baltimore Platform</u> and <u>Chicago Platform</u>. - Have the students review the platforms, paying particular attention to the bolded text. Students can work independently, in groups, or you can work as a class –This activity is asking them to work with	Oral response to the final questions, Why Does this Matter?
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primary sources and they may need more or less guidance based on their experience.

6. Place all of the Lincolns in one group and all of the McClellans in another.
7. Hand out the- *What Do You Think? Notes Sheet*, and have students work together to gather their ideas for a debate, filling out the note sheet as they go.
8. Begin the debate using the *What Do You Think Moderator Questions*.
9. **Activity 3-** As a class, read *The Last Salute of the Army of Northern Virginia and Articles of Agreement*, answering the provided guiding questions.

Does this scene seem to be full of hate or empathy? Use a quote from the document to support your answer. Make a prediction about how the country will come together after this. What clues lead you to this prediction?

10. Closure: Address the final question. Students can compare their own or the class hypothesis. You can either discuss as a group or have the students create a written response.
11. Discuss the Why Does this Matter questions in the final slide.



Differentiation:

This lesson is interactive and allows for student choice. Resources are provided from multiple Lexile levels. There are various methods of assessment to check for student understanding. Students will work in cooperative groups throughout to share their findings and evaluations of the sources.

Resources Provided:

- <https://www.battlefields.org/sites/default/files/2021-08/Updated%20Bringing%20the%20War%20to%20an%20End%20Middle%20School%20Lesson%20Plan.pdf>
- <https://www.battlefields.org/sites/default/files/2021-08/Updated%20Bringing%20the%20War%20to%20an%20End%20%28Middle%20School%29.pptx>
- <https://www.battlefields.org/sites/default/files/2021-08/Updated%20Bringing%20the%20War%20to%20an%20End%20Middle%20School%20Lesson%20Plan.pdf>
- <https://www.battlefields.org/visit/virtual-tours/antietam-360-virtual-tour>
- <https://www.youtube.com/watch?v=tYg3v9lUuNA>
- <https://www.nps.gov/anti/learn/education/classrooms/antietam-letters-and-diaries-of-soldiers-and-civilians.htm>



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 8	Unit Title: The Civil War
Created: Joe David Alison Reynders		
Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	Reconstruction Era
Unit Summary: Following the Civil War, Congress instituted sweeping political, economic, and social changes in the former Confederate states. During this period of Reconstruction, African Americans gained many rights. However, they were still denied full equality, especially in the South.					
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: After four years of war, both northerners and southerners had to adjust to a changed world. Despite their victory, northerners faced a number of economic problems. Over 800,000 returning Union soldiers needed jobs. The North had more casualties than the South and the soldiers that returned home often did with the effects of the war still lingering on them physically and emotionally. The adjustment was far more difficult in the South. Many of the war's battles took place in the South. The South struggled with its physical and social redevelopment. Trying to rebuild the South and heal the wounds of the war was not an easy task. African Americans emerged from the Civil War with more freedoms than ever, however, the true freedom that the war had promised was still elusive.					
Career Readiness (Standard 9): 9.1.8.FP.2, 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:	As the nation starts to rebuild, the assassination of Lincoln and a new president's ideas increase conflict. Radical Republicans gain power in Congress, and President Johnson is impeached. Frederick Douglass speaks out for government action to obtain basic equality for black Americans. Southern conservatives resist reconstruction, and sharecropping leads to a cycle of poverty. Reconstruction ends and the rights of African Americans are restricted in the South.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.History CC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
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.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.History UP.5.a	Analyze the effectiveness of the 13 th , 14 th , and 15 th Amendments to the United States Constitution from multiple perspectives.
6.1.8.History. CC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.History. CC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
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.

Unit Essential Questions:

- How should we handle conflict?
- What economic, political and social problems did the United States face after the Civil War?
- What steps were taken initially during Reconstruction?
- How did the assassination of Lincoln and the inauguration of a new President lead to conflict?
- How did Congress react to the Black Codes?
- Why was President Johnson impeached?
- How did Reconstruction redefine what it meant to be an American?
- How did conservatives resist reconstruction?
- What economic, political, and social challenges faced Reconstruction governments?
- How did Reconstruction redefine what it meant to be an American?
- What events led to the end of Reconstruction?
- How were the rights of African Americans restricted in the South during Reconstruction and for decades afterward?
- What industries flourished in the “New South”?
- Should the United States have ended Reconstruction in 1877?

Unit Enduring Understandings:

- Lincoln’s Legacy
- Reconstruction Amendments
- Reconstruction Plans of Lincoln, Johnson and Congress
- Civil Rights (poll tax, literacy tests, segregation, black codes, Jim Crow)
- Impeachment of President Johnson

Unit Learning Targets:

Students will....

- Describe the nation’s economic, political and social problems after the Civil War.
- Identify the steps that were taken initially during Reconstruction.
- Explain how the assassination of Lincoln and the inauguration of a new President led to conflict.
- Summarize the goals of the Freedmen’s Bureau.
- Describe how Congress reacted to the passage of black codes in the South.
- Identify why President Johnson was impeached.
- Explain the three “Civil War amendments.”
- Discuss how Reconstruction redefined what it meant to be an American.
- Describe how Conservatives resisted Reconstruction.
- Identify the economic, political, and social challenges facing Reconstruction governments.
- Explain why sharecropping led to a cycle of poverty.
- Identify new forces in southern politics.
- Summarize the events that led to the end of Reconstruction.
- Explain how the rights of African Americans were restricted in the South during Reconstruction.



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- Discuss the immediate and long-term effects that Reconstruction had on African Americans.
- Identify industries that flourished in the “New South.”



Evidence of Learning

Summative Assessment: 4 days

Speech by President Lincoln: Second Inaugural Address

Close reading is carefully and purposefully rereading a text. It's an encounter with the text in which we closely focus on what the author has to say, what the author's purpose is, what the words mean, and what the structure of the text tells us. Close reading ensures that we truly understand what we've read. We use this careful investigation of text to make connections to essential questions about history, human behavior, and ourselves. This protocol can be used to implement a close reading for select documents during the Reconstruction unit.

FIRST READ: Read aloud. Either the teacher or a student can read the text aloud. Ask students to circle unfamiliar words as they listen. After the read-aloud, as students share these words with the class, decide which words to define immediately to limit confusion and which definitions you want students to uncover through careful reading. Particular questions to ask students at this stage of the reading are:

- What can you already infer about the author of this text?
- How is the text structured?
- Does this structure make it easy or difficult to make meaning?
- Does this structure tell us anything about the author's style or purpose?

SECOND READ: Visual image. In small groups, have students create a visual image on paper that captures the essence of the text. You may also ask them to include three words or a sentence summary of each section of text. Groups can be assigned either the entire text or sections of text for this portion of the close reading.

THIRD READ: Gallery read. Ask students to do a "gallery read" of the images that have been created.

DISCUSSION SUGGESTIONS

Launch a discussion after a close reading. Examples include:

- To connect to the argumentative writing prompt (Support, refute, or modify the statement: Laws are the most important factor in overcoming discrimination)
- What is the role of laws and government in reuniting a country that has experienced a civil war? How might Lincoln connect ideas about healing and justice to the work of overcoming discrimination?



- To connect to the informative writing prompt: Historian Eric Foner calls Reconstruction “America’s unfinished revolution.” What debates and dilemmas from the Reconstruction era remain unresolved? After researching informational texts on Reconstruction, write an essay in which you explain one debate that was central to this period that remained unresolved. Explain why the debate was significant to the history of Reconstruction. In your conclusion, discuss the legacy of the debate not being resolved.
- Ask students to find connections between Lincoln’s message about healing the country and contemporary issues surrounding the idea of unifying American society today. What aspects of Lincoln’s approach remains “unfinished” in the twenty-first century?

Equipment Needed: Google Classroom, iPads, Interactive Maps

Teacher iCivics, Nearpod, Google Classroom

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 Civil War and Reconstruction	1 hour/1 day
Lesson 2 Devastation of War	1 hour/1 day
Lesson 3 Reconstruction Inquiry	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/sites/default/files/lesson_plan/Civil%20War%20and%20Reconstruction_StudentDocs.pdf
- <https://nearpod.com/t/L38954261>
- <https://www.pbs.org/wgbh/americanexperience/films/death/>
- <https://www.nps.gov/linc/learn/historyculture/lincoln-second-inaugural.htm>
- <https://www.battlefields.org/learn/educators/curriculum/middle-school/reconstruction-inquiry-middle-school-lesson-plan>
- https://www.battlefields.org/sites/default/files/atoms/files/New_Reconstruction.pptx
- <https://www.battlefields.org/sites/default/files/atoms/files/Reconstruction%20Inquiry%20Middle%20School%20Packet.pdf>
- <https://www.youtube.com/watch?v=6xg2njAE0dE>



Lesson Plan 1 Template

Content Area: Social Studies	Lesson Title: Civil War and Reconstruction	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

Integration of Technology: Nearpod, Google Classroom, iPads

Equipment Needed: Laptops, Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the division of the U.S. at the outbreak of the Civil War. - Describe the expansion of civil rights and liberties in the Civil War/Reconstruction Period. - Explain the purposes of the due process and equal protection clauses of the 14th Amendment. - Identify the different perspectives on slavery during the Civil War period. - Determine the differences between the Presidential and Congressional plans for Reconstruction.	Lesson Sequence - Anticipate- by distributing the “Civil War” half sheet and giving students 2-3 minutes to list as many things related to the Civil War as they can. Ask students to share what they have on their lists. - DISTRIBUTE the reading packet to the students and read through the first page as a class. You may also ask the students to draw a line between the Northern and Southern states on the map, then explain that that was commonly called the Mason-Dixon line. CONTINUE reading on the second page, pausing	- Brainstorm Activity - Answers to essential questions during class discussion. - Activity Sheets - Nearpod Activity



- after the Reconstruction section.
3. PROJECT- The What If ? transparency showing the Reconstruction plan options to the class.
 4. READ each and discuss which items the class would agree on, marking the page as you proceed. TALLY the selections for each column and reveal which plan the class favored. Column One reflects the aspects of Congressional Reconstruction plans, and Column Two reflects the plan of President Johnson.
 5. CONTINUE through the rest of the reading with the students.
 6. DISTRIBUTE and assign the activity sheets to the class.
 7. Review the answers to the activity pages. Discuss each ‘due process’ question and have the students discuss why the laws are constitutional or not. Is there an issue of reasonableness and fairness? Do the procedures make sense?
 8. Direct students to the “Civil War and Reconstruction” Nearpod Activity-<https://nearpod.com/t/L38954261> . In the Nearpod students will- take a virtual field trip to the battlefield of



Antietam where the bloodiest battle of the Civil War occurred. They read an article with a summary of the main causes of the Civil War, as well as an overview of the Emancipation Proclamation. The class reads a list of both harsh and lenient steps the North could have taken against the South after Reconstruction, then they discuss with partners which steps would have been chosen and why, had they been in charge. Students discuss which of the Reconstruction amendments had the biggest impact on society.

Differentiation:

The Civil War and Reconstruction Era brought about the end of slavery and the expansion of civil rights to African Americans through the 13th, 14th, and 15th Amendments. In this lesson students will compare the Northern and Southern states, discover the concepts of due process and equal protection, and understand how the former Confederate states reacted to the Reconstruction Amendments. The lesson is concept based and lexiled. Additional resources are provided (vocabulary lists, annotations, discussion) to assist in understanding.

Resources Provided:

- https://www.icivics.org/sites/default/files/lesson_plan/Civil%20War%20and%20Reconstruction_StudentDocs.pdf
- <https://nearpod.com/t/L38954261>



Lesson Plan 2 Template			
Content Area: Social Studies	Lesson Title: Devastation of War	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: Math, Communication Arts			
Integration of Technology: Google Classroom, iPads			
Equipment Needed: Google Classroom, Laptops			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze what it takes to reunite a nation torn apart by civil war. - Evaluate the range of response to both the death and destruction of the Civil War. - Analyze how the reality of Emancipation differed from the expectation. - Understand Lincoln's phrase from his Second Inaugural Address, "with malice toward none, with charity for all," and how it would prove to be a difficult goal to realize given the variety of interests and experiences	Lesson Sequence - Use the film clip from Death and the Civil War and the data document "Statistics from the War" (Handout 4.1) to help students gain a sense of the profound personal impact that the Civil War had on most Americans. You might use the same "Two-Column Note-taking" strategy for both resources. - As students watch the film and read the document, they will record facts and data representing obstacles to reuniting the country	- Data Analysis - T-Chart Responses - Blog Response - Answers to essential questions during class discussion. - Dialogue Simulation - Lincoln's Vision and the 21st Century-Exit Card



that emerged from the war.

- Understand Lincoln's wartime Reconstruction plan and the Wade-Davis Bill were important early efforts in the struggle to reshape the nation.

after the war. In the left column, they should simply record each fact or statistic. In the right column, they will explain the challenge to reunion that they think it represents. Film Link: <https://www.pbs.org/wgbh/americanexperience/films/death/>

3. Ask students to work in pairs to imagine a meeting between Caroline Barrett White and either Kate Stone or Gertrude Clanton Thomas. Students can use the following handouts to help them imagine the dialogue: "A Day of Triumph," "Conquered," and "Reactions to the Lincoln Assassination" ([Handouts 4.2](#), [4.3](#), and [4.6](#)). Have each pair write a dialogue for such a conversation that answers these questions:
 - How would they start a conversation? What would they talk about?
 - What would be the tone of their conversation?
 - What would each woman want the other to know about her



experiences and beliefs about the war?

- How would each woman defend her side of the war? What arguments would they make?

- What emotions would each woman feel during the discussion? How would they express those emotions?

Invite pairs to act out their dialogue for the class. After a few, have students consider what the conversations have in common. What do they add to our understanding of the challenges of reuniting the country after the Civil War?

Exit Card/Homework; Ask students to find connections between Lincoln's message about healing the country and contemporary issues surrounding the idea of unifying American society today. What aspects of Lincoln's approach remains "unfinished" in the twenty-first century?

Differentiation:

In this lesson, students will learn more about the aftermath of the war itself. They will consider information about the immense destruction the Civil War caused in people's lives and for the nation as a whole. They will also read documents written in 1865 by two women, one from the North and the other from the South, and consider the ways that these



opposing perspectives provide insight into the difficult task of reuniting the nation. Readings are different Lexile levels to allow for differentiation. Resources from multiple perspectives are utilized to enhance understanding. Students will work in cooperative groups and think-share-pairs to evaluate information.

Resources Provided:

- American Experience: Death and the Civil War, Chapter 1 (11 min.) (video)
- Statistics from the War (data)
- “A Day of Triumph” (document)
- Speech by President Lincoln: Second Inaugural Address (document)
- “Reactions to the Lincoln Assassination” (document)
- <https://www.pbs.org/wgbh/americanexperience/films/death/>



Lesson Plan 3 Template			
Content Area: Social Studies	Lesson Title: Reconstruction Inquiry	Time Frame:	2 hours/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			
Integration of Technology: iPads, Google Classroom, Jamboard			
Equipment Needed: Laptops, Google Classroom			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to discuss and cite the outcomes of the reconstruction period – 1863-1877. - Students will be able to complete questions, finding key information within primary and secondary sources. - Students will be able to address a question about a historic event, providing evidence from primary and secondary sources. - Students will be able to identify ways in which historic events impact current events.	Lesson Sequence - Blog-How might the country be different today, if President Lincoln was not assassinated? Discuss student responses. - This is an inquiry lesson where students will do research to answer the inquiry question concerning the Reconstruction period following the Civil War. Students will develop a hypothesis, search for evidence in multiple primary and secondary sources, and complete a graphic organizer. Through this process students will develop a	- Blog Response - Answers to essential questions during class discussion. - Reconstruction-Exit Card - Cornell Notes Template - Reconstruction Essay



• What are the outcomes of the period known as Reconstruction? • Students will develop a hypothesis, search for evidence in multiple primary and secondary sources, and complete a graphic organizer.	strong answer to the inquiry question: <i>What are the outcomes of the period known as Reconstruction?</i> <i>Materials:</i> <i>Primary Source Documents Packet</i> <i>Secondary Source Documents Packet</i> <i>Storyboard</i> Link to all: https://www.battlefields.org/sites/default/files/atoms/files/Reconstruction%20Inquiry%20Middle%20School%20Packet.pdf PowerPoint-https://www.battlefields.org/sites/default/files/atoms/files/New_Reconstruction.pptx 3. Provide students with the Storyboard, Primary Source Documents, and Secondary Source Documents then begin the PowerPoint presentation. 4. The PowerPoint will act as a guide for the lesson. The PowerPoint is so detailed, it can even be done independently by students. 5. There are videos within the PowerPoint that should be queued-up ahead of the lesson presentation. 6. Documents within the Primary Source packet and Secondary Source packet will be referred to	
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through-out the PowerPoint. Some of the documents are required reading, while others are noted in the PowerPoint as 'provided,' meaning the document has been provided but is not required reading. The provided documents might be useful for more in-depth understanding or for research purposes. Students may wish to look over and cite these documents for their essay.

7. For each document guiding questions are provided, it is up to the teacher as to whether or not these need to be answered. The questions help focus students' attention and guide in the formation of their own document related questions.
8. Students will complete the storyboard as they move through the PowerPoint and documents.
9. Students should provide citations to documents as they complete the storyboard, this will act as an organizer/outline for their final essay.
10. Conclusion: Students will answer the inquiry question either orally or in essay form (Essay is provided). They should use evidence from their



	primary and secondary sources. They can use the documents, their notes, the storyboard, and their answered questions. Students can do additional research to bolster their argument. 11. Exit Card: How do you see the impacts of the Reconstruction period today? Consider... Education and Employment Government Representation Justice Civil Rights Economics Regional Differences	
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Differentiation:

In this lesson, students will learn more about the aftermath of the war itself. They will consider information about the immense destruction the Civil War caused in people's lives and for the nation as a whole. They will also read documents written in 1865 by two women, one from the North and the other from the South, and consider the ways that these opposing perspectives provide insight into the difficult task of reuniting the nation. Readings are different Lexile levels to allow for differentiation. Resources from multiple perspectives are utilized to enhance understanding. Students will work in cooperative groups and think-share-pairs to evaluate information.

Resources Provided:

- <https://www.battlefields.org/learn/educators/curriculum/middle-school/reconstruction-inquiry-middle-school-lesson-plan>
- https://www.battlefields.org/sites/default/files/atoms/files/New_Reconstruction.pptx
- <https://www.battlefields.org/sites/default/files/atoms/files/Reconstruction%20Inquiry%20Middle%20School%20Packet.pdf>
- <https://www.youtube.com/watch?v=6xg2njAEOdE>



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: 8	Unit Title: Reconstruction Era
Created: Joe David Alison Reynders		
Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	US Industrial and Economic Growth (1865-1914)
Unit Summary: Students will analyze and interpret the following topics on US Industrial and Economic Growth (1865-1914): Mining, railroads and the economy, Western agriculture, Hardship for American Indians, Industry and Corporations, Labor Movement, New Technologies. The development and progress of these topics will help students understand and interpret the foundations for American Industrial growth following the end of the Civil War.					
Primary Interdisciplinary Connections: ELA					
<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:	Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in national and world affairs. Its components provide students with the content knowledge and skills to negotiate their way through the maze of current political and social issues. The study of history, government, sociology, and economics enables students to participate in national, state, and local decision making.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL	
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.	
CPI#:	Cumulative Progress Indicator (CPI):	
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.	
6.1.8.EconNE.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	
6.1.8.EconNE.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.	



6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.



W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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).



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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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the 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 and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-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 the 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

Unit Essential Questions:

- How did America's economy, industries, and population grow after the Civil War?

Unit Enduring Understandings:

- The railroads helped the United States grow and prosper
- Creation of the Morrill Acts
- Native American conflicts
- Anti-Trusts and Monopolies
- Employer-Worker Relationships
- Invention and implementation of the assembly line

Unit Learning Targets:

Students will....

- Identify problems that arose on the mining frontier.
- Explain how railroads spurred development.
- Describe how railroads encouraged economic growth.
- Analyze how the government helped railroads.
- Explain how the Cattle Kingdom formed.
- Discuss the alliances farmers made to improve their conditions.
- Summarize the effects of the Homestead Act.
- Identify how the federal government affected the country's growth after the Civil War.
- Describe the role of the bison in the lives of the Plains Indians.
- Discuss how shifting federal policy toward American Indians caused ongoing problems.
- Identify why reforms aimed at improving federal policy failed Native Americans.
- Explain why the Plains Indian way of life ended.
- Explain the expansion of the steel industry.
- Describe the strategies and practices that helped some entrepreneurs and bankers establish great fortunes.
- Identify arguments for and against trusts and monopolies.
- Analyze how Rockefeller built a huge oil trust.
- Explain how changes in the workplace led to the rise of labor organizations.
- Identify the issues that women faced in the workplace during the late 1800s.
- Explain the challenges that the labor movement faced during the late 1800s.
- Compare the owners' and the workers' attitudes toward worker health and safety.
- Explain how new devices sped up communication during the late 1800s.
- Describe how automobiles and airplanes transformed transportation.
- Discuss how the inventions of this era improved businesses and Americans' quality of life.



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- Compare the innovations of the automobile and electricity and their impacts on society.



Evidence of Learning

Summative Assessment:	Unit Test (20-22 days)
Equipment Needed:	<i>myWorld Interactive</i> Textbook, iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive</i> Resource books, Google Classroom access
Teacher Resources:	Laptops, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive Resource</i> books, Google Classroom access, Projector access, <i>myWorld Interactive</i> reproducible worksheets

Formative Assessments:

- Modeling of concept
- Computer supported cooperative learning
- Journal/daily log
- Do Now Procedures
- Closure activities
- Quizzes
- Critical thinking homework questions
- Reading comprehension questions
- Concrete comprehension questions
- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



Lesson Plans

Lesson	Time Frame
Lesson 1 Mining, Railroads, and the Economy	2 hours/2 days
Lesson 2 Western Agriculture	4 hours/2 days
Lesson 3 Hardship for American Indians	2 hours/2 days

Teacher Notes: Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

www.icivics.org

<https://www.youtube.com/watch?v=p2Pv1LYapBA>

<https://www.youtube.com/watch?v=6okibrppeUs>

<https://www.youtube.com/watch?v=NbwVl-oAP6s>

https://www.youtube.com/watch?v=2xrnu_7dRrY

<https://sheg.stanford.edu/history-lessons/homestead-strike>

<https://sheg.stanford.edu/history-lessons/great-plains-homesteaders>

<https://www.pbs.org/video/s34-e21-native-americans-role-in-history-7auhwe/>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title: Mining, Railroads, and the Economy	Time Frame:	2 hours/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: NBC Learn Video on Mining, Expansion, and Growth, *myWorld Interactive* NBC Learn videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify problems that arose on the mining frontier. - Explain how railroads spurred development. - Describe how railroads encouraged economic growth. - Analyze how the government helped railroads.	Lesson Sequence - The students will watch an NBC Learn Video on mining, expansion, and growth. (5 min) - The students will then do a start up activity in their <i>myWorld Interactive</i> Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their <i>myWorld Interactive</i> Active Journals. (5 min)	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Interactive gallery assessment - Interactive map - Primary source article - Lesson quiz - Study for test - Monitor student responses



4. The students will then read the section and complete the graphic organizers in their *myWorld Interactive* Active Journals. (30 min)
5. The students will then use the interactive gallery and read/analyze information on Boomtowns and Ghost towns. (10 min)
6. The students will then use an Interactive map and identify the route of the transcontinental railroad and how it affected boomtowns. (10 min)
7. The students will then analyze a primary source article and complete a graphic organizer on the pros and cons of the rapidly increasing railroad system. (10 min)
8. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.

Differentiation:

Provide students with an outline map of the United States. Help students locate the states and territories where mining was important during the late 1800s. Divide students into small groups. Have them then use print sources to locate the mining sites discussed above.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad



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- *myWorld Interactive* textbook



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Western Agriculture	Time Frame:	4 hours/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: *myWorld Interactive NBC Learn* videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how the Cattle Kingdom formed. - Discuss the alliances farmers made to improve their conditions. - Summarize the effects of the Homestead Act. - Identify how the federal government affected the country's growth after the Civil War.	Lesson Sequence - The students will watch an NBC Learn Video on The Cattle Boom and the Homestead Act. (5 min) - The students will then do a start up activity in their <i>myWorld Interactive</i> Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their <i>myWorld Interactive</i> Active Journals. (5 min)	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Interactive gallery assessment - Interactive map - Interactive 3D model - Lesson quiz - Study for test - Monitor student responses



4. The students will then read the section and complete the graphic organizers in their *myWorld Interactive* Active Journals. (30 min)
5. The students will then use the interactive gallery and read/analyze information on Cowhands and Their Gear. (10 min)
6. The students will then use an Interactive map and identify the route of the Cattle Trails. (10 min)
7. The students will then analyze an Interactive 3D model on Nineteenth Century Sod Houses. (10 min)
8. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.

Differentiation:

To help students understand the Homestead Act, tell them to focus on the word home. The act gave settlers free land on which to build a home. Have students write a letter from the perspective of someone who just received land as a result of the Homestead Act.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued laptop
- *myWorld Interactive* textbook



Lesson Plan 3 Template

Content Area: Social Studies Lesson Title: Hardship for American Indians Time Frame: 2 hours/ 2 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts

Integration of Technology: *myWorld Interactive NBC Learn* videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe the role of the bison in the lives of the Plains Indians. - Discuss how shifting federal policy toward American Indians caused ongoing problems. - Identify why reforms aimed at improving federal policy failed Native Americans. - Explain why the Plains Indian way of life ended.	Lesson Sequence - The students will watch an NBC Learn Video on A way of Life Ends. (5 min) - The students will then do a start up activity in their <i>myWorld Interactive</i> Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their <i>myWorld Interactive</i> Active Journals. (5 min) - The students will then read the section and complete the graphic	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	organizers in their <i>myWorld Interactive</i> Active Journals. (30 min) 5. The students will then use an Interactive map and identify Native American losses 1850-1890. (10 min) 6. The students will then complete a 21st Century skills tutorial and answer several questions in their <i>myWorld Interactive</i> Active Journal. (15 min) 7. The students will then analyze 2 separate primary source materials, both from Chief Joseph. (25 min) 8. The lesson will conclude with a summary of the various activities and a Lesson quiz homework assignment.	
Differentiation: To help students understand the conflicts between American Indians and white settlers, have students look at the image of the Battle of Little Bighorn. Ask them to describe the scene it depicts and explain to students that a massacre is a tragic event in which a large number of people are violently killed. Have students read through the text and locate context clues that explain why several of the conflicts between American Indians and white settlers are called massacres.		
Resources Provided: • <i>myWorld Interactive</i> Quest activities • <i>myWorld Interactive</i> NBC Learn videos on various lesson topics • <i>myWorld Interactive</i> primary source analysis activities • <i>myWorld Interactive</i> Active Journals • Internet access • School issued iPad • <i>myWorld Interactive</i> textbook		



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:	8	Unit Title: US Industrial and Economic Growth (1865-1914)
Created:	Joseph David and Alison Reynders	Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	The Progressive Era
Unit Summary: The early 20th century was marked by immigration and industrialization, which contributed to rapid urbanization. Booming U.S. cities often had poor living and working conditions and corrupt government. As a result, people, including several U.S. Presidents, demanded reform. Women fought for suffrage and temperance. However, discrimination remained a harsh reality for Americans of color. Therefore, students will analyze and interpret the long-term meaning and actions of the following topics The Progressive Era: A New Wave of Immigration, Urbanization, The Rise of Progressivism, The Progressive Presidents, Progress and Setbacks for Social Justice, and A Changing American Culture (optional)					
Primary Interdisciplinary Connections: ELA <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:	Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in national and world affairs. Its components provide students with the content knowledge and skills to negotiate their way through the maze of current political and social issues. The study of history, government, sociology, and economics enables students to participate in national, state, and local decision making.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to an increase in immigration and explain why ethnic and cultural conflicts resulted.
6.1.8.HistoryUP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.



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6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideas and principles are in conflict (e.g., liberty, equality).
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.CivicsPD.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsDP.2	Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to the United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.Civia	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.



L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to



	improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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.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.



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9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the 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 and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-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 the 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
Unit Essential Questions:	
What can individuals do to affect society?	



Unit Enduring Understandings:

- The goal of the nativists
- Push-Pull factors of immigration
- The rise of urbanization
- Living conditions for the poor and workers
- The reasons for the Progressive Movement
- Social Justice
- The Temperance Movement
- Women's Suffrage
- A Changing American Culture

Unit Learning Targets:

Students will...

Describe how America's population grew after the Civil War.

Explain why immigrants made the difficult journey to the United States.

Identify the problems immigrants faced in adapting to life in the United States.

Analyze the causes and effects of nativist opposition to immigration.

Explain why cities grew rapidly in the late 1800s.

Describe how city dwellers' social and economic conditions determined where they lived.

Summarize the settlement house movement.

Analyze the present-day effects of Jane Addams and the Hull House reforms.

Explain what bothered reformers about politics in the Gilded Age.

Identify the reforms that marked the Progressive Era.

Describe how the federal government affected the country's growth after the Civil War.

Analyze Congress's first attempts to regulate big business, and why they were ineffective at first.

Identify Theodore Roosevelt's reform goals.

Compare and contrast William Howard Taft's policies with Theodore Roosevelt's.

Describe the economic reform policies pursued by Woodrow Wilson.

Explain the causes and effects of the split in the Republican Party.

Describe how women worked to win rights.

Explain why the campaign against alcohol was especially important to women.

Identify the hardships that other groups faced in the Progressive Era.

Compare and contrast the social and political ideas of Booker T. Washington and W.E.B. Du Bois.

Describe how cities changed in the Progressive Era.

Identify new forms of theater, music, art, and literature that appeared during this time.

Explain the interest of Progressive Era writers and painters in subjects from everyday life.



Evidence of Learning

Summative Assessment:	Unit Test (30-32 days)
Equipment Needed:	<i>myWorld Interactive</i> Textbook, iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive</i> Resource books, Google Classroom access
Teacher Resources:	Laptops, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive Resource</i> books, Google Classroom access, Projector access, <i>myWorld Interactive</i> reproducible worksheets

Formative Assessments:

- Modeling of concept
- Computer supported cooperative learning
- Journal/daily log
- Do Now Procedures
- Closure activities
- Quizzes
- Critical thinking homework questions
- Reading comprehension questions
- Concrete comprehension questions
- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



Lesson Plans

Lesson	Time Frame
Lesson 1 A New Wave of Immigration	2 hours/2 days
Lesson 2 Urbanization	2 hours/2 days
Lesson 3 The Rise of Progressivism	2 hours/2 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

<https://www.youtube.com/watch?v=xvnN-9UE3Ek>

<https://www.youtube.com/watch?v=aQ5Acp3oW9Q>

<https://www.youtube.com/watch?v=ioQ4zPR4G7M>

<https://www.icivics.org/>

<https://www.pbs.org/video/wgvu-newsmakers-rise-and-fall-prohibition-1525/>

<https://sheg.stanford.edu/history-lessons/background-woman-suffrage>

<https://sheg.stanford.edu/history-lessons/child-labor>

<https://sheg.stanford.edu/history-lessons/political-bosses>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	A New Wave of Immigration	Time Frame:	2 hours/ 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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how America's population grew after the Civil War. - Explain why immigrants made the difficult journey to the United States. - Identify the problems immigrants faced in adapting to life in the United States. - Analyze the causes and effects of nativist opposition to immigration.	Lesson Sequence - The students will watch an NBC Learn Video on An Immigrant Story (5 min) The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	complete the graphic organizers in their myWorld Interactive Active Journals. (30 min) 4. The students will then use the interactive gallery and read/analyze information on Boomtowns and Ghost towns. (10 min) 5. The students will then use an Interactive chart and identify that details the Issues Facing Immigrants. (10 min) 6. The students will then analyze a primary source article by Willa Cather, <i>My Antonia</i>. (10 min) 7. The students will then complete an Analysis Skills assignment in the Active journals on Sequencing. (10 min) 8. Lastly, the students will also complete a 21st Century Skills tutorial online. (5 min) 9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
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Differentiation:

To help students focus on the idea of change, review and list characteristics of American work, culture, and cities in the 1800s. Then identify specific examples of how immigration changed each one around 1900. The subject of immigration will be very personal for some students, therefore, instruct students to draw on their personal experiences to help with understanding and comprehension.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



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- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Urbanization	Time	2 hours/2
				Frame:	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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why cities grew rapidly in the late 1800s. - Describe how city dwellers' social and economic conditions determined where they lived. - Summarize the settlement house movement. - Analyze the present-day effects of Jane Addams and the Hull House reforms.	Lesson Sequence - The students will watch an NBC Learn Video on Life in Cities. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	organizers in their myWorld Interactive Active Journals. (30 min) 5. The students will then use the interactive gallery and read/analyze information on Urban Problems. (10 min) 6. The students will then use an Interactive graph and identify New York City Changes 1840-1900. (10 min) 7. The students will then complete an Analysis Skills assignment in the Active journals on Making Decisions. (10 min) 8. Lastly, the students will use an online interactive 3D model on what Living in a Tenement looked like. (5 min) 9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
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Differentiation:

Draw a three tier pyramid illustrating economic divisions in society: lower status on the bottom, middle status in the middle, and upper status on top. Remind students that a person's job and income often determine his or her economic status. Additionally, help students understand economic status by creating word webs centered on the terms poor, middle class, and wealthy. Look for words or phrases in the text to add to each web.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad



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- *myWorld Interactive* textbook



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	The Rise of Progressivism	Time Frame:	2 hours/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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued laptop

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain what bothered reformers about politics in the Gilded Age. - Identify the reforms that marked the Progressive Era. - Describe how the federal government affected the country's growth after the Civil War. - Analyze Congress's first attempts to regulate big business, and why they were ineffective at first.	Lesson Sequence - The students will watch an NBC Learn Video on Rise of the Progressive Movement. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	complete the graphic organizers in their myWorld Interactive Active Journals. (30 min) 5. The students will then analyze an interactive timeline on Government Reforms in the Progressive Era. (10 min) 6. The students will then use an Interactive chart and identify Progressive Political Reforms. (10 min) 7. The students will then complete an Analysis Skills assignment in the Active journals on Identifying Central Issues and Problems. (10 min) 8. Lastly, the students will analyze two Primary Source documents: <i>How the Other Half Lives</i>, by Jacob Riis and <i>The Jungle</i>, by Upton Sinclair (10 min) 9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
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Differentiation:

Remind students that muck is another word for dirt. Together, review the “dirty” practices that muckrakers exposed. Additionally, draw a concept web on the board with Gilded Age in the center and add details together. For example, write “greed and political corruption” on the web. Then add related ideas such as bribery, voter fraud, and spoils systems to increase comprehension and understanding.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



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- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



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:	8	Unit Title: The Progressive Era
Created:	Joseph David and Alison Reynders		Board Approved on:	



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	Imperialism and World War I
Unit Summary: Despite its own unhappy beginnings as a British colony, in the late 1800s, the United States became an imperial power. This new global influence made it harder for the United States to remain neutral when war broke out in Europe in 1914. Three years later, the United States joined the fight and helped the Allied Powers win World War I. Afterward, the Allies disagreed on how to achieve lasting peace. Therefore, students will analyze and interpret the long-term meaning and actions of the following topics: Expansion in the Pacific, War and Empire, U.S. Power in Latin America, A European War, Entering the War, Winning the War, and Wilson and Isolationism.					
Primary Interdisciplinary Connections: ELA					
<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:	Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in national and world affairs. Its components provide students with the content knowledge and skills to negotiate their way through the maze of current political and social issues. The study of history, government, sociology, and economics enables students to participate in national, state, and local decision making.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL				
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.				
CPI#:	Cumulative Progress Indicator (CPI):				
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.				
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.				
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.				
6.2.8.GeoHP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia				



6.2.8.GeoHP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
6.1.12.HistoryCA.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence based inferences regarding the impact of imperialism.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.



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RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



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SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the 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 and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-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 the 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

Unit Essential Questions:

- What is America's role in the world?

Unit Enduring Understandings:

- U.S. expansion effects Japanese economic growth
- Seward's Purchase of Alaska
- Open Door Policy in China
- The role of the media is generating support for the War
- Imperialism in Latin America
- The Panama Canal
- Militarism
- Causes of the First World War
- The role of minority soldiers in the War
- The role of women in the War
- Treaty of Versailles
- League of Nations

Unit Learning Targets:

Students will....

- Explain how the United States gained control of territories in the Pacific.
- Identify the meaning of imperialism and explain why nations pursued it.
- Summarize how the United States protected its trade with China
- Describe how racism shaped imperialism, and how this racist logic was flawed.
- Summarize why tensions in Cuba led Americans to call for war with Spain.
- Explain how the United States won a quick victory in the Spanish-American War.
- Describe how the United States acquired and ruled its new empire.
- Discuss the Rough Riders and the Buffalo Soldiers.
- Identify why and how the United States built the Panama Canal.
- Explain Roosevelt's "big stick" policy in Latin America.
- Summarize the development and resolution of the crisis that erupted between the United States and Mexico.
- Analyze the policy of moral diplomacy and its goals.



- Identify the causes of World War I.
- Describe how the war was fought in trenches.
- Explain how Germany's use of submarine warfare affects American neutrality.
- Analyze how nationalism increased tensions between European countries.
- Explain why the United States declared war.
- Describe how the government prepared for and managed the war effort.
- Identify how the war affected Americans at home.
- Analyze how women's roles changed in the United States during World War I.
- Identify the setbacks the Allies suffered in 1917 and early 1918.
- Explain how the American Expeditionary Forces helped the Allies win the war.
- Describe the toll on human life during the war.
- Summarize why Lenin chose to withdraw Russian troops from World War I.
- Describe the components and purpose of Wilson's fourteen-point peace plan.
- Explain what Wilson achieved at the Paris Peace Conference.
- Summarize why the Versailles Treaty and League of Nations failed to win support in the United States.
- Identify why the Allies, apart from the United States, sought large reparations from Germany, and how Germany felt about it.



Evidence of Learning

Summative Assessment:	Unit Test (30 days)
Equipment Needed:	<i>myWorld Interactive</i> Textbook, iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive</i> Resource books, Google Classroom access
Teacher Resources:	Laptops, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive Resource</i> books, Google Classroom access, Projector access, <i>myWorld Interactive</i> reproducible worksheets

Formative Assessments:

- Modeling of concept
- Computer supported cooperative learning
- Journal/daily log
- Do Now Procedures
- Closure activities
- Quizzes
- Critical thinking homework questions
- Reading comprehension questions
- Concrete comprehension questions
- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



Lesson Plans

Lesson	Time Frame
Lesson 1 Expansion in the Pacific	2 hours/2 days
Lesson 2 War and Empire	2 hours/2 days
Lesson 3 U.S. Power in Latin America	2 hours/2 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

<https://www.icivics.org/>

<https://www.youtube.com/watch?v=nemvsIJFoGs>

<https://www.youtube.com/watch?v=Q9UD3-n6hK8>

<https://www.choices.edu/curriculum-unit/imperial-america-us-global-expansion/>

<https://www.youtube.com/watch?v=jT456Sz8GXw>

<https://www.youtube.com/watch?v=dW5lYA1CYco>

<https://www.youtube.com/watch?v=qpVIvNpyM5M>

<https://www.youtube.com/watch?v=SLj5r2nZHB8>

<https://www.youtube.com/watch?v=lbdhxLVlrhI>

<https://www.pbs.org/video/us-imperialism-settlement-in-philadelphia-l78mjj/>

<https://www.pbs.org/video/spanish-american-war-and-yellow-journalism-1ue5co/>

<https://www.pbs.org/video/building-panama-canal-595ojk/>

<https://sheg.stanford.edu/history-lessons/annexation-hawaii>

<https://sheg.stanford.edu/history-lessons/maine-explosion>

<https://sheg.stanford.edu/history-lessons/spanish-american-war>

<https://sheg.stanford.edu/history-lessons/us-entry-wwi>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Expansion in the Pacific	Time Frame:	2 hours/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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how the United States gained control of territories in the Pacific. - Identify the meaning of imperialism and explain why nations pursued it. - Summarize how the United States protected its trade with China - Describe how racism shaped imperialism, and how this racist logic was flawed.	Lesson Sequence - The students will watch an NBC Learn Video on Expansion in the Pacific. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic organizers in their	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	myWorld Interactive Active Journals. (30 min) 5. The students will then analyze an interactive map on U.S. Expansion in the Pacific 1867-1899 . (10 min) 6. The students will then use an interactive chart and identify U.S. influence in foreign nations. (10 min) 7. The students will then complete an Analysis Skills assignment in the Active journals on considering your purpose. (10 min) 8. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
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Differentiation: Copy events from the timeline onto index cards. Read the events aloud. Have students place the cards in sequence, then write the appropriate ordinal number in the upper right corner of each card. Using an atlas, show students a map of the United States, including Alaska. Ask students to make observations about the relationship of Alaska to the rest of the United States. Suggest students focus on size and location. Obtain picture books about Hawaii and its traditions. Have students pick a fact and create a visual display to post.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued laptop
- *myWorld Interactive* textbook



Content Area:	Social Studies	Lesson Title:	War and Empire	Time Frame:	2 hours/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					
Integration of Technology: <i>myWorld Interactive</i> NBC Learn videos on various lesson topics, <i>myWorld Interactive</i> primary source analysis activities, <i>myWorld Interactive</i> Active Journals, Internet access, and school issued iPad					
Equipment Needed: iPads, textbooks, Internet access, video projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Summarize why tensions in Cuba led Americans to call for war with Spain. - Explain how the United States won a quick victory in the Spanish-American War. - Describe how the United States acquired and ruled its new empire. - Discuss the Rough Riders and the Buffalo Soldiers.	Lesson Sequence - The students will watch an NBC Learn Video on The Spanish-American War. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic organizers in their myWorld Interactive Active Journals. (30 min)	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



5. The students will then analyze an interactive map on the Spanish-American War. (10 min)
6. The students will then use an Interactive chart on the Causes and Effects of the Spanish-American War. (10 min)
7. The students will then complete an Analysis Skills assignment in the Active journals on Developing a Clear Thesis. (10 min)
8. Lastly, the students will analyze a Primary Source document: *The Rough Riders* by Theodore Roosevelt. (10 min)
9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.

Differentiation:

Show students examples of tabloid headlines. Invite students to brainstorm words or phrases about how the headlines make them react. Then compare headlines from more moderate news sources. Ask students to offer their opinions about how the headlines differ.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook

Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	U.S. Power in Latin America	Time Frame:	2 hours/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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify why and how the United States built the Panama Canal. - Explain Roosevelt's "big stick" policy in Latin America. - Summarize the development and resolution of the crisis that erupted between the United States and Mexico. - Analyze the policy of moral diplomacy and its goals.	Lesson Sequence - The students will watch an NBC Learn Video on The Big Stick in Latin America. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic organizers in their myWorld Interactive Active Journals titled	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	Building the Panama Canal. (30 min) 5. The students will then analyze an interactive gallery on the Panama Canal. (10 min) 6. The students will then use an Interactive cartoon on Roosevelt's Big Stick Diplomacy. (10 min) 7. The students will then complete an Analysis Skills assignment in the Active journals on Picking an Organizing Strategy. (10 min) 8. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
Differentiation: Write and display a two-column chart that describes the effects of American involvement in Latin America from the perspective of an American business owner and a Latin American leader. Additionally, have students draw a picture behind the three foreign policy concepts– The Roosevelt Corollary, dollar diplomacy and moral diplomacy.		
Resources Provided: • <i>myWorld Interactive</i> Quest activities • <i>myWorld Interactive</i> NBC Learn videos on various lesson topics • <i>myWorld Interactive</i> primary source analysis activities • <i>myWorld Interactive</i> Active Journals • Internet access • School issued iPad • <i>myWorld Interactive</i> textbook		

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:	8	Unit Title:	Imperialism and World War I
Created:	Joseph David and Alison Reynders		Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	Prosperity and Depression
Unit Summary: Students will analyze and interpret the following topics on Prosperity and Depression - Harding and Coolidge, Social Change, Roaring Twenties Culture, Division and Inequality, Entering the Great Depression, Roosevelt’s New Deal, and Life During the Depression. The development and progress of these topics will help students understand and interpret the period of prosperity after World War I, as well as the period of isolationism and intolerance, before the onset of the Great Depression followed by Roosevelt’s New Deal.					
Primary Interdisciplinary Connections: ELA <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:	Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in national and world affairs. Its components provide students with the content knowledge and skills to negotiate their way through the maze of current political and social issues. The study of history, government, sociology, and economics enables students to participate in national, state, and local decision making.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.CivicsPI.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.1.12.HistoryNM.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.



6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNM.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.History CC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.



RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.



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SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the 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 and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-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 the 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

Unit Essential Questions:

- What should governments do?

Unit Enduring Understandings:

- America returned to isolationism after WWI
- New, mass culture developed in the 1920s
- Nativism and racial tensions triggered division and inequality in the 1920s
- Reasons the stock market crashed and causes of the Great Depression
- Roosevelt's New Deal fundamentally changed the government's relationship to the economy
- The Dust Bowl and the Great Depression impacted groups of Americans differently

Unit Learning Targets:

Students will....

- Describe how corruption hurt Warren G. Harding's presidency.
- Explain why the government grew under President Calvin Coolidge.
- Identify why the United States limited its role in world affairs.
- Explain why Prohibition was called the 'noble experiment'.
- Describe how women's lives changed in the 1920s.
- Analyze the changes the automobile brought to American society.
- Identify some of the fads and fashions popular during the 1920s.
- Describe the new kinds of music and writing that appeared during the 1920s and how they reflected the mood of the era.
- Discuss the best-loved heroes of the 1920s.
- Explain why some Americans faced economic hardships during the 1920s.
- Describe what the Scopes Trial and the Red Scare revealed about American society.
- Summarize how nativism and racial tensions affected American society in the 1920s.
- Identify what led to the stock market crash of 1929.
- Analyze how the early years of the Great Depression affected Americans.



- Discuss how President Hoover responded to the economic downturn.
- Explain why Franklin D. Roosevelt won the election of 1932.
- Describe how Roosevelt's New Deal changed the government's relationship to the economy.
- Identify what critics had to say about New Deal policies.
- Discuss the impact that the New Deal had on the country.
- Identify what caused the Dust Bowl and what effects it had.
- Discuss the impact that the Depression had on women, African Americans, and other groups.
- Analyze how the arts reflected life during the Depression.



Evidence of Learning

Summative Assessment:	Unit Test (25 days)
Equipment Needed:	<i>myWorld Interactive</i> Textbook, iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive</i> Resource books, Google Classroom access
Teacher Resources:	Laptops, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive Resource</i> books, Google Classroom access, Projector access, <i>myWorld Interactive</i> reproducible worksheets



Lesson Plans

Lesson	Time Frame
Lesson 1 Harding/Coolidge and Social Change	2 hours/ 3 days
Lesson 2 Roaring Twenties Culture/Division and Inequality	2 hours/ 2 days
Lesson 3 The Great Depression and Roosevelt's New Deal	2 hours/ 3 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

www.icivics.org

<https://ny.pbslearningmedia.org/resource/ob0838f3-ob23-4c8e-a2a5-3d9e69bc9924/warren-g-harding-60-second-presidents/>

<https://www.youtube.com/watch?v=aAlG3SYBB04>

<https://ny.pbslearningmedia.org/resource/government-reform-programs-dust-bowl-video-9016/ken-burns-the-dust-bowl/>

<https://www.youtube.com/watch?v=FwY40VYhqs>

<https://www.youtube.com/watch?v=90PTxdsqfsA>

<https://www.youtube.com/watch?v=pJ9QOcVt1Hc>

<https://ny.pbslearningmedia.org/resource/understanding-new-deal-gallery/ken-burns-the-dust-bowl/>

<https://www.youtube.com/watch?v=y79f49XfNwo>

<https://www.youtube.com/watch?v=orjtOWn5mjo>

<https://sheg.stanford.edu/history-lessons/scopes-trial>

<https://sheg.stanford.edu/history-lessons/prohibition>

<https://sheg.stanford.edu/history-lessons/dust-bowl>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Harding / Coolidge and Social Change	Time Frame:	2 hours/ 3 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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPad, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how corruption hurt Warren G. Harding's presidency. - Explain why the government grew under President Calvin Coolidge. - Identify why the United States limited its role in world affairs. - Explain why Prohibition was called the 'noble experiment.' - Describe how women's lives changed in the 1920s. - Analyze the changes the automobile brought to American society.	Lesson Sequence - The students will watch an NBC Learn Video on Calvin Coolidge's Presidency. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals on how the government affects their life. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic organizers in their	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



	myWorld Interactive Active Journals titled Harding and Coolidge. (30 min) 5. The students will then analyze an interactive chart on the Economic Expansion in the 1920s. (10 min) 6. The students will then complete an interactive chart in the Active journals on Points of View on Foreign Affairs. (10 min) 7. The students will view an NBC Learn Video on New Ways of Life. (5 min) 8. The students will then read the section and complete the interactive gallery activities on the Prohibition Era and Changes in American Life in the 1920s. 9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.	
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Differentiation:

Point out the dates, events and graphics on the timeline. Read aloud the events on the timeline. Suggest students create a two-column chart with positives and negatives of government involvement. Paraphrase difficult content in primary source material. Advanced - Have students research the role the government played in the economy following the 2008 recession.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad



- *myWorld Interactive* textbook

Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Roaring Twenties Culture/Division and Inequality	Time Frame:	2 hours/ 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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify some of the fads and fashions popular during the 1920s. • Describe the new kinds of music and writing that appeared during the 1920s and how they reflected the mood of the era. • Discuss the best-loved heroes of the 1920s. • Explain why some Americans faced economic hardships during the 1920s. • Describe what the Scopes Trial and the Red Scare	Lesson Sequence 1. The students will watch an NBC Learn Video on Harlem in the 1920s. (5 min) 2. The students will then do a start up activity in their myWorld Interactive Active Journals on the main trends of the 1920s. (5 min) 3. The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min)	• NBC Learn Video • Start up activity • Key vocabulary notes • Main idea graphic organizer • Primary source analysis • Interactive graph • 21st Century Skills tutorial • Lesson quiz • Study for test • Monitor student responses



revealed about American society. Summarize how nativism and racial tensions affected American society in the 1920s.	- The students will then read the section and view an interactive gallery on American Culture in the 1920s. (30 min) - The students will then do a quick activity in their journal on changing fashions. (10 min) - The students will then view an interactive gallery on key figures of the Harlem Renaissance and analyze the primary source by Langston Hughes, “The Negro Speaks of Rivers” and “My People”. (30 min) - The students will view an NBC Learn Video on Prosperity and Peril. (5 min) - The students will then read the section on Division and Inequality and complete the interactive gallery activities on Contrasts in American Society. (35 min) - The lesson will conclude with an interactive graph on Limiting Immigration, a lesson quiz, and a homework assignment.	
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Differentiation:

Show students images of women’s dress prior to the 1920s and that of flappers. Point out the differences and expressions of independence. Review the meaning of fads. Have advanced students research other fads of the 1920s. Reread the second and third paragraphs of the Scopes trial, pausing periodically to model asking questions for better understanding. Provide a brief written summary. Have pairs of students use research materials to expand their knowledge of the conflicting positions in the Scopes Trial.



Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



Lesson Plan 3 Template

Content Area:	Social Studies	Lesson Title:	The Great Depression and Roosevelt's New Deal	Time Frame:	2 hours/ 3 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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what led to the stock market crash of 1929. - Analyze how the early years of the Great Depression affected Americans. - Discuss how President Hoover responded to the economic downturn. - Explain why Franklin D. Roosevelt won the election of 1932. - Describe how Roosevelt's New Deal changed the government's	Lesson Sequence - The students will watch an NBC Learn Video on The Great Depression. (5 min) - The students will then do a start-up activity in their myWorld Interactive Active Journals on the order of events entering the Great Depression. (5 min) - The students will then identify and practice the key vocabulary for this section in their myWorld	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive graph 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



relationship to the economy. • Identify what critics had to say about New Deal policies • Discuss the impact that the New Deal had on the country • Identify what caused the Dust Bowl and what effects it had • Discuss the impact that the Depression had on women, African Americans, and other groups. • Analyze how the arts reflected life during the Depression.	Interactive Active Journals. (5 min) 4. The students will then read the section and view an interactive gallery on the Impact of the Great Depression. (30 min) 5. The students will then do an interactive chart on the causes and effects of the Great Depression. (10 min) 6. The students will view an NBC Learn Video on Roosevelt's New Deal. (5 min) 7. The students will then read the section on the New Deal and take notes in their interactive journal that summarizes the main ideas in outline form. (35 min) 8. Students will complete an interactive map on New Deal Programs, analyze political cartoons and read a primary source, Franklin Roosevelt's Fireside Chat on Banking. (30 min) 9. The lesson will conclude with a look at life during the Great Depression, a lesson quiz, and a homework assignment.	
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Differentiation:

Complete the interactive chart activity as a class. Have pairs or groups research to find other events leading up to the Great Depression. Display key terms from the unit with three possible definitions, read them aloud and ask students to identify the correct one. Assign pairs or groups to different New Deal programs and invent scenarios where people apply to the program for assistance.



Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



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:	8	Unit Title:	Prosperity and Depression
Created:	Joseph David and Alison Reynders		Board Approved on:		



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	World War II
Unit Summary: After World War I, economic challenges and a desire to disengage from world affairs encouraged isolationism in the United States. However, as totalitarian governments gained power in Europe and Asia, the United States increased its global affairs again. After the attack on Pearl Harbor, the nation was propelled into World War II. The war's economic and social impact was felt at home, and its conclusion irrevocably changed the course of world history. Therefore the students will analyze and assess the following topics in this unit: Aggression Overseas and Isolationism at Home, Entering World War II, The Home Front, and Winning a Deadly War					
Primary Interdisciplinary Connections: ELA					
<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:	Social Studies education promotes a sense of pride and nationalism that can prepare individuals to participate intelligently in national and world affairs. Its components provide students with the content knowledge and skills to negotiate their way through the maze of current political and social issues. The study of history, government, sociology, and economics enables students to participate in national, state, and local decision making.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.2.8.EconNE.4.a	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).



6.3.8.CivicsPI.2	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
6.1.12.HistoryCC.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.HistoryCA.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.8.3.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.8.4.B	Use the relationship between particular words to better understand each of the words.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.



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W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.IW.8.2.A	Introduce a topic clearly, previewing what is to follow; and 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.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.SE.8.6	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.8.7	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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
SL.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries



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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.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.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
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.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	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.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the 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.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



SEL.PK-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 the 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

Unit Essential Questions:

- When is War justified?

Unit Enduring Understandings:

- Submarine Warfare
- The Manhattan Project
- Nazism, Stalinism, Fascism, Isolationism
- Japanese Imperialism
- Appeasement
- Lend-Lease Act
- Mobilization
- New Opportunities for Women and African Americans
- Japanese Internment Camps
- Operation Overlord
- The Holocaust

Unit Learning Targets:

Students will....

- Explain how Fascist governments came to power in Italy and Germany.
- Identify how Stalin ruled the Soviet Union.
- Describe why the United States adopted a policy of isolationism.
- Describe how aggression led to war in Asia and Europe.
- Analyze how the United States responded to the outbreak of World War II.
- Discuss why the United States entered World War II.
- Explain how the United States mobilized its economy to produce materials and funds for World War II.
- Discuss how working women helped the war effort.
- Analyze how the United States treated minority groups during the war.
- Analyze the early defeats that the Allies suffered, and how they turned the tide.
- Identify why Japan finally surrendered.
- Discuss what made World War II the deadliest war in history.



Evidence of Learning

Summative Assessment:	Unite Test (25 days)
Equipment Needed:	<i>myWorld Interactive</i> Textbook, iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive</i> Resource books, Google Classroom access
Teacher Resources:	iPads, Internet access, <i>myWorld Interactive</i> programs and online access/passwords, <i>myWorld Interactive Resource</i> books, Google Classroom access, Projector access, <i>myWorld Interactive</i> reproducible worksheets

Formative Assessments:

- Modeling of concept
- Computer supported cooperative learning
- Journal/daily log
- Do Now Procedures
- Closure activities
- Quizzes
- Critical thinking homework questions
- Reading comprehension questions
- Concrete comprehension questions
- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities



Lesson Plans

Lesson	Time Frame
Lesson 1 Aggression Overseas and Isolationism at Home	2 hours/2 days
Lesson 2 Entering World War II	2 hours/2 days
Lesson 3 The Home Front	2 hours/2 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

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

www.icivics.org

<https://www.choices.edu/curriculum-unit/world-wars-fdr-age-isolationism/>

<https://www.youtube.com/watch?v=NZHuetkmohA>

<https://www.youtube.com/watch?v=MnNUzetQD2M>

<https://www.youtube.com/watch?v=yQyCTTPGuQ>

https://www.youtube.com/watch?v=9aRVVae2i_c

<https://www.youtube.com/watch?v=LP7R82DVro>

<https://ny.pbslearningmedia.org/resource/african-americans-world-war-two-gallery/ken-burns-lynn-novick-the-war/>

<https://ny.pbslearningmedia.org/resource/imwwii-soc-womencombat/women-in-combat-women-in-world-war-ii/>

<https://ny.pbslearningmedia.org/resource/22a87609-82do-4bc3-8422-33dcfe5cd164/22a87609-82do-4bc3-8422-33dcfe5cd164/>

<https://ny.pbslearningmedia.org/resource/african-americans-world-war-two-gallery/ken-burns-lynn-novick-the-war/>

<https://ny.pbslearningmedia.org/resource/pearl-harbor-ken-burns-the-war/pearl-harbor-ken-burns-the-war/>

<https://sheg.stanford.edu/history-lessons/great-migration>

<https://sheg.stanford.edu/history-lessons/japanese-american-incarceration>

<https://sheg.stanford.edu/history-lessons/zoot-suit-riots>

<https://sheg.stanford.edu/history-lessons/atomic-bomb>



Lesson Plan 1 Template

Content Area:	Social Studies	Lesson Title:	Aggression Overseas and Isolationism at Home	Time Frame:	2 hours/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: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPads

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how Fascist governments came to power in Italy and Germany. - Identify how Stalin ruled the Soviet Union. - Describe why the United States adopted a policy of isolationism. - Describe how aggression led to war in Asia and Europe.	Lesson Sequence - The students will watch an NBC Learn Video on Pre-War Governments Assume Power. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min)	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



4. The students will then read the section and complete the graphic organizers in their myWorld Interactive Active Journals titled Aggression Overseas and Isolationism at Home. (30 min)
5. The students will then analyze an interactive gallery on the Characteristics of Totalitarianism. (10 min)
6. The students will then complete an Analysis Skills assignment in the Active journals on Introducing Characters. (10 min)
7. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment

Differentiation:

Read or describe an event on the timeline. Have students point to the date of the event on the timeline. then ask a volunteer to identify the date. Review the events on the timeline in chronological order. Ask a volunteer to identify and read the event that comes next. Identify where it occurred (in the United States, or in another country) and describe its significance.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



Lesson Plan 2 Template

Content Area:	Social Studies	Lesson Title:	Entering World War II	Time Frame:	2 hours/2 days
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts

Integration of Technology: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe how aggression led to war in Asia and Europe. - Analyze how the United States responded to the outbreak of World War II. - Discuss why the United States entered World War II.	Lesson Sequence - The students will watch an NBC Learn Video on The War Begins. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min) - The students will then read the section and complete the graphic	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



- organizers in their myWorld Interactive Active Journals titled Entering World War II. (30 min)
5. The students will then analyze an interactive map on Axis and Allied Nations in Europe, 1939-1942. (10 min)
 6. The students will then use an Interactive chart on the United States Debates Going to War. (10 min)
 7. The students will then use an Interactive map on the Surprise Attack on Pearl Harbor. (10 min)
 8. The students will then analyze 2 primary source documents from Franklin D. Roosevelt titled “Day of Infamy” speech and Four Freedoms. (10 min)
 9. The students will then complete an Analysis Skills assignment in the Active journals on Establishing Setting. (10 min)
 10. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment

Differentiation:

Tell students they can demonstrate listening comprehension by responding directly to what someone says. This can be done by restating what is heard, agreeing or disagreeing with it, and/or linking their own ideas to it. Students should use the War Expands graphic organizer to support their ideas.

Resources Provided:

- *myWorld Interactive* Quest activities



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- *myWorld Interactive* **NBC Learn** videos on various lesson topics
- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPad
- *myWorld Interactive* textbook



Lesson Plan 3 Template

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

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts

Integration of Technology: *myWorld Interactive* **NBC Learn** videos on various lesson topics, *myWorld Interactive* primary source analysis activities, *myWorld Interactive* Active Journals, Internet access, and school issued iPad

Equipment Needed: iPads, textbooks, Internet access, video projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how the United States mobilized its economy to produce materials and funds for World War II. - Discuss how working women helped the war effort. - Analyze how the United States treated minority groups during the war.	Lesson Sequence - The students will watch an NBC Learn Video on Mobilizing the American Home Front. (5 min) - The students will then do a start up activity in their myWorld Interactive Active Journals. (5 min) - The students will then identify and take notes on the key vocabulary for this section in their myWorld Interactive Active Journals. (5 min)	- NBC Learn Video - Start up activity - Key vocabulary notes - Main idea graphic organizer - Primary source analysis - Interactive map 21st Century Skills tutorial - Lesson quiz - Study for test - Monitor student responses



4. The students will then read the section and complete the graphic organizers in their myWorld Interactive Active Journals titled The Home Front. (30 min)
5. The students will then analyze an interactive gallery on Life on the Home Front During World War II. (10 min)
6. The students will then analyze an Interactive gallery on The Experience of Japanese Internment. (10 min)
7. The students will then analyze a primary source document from Jean Faulk, Memories of Growing Up During World War II.
8. The students will then complete an Analysis Skills assignment in the Active journals on Organizing Sequence of Events. (10 min)
9. The lesson will conclude with a summary of the various activities and a lesson quiz homework assignment.

Differentiation:

Read the first two paragraphs of New Opportunities for Women and African Americans aloud using accessible language. Pause periodically to model asking direct questions to confirm understanding. Then invite the students to read the text silently and create a list of questions that arise as they do so. Then have students discuss their questions with a partner.

Resources Provided:

- *myWorld Interactive* Quest activities
- *myWorld Interactive* **NBC Learn** videos on various lesson topics



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- *myWorld Interactive* primary source analysis activities
- *myWorld Interactive* Active Journals
- Internet access
- School issued iPads
- *myWorld Interactive* textbook



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:	8	Unit Title:	World War II
Created:	Joseph David and Alison Reynders		Board Approved on:		