



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

Springfield Public Schools
Springfield, New Jersey 07081

Curriculum Guide
Grade 6
Introduction to Mysteries of History

2025

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

Springfield Board of Education
Approved November 17, 2025

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: 15

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: November 17, 2025

Curriculum Adoption

To approve the following curriculum

1. Elementary School Level
 - a. Creative Curriculum – PreK
 - b. Gifted and Talented Art – Grades K-5
 - c. Intervention Services Gr K-5
2. Middle School Level
 - a. ELA LAB – Grades 6-8 (NEW)
 - b. Introduction to Mysteries of History (NEW)
3. High School
 - a. AP Senior Seminar
 - b. Springfield Leadership (Grades 11 & 12)

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 November 17, 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 18th day of November 2025.

SEAL



Michelle Calas

School Business Administrator/ Board Secretary



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Springfield Public Schools Springfield, New Jersey

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

**Curriculum Developed By:
Sarah David**



Unit Overview Template

Content Area: Introduction to Mysteries of History	Grade Level: 6	Unit Title: Mystery of Stonehenge
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Unit Summary: Students will act like detectives to uncover the secrets of the past. Using Stonehenge as a case study from the SECRETS OF THE DEAD program (Thirteen), they'll explore how archaeologists and anthropologists piece together history through scientific evidence. Students will learn about their tools and methods, research ongoing excavations by contacting the scientists involved, and ultimately apply their knowledge by advising a colleague on excavating a mysterious skeleton.

Primary Interdisciplinary Connections: Communication Arts, Math

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

Unit Rationale: This unit encourages active learning as students take on the role of detectives, analyzing evidence and drawing conclusions. By learning about the tools and techniques of archaeologists and anthropologists, and by researching current excavations and potentially communicating with scientists in the field, students will gain a deeper understanding of the interdisciplinary nature of historical investigation.

Career Readiness (Standard 9): 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FI.2, 9.1.8.FI.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJ Student Learning Standards: Social Studies- HIS.6.2.8
 NJ Student Learning Standards: Technology- 9.4.8
 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST

Content Statements: Investigating Stonehenge reveals how archaeological evidence and scientific inquiry help us understand the construction, purpose, and significance of this prehistoric monument and the people who created it.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.8.Econ GE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.Histor yCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.



6.2.8.Civics PI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source



	documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.IW.6.2.A	Introduce a topic 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.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.



SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Essential Questions:

- How is scientific evidence used to piece together an understanding of the past?
- What is the work of archaeologists, anthropologists, and physicists?
- What tools do scientists use to study various forms of evidence?
- Why is it important for teams of people to work together effectively to solve problems in scientific research?
- How can we demonstrate our understanding of the scientific research process in different applications?

Unit Enduring Understandings:

- Scientific evidence provides crucial clues for reconstructing and understanding the past.
- Archaeologists, anthropologists, and physicists employ distinct yet sometimes overlapping methods to investigate the past and the present.
- Scientists utilize a variety of tools and technologies to analyze evidence and gather information.
- Effective collaboration and diverse perspectives are essential for successful scientific research and problem-solving.
- The scientific research process can be applied across various disciplines and contexts to deepen our understanding of the world and its history.

Unit Learning Targets:

Students will understand/explore:

- Scientific evidence provides crucial clues for reconstructing and understanding the past.
- Archaeologists, anthropologists, and physicists employ distinct yet sometimes overlapping methods to investigate the past and the present.
- Scientists utilize a variety of tools and technologies to analyze evidence and gather information.



- Effective collaboration and diverse perspectives are essential for successful scientific research and problem-solving.
- The scientific research process can be applied across various disciplines and contexts to deepen our understanding of the world.



Evidence of Learning

Summative Assessment:

3 days

Our Big Discovery Near Stonehenge!

Scenario: Imagine a cool new place has been found near Stonehenge that might be really old! Your team of student "history detectives" has been asked to help the main scientist (called an archaeologist) figure out what to do with some old bones found there.

Your Job: Your team needs to make a plan for the archaeologist. Your plan should answer these questions:

1. **Looking Around First:** Before digging up the bones, what are some things you would look at or do to learn about the bones and the ground around them? Why would you do these things first? (Think about not breaking anything!)
2. **Careful Digging:** How would you carefully dig up the bones? What tools would you use, and why would you use those tools?
3. **Finding Out About the Person:** After the bones are out of the ground, what are some ways scientists could learn about the person? (Like how old they were, if they were a boy or girl, what they ate, or maybe how they got hurt). Think about the different kinds of scientists we learned about.
4. **Working Together:** Why is it important for different kinds of scientists to work together on a discovery like this? Give an example of how two different scientists could help.

How to Show Your Plan:

You can write your plan down, make a poster, or even act it out for the class!

What you'll show us:

You'll show us that you understand:

- How scientists use clues to learn about the past.
- What archaeologists and other scientists do.
- Some of the tools scientists use.
- Why working together is important in science.
- How to think like a scientist!

Format: Your report can be presented as a written document, a presentation (slides or video), or a combination of both.

What this assesses: This assessment allows students to demonstrate their understanding of:

- How scientific evidence (the skeleton and its context) is used to understand the past.
- The roles and methods of archaeologists and anthropologists.



- The tools and techniques used in archaeological investigation and analysis.
- The importance of teamwork in scientific research.
- Their ability to apply the scientific research process to a new scenario.

Equipment Needed: iPads, Google Classroom, SECRETS OF THE DEAD: MURDER AT STONEHENGE

Teacher Resources: <https://www.thirteen.org/edonline/lessons/stonehenge/b.html> Magic AI

Formative Assessments:

- **"What's the Evidence?" Activity:** Show students pictures of artifacts (e.g., pottery shards, tools, bones). Ask them: "What can we learn about the people who used this from this object?" This checks their initial understanding of how objects provide clues.
- **Think-Pair-Share: Why Stonehenge?** After introducing Stonehenge, ask students why they think it's such a mystery and what kinds of questions scientists might ask about it.
- **Vocabulary Check:** Introduce key terms (archaeologist, anthropologist, artifact, excavation, evidence). Use a quick matching activity, a "Frayer Model" for each word, or a simple definition task.
- **"Tool Time":** Show pictures or actual examples of archaeological tools (trowel, brush, sieve). Ask students to guess what each tool is used for and why careful use is important.
- **"Ask the Expert" Questions:** After learning about the scientists, have students brainstorm questions they would ask an archaeologist or anthropologist working at Stonehenge.



Lesson Plans

Lesson	Time Frame
Lesson 1 Introduction to Stonehenge	1 hour/ 1 day
Lesson 2 The Mysterious Skeleton	1 hour/ 1 day
Lesson 3 The New Stonehenge	1 hour/ 1 day

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

Stonehenge Lesson Plan

<https://www.thirteen.org/edonline/lessons/stonehenge/b.html>

Sweet Briar College Website: Stonehenge

<http://witcombe.sbc.edu/earthmysteries/EMStonehenge.html>

This Web site features an extensive description of Stonehenge. Students use this site to collect facts about Stonehenge.

Discovery Channel Website: Mystical Places

<http://exn.ca/mysticplaces/stonehenge.cfm>

This site contains a variety of information on Stonehenge. Students use this site to collect facts about Stonehenge.

Sweet Briar College Website: Sacred Places

<http://www.arthistory.sbc.edu/sacredplaces/stonehenge.html>

This Web site focuses on the sacred aspects of Stonehenge. Students use this site to collect facts about Stonehenge.

PBS Website: Secrets of the Dead

<http://www.pbs.org/wnet/secrets/>

Students use this Web site to research the discovery of a mysterious skeleton at Stonehenge.

Britannia Internet Magazine Website: Stonehenge

<http://www.britannia.com/history/h7.html>

This site describes the history of Stonehenge. Students use this site to collect facts about Stonehenge.

Amherst University Website: Stonehenge

<http://www.amherst.edu/~ermace/sth/links.html#hist>

This site features a comprehensive overview of Stonehenge. Students use this site to collect facts about Stonehenge.



James Madison University Website: Archaeology Careers

<http://www.jmu.edu/sociology/jbshsarch.htm>

This Web site from James Madison University describes careers in historical archaeology.

Society for American Archaeology Website

<http://www.saa.org/WhatIs/arch&you/chap1.html>

Students use this site to research careers in archeology.

Illinois State Museum: Careers in Archeology

<http://www.museum.state.il.us/ismdepts/anthro/dlcfac.html>

Students use this site to research careers in archeology.

The Society for Historical Archaeology: Careers

http://www.sha.org/sha_cbro.htm

Students use this site to research careers in historical archaeology.

About.com: Careers in Archeology

<http://archaeology.miningco.com/library/jobs/bljoblist.htm>

This site contains a clickable list of a wide variety of careers in archeology. Students use this site to research careers in archeology.

National Association for the Practice of Anthropology

<http://anthap.oakland.edu/napafaq.htm>

Students use this site to research careers in anthropology.

American Association of Physical Anthropologists

<http://weber.ucsd.edu/~jmoore/bioanthro/brochure2.html>

Students use this site to research careers in anthropology.

Egypt Revealed Magazine Website: Egyptian City

<http://www.egyptrevealed.com/060701-ancientportgoddio.htm>

This Web site features articles on an ancient Egyptian city that was recently uncovered. Students study this discovery and then ask questions to suggest how its investigation could proceed.

BBC News Website: Egyptian City

http://news.bbc.co.uk/1/hi/english/world/middle_east/newsid_1375000/1375708.stm

This Web site features articles on an ancient Egyptian city that was recently uncovered. Students study this discovery and then ask questions to suggest how its investigation could proceed.

BBC News Website: WWII German Submarine

http://news.bbc.co.uk/1/hi/english/world/americas/newsid_1379000/1379210.stm

This Web site features articles on a German WWII submarine that was recently uncovered. Students will study this discovery and then ask questions to suggest how its investigation could proceed.



ABC Klubben Website: Underwater Archaeology

<http://www.abc.se/~pa/uwa/whatis.htm>

This site describes underwater archaeology. Students use this site as a resource to help them identify some of the tools and processes that might be needed to answer questions about an underwater excavation.

NASA Website: Archaeology

<http://www.ghcc.msfc.nasa.gov/archeology/archeology.html>

This site describes some of the tools of archaeology. Students use this site as a resource to help them identify some of the tools and processes that might be needed to answer questions about an excavation.

The Science Museum of Minnesota Website

<http://www.smm.org/catal/people/processes.html>

This site describes processes used to investigate the past. This site describes some of the tools of archaeology. Students use this site as a resource to help them identify some of the processes that might be needed to answer questions about an excavation.

Archaeology: Lott House

<http://www.archaeology.org//online/features/lott/index.html>

This site features an interactive excavation of an 18th century Dutch farmhouse in Brooklyn.

Archaeology: Pompeii

<http://www.archaeology.org/online/features/pompeii/index.html>

This site features an interactive excavation of the ruins in Pompeii. Students research and then answer questions regarding this excavation.

Archaeology: Black Sea

<http://www.archaeology.org//online/features/crimea/dispatch2.html>

This site features a search for Venetian wrecks in the Black Sea. Students research and then answer questions regarding this excavation.

The Learning Network: Stonehenge Model

<http://familyeducation.com/article/0,1120,1-4200,00.html>

This site describes how to construct a model of Stonehenge. This is an extension activity. Students research and then answer questions regarding this excavation.

Texas A & M University Website: Anthropology

<http://www.tamu.edu/anthropology/news.html>

This site features current articles on anthropology. As an extension activity, students are asked to read and summarize this article.



Lesson Plan 1 Template

Content Area: Introduction to Mysteries of History Lesson Title: Stonehenge 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: Science, Language Arts, Math

Integration of Technology: iPads, MagicAI

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn how scientific evidence is used to piece together an understanding of the past. - Gain an understanding of the work of archaeologists, anthropologists and physicists. - Gain an understanding of the tools that scientists use to study various forms of evidence. - Understand the importance of the way teams of people work together to solve problems effectively in undertaking scientific research.	Lesson Sequence - Show the students a picture of Stonehenge. Ask the students to guess about the subject of the picture. Write down what they know about Stonehenge on the board. If they don't know what the picture depicts, tell them that it is Stonehenge, the setting of the following story. - Read the following imaginary scenario to the class: You are visiting Stonehenge on a cold winter day in January with your family. Your	Question Brainstorming: Review the questions students generate about the skeleton. Are they relevant and insightful? Do they demonstrate curiosity about the situation? Ideas for Investigation: Examine students' suggestions for how to find the answers. Do they include appropriate methods and types of scientists? Fact Collection (Group Work): As groups research Stonehenge, circulate and check their fact lists. Are they extracting relevant



- Demonstrate their understanding of the scientific research process in different applications.

little sister is complaining about the bitter cold, and your parents decide to go back to the car with her. Stonehenge fascinates you, and you really want to spend some more time exploring. You convince your parents to let you stay. As you walk the perimeter, you find a small group of people huddled around a mound of dirt. There is an air of excitement about them.

"This grave is only two feet deep. It almost looks like they buried this person really quickly."

"This soil is frozen solid. It may have just been too hard to dig very deep."

"The skeleton's head is buried at his feet. I wonder if he was killed in battle?"

"It could have been some kind of funeral ritual. This area was a battlefield for a lot of invasions. Both the Saxons and the Romans fought the English on this site."

You listen excitedly and wonder what they are talking about. When you get the courage to ask them, they tell you that they have uncovered a

and accurate information from their assigned websites?

- **Category Creation:** During the class categorization of Stonehenge information, observe student participation. Are they able to synthesize information from different sources and identify common themes?
- **Class Discussion:** Listen to student participation during the class discussion. Do students use the information they've gathered to answer the questions they originally posed?
- **Summarizing Activity:** Ask students to write a brief summary of what they learned about Stonehenge and how it relates to the skeleton mystery.



grave with a skeleton in it, and are hoping to solve the mystery surrounding it.

3. Ask the students to brainstorm questions that they might ask to gain information about the mysterious skeleton. Write down their responses. Then, ask the students to brainstorm how they might go about finding out the answers to these questions, and what type of scientists might be used to solve the mystery. Write their ideas down on the board.

Tell the students that in this lesson they will be learning about the people who study the past, and the tools and methods they use to piece together physical evidence to gain an understanding of scientific phenomena. Tell them that in order to investigate the mystery of the skeleton, they must first do some background research on Stonehenge, to answer some of the questions they asked in the third step of this activity.

4. Divide the class into five groups to collect information about Stonehenge.



Group One:
<http://exn.ca/mysticplaces/stonchenge.cfm>

Group Two:
<http://www.arthistory.sbc.edu/sacredplaces/stonehenge.html>

Group Three:
<http://www.britannia.com/history/h7.html>

Group Four:
<http://www.amherst.edu/~ermace/sth/links.html#hist>

Group Five:
<http://homepages.ihug.co.nz/~bobm/Southenge/Henge1.html>

Each group should collect 10-15 facts that should be written on chart paper. After all the groups have collected their facts, hang each piece of chart paper where it can be seen. Start with a fresh piece of chart paper, and as a class, create categories based on the varied information about Stonehenge that each group has collected.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by identifying areas of focus. Students will use critical thinking skills to investigate and develop an archeological plan.



Resources Provided:

- Web Resources For Primary Source Documents
- Sweet Briar College Website: Stonehenge

<http://witcombc.sbc.edu/earthmysteries/EMStonehenge.html>

This Web site features an extensive description of Stonehenge. Students use this site to collect facts about Stonehenge.

- Interactive Stonehenge



Lesson Plan 2 Template

Content Area: Introduction to Mysteries of History Lesson Title: The Skeleton Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Science, Language Arts, Math

Integration of Technology: iPads, Google Classroom, Magic AI

Equipment Needed: iPads, Google Earth

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Gain an understanding of the work of archaeologists, anthropologists and physicists. - Gain an understanding of the tools that scientists use to study various forms of evidence. - Understand the importance of the way teams of people work together to solve problems effectively in undertaking scientific research.	Lesson Sequence - Tell the students that now that they've done some research, they're ready to investigate the mysterious skeleton. Remind them of some of the questions they generated about the skeleton in activity one. - Break students into small groups and have them visit the following Web site at http://www.pbs.org/wnet/secrets/. After the students have read this information, have them reconvene as a class and add more questions to	Quick Write: After brainstorming what archaeologists and anthropologists do, have students individually write down one thing that surprised them or one question they now have about these professions. This helps gauge their initial understanding and curiosity. Think-Pair-Share: After the initial brainstorm, have students pair up and share their ideas about one of the professions. This encourages peer



	the list they generated in activity one. 3. Learning Activities: Activity One: The purpose of Activity One is for students to investigate varied occupations and research tools. Small groups will share their knowledge with the entire class. Remind the students of the questions you asked in the first introductory lesson: Who studies the past? What methods and tools do they use to study it? Tell them that in this lesson they will be learning about archaeologists and anthropologists, and the tools they use in their investigations. Ask the class to brainstorm ideas about what the following positions entail, and the tools they think these professionals might use: Archaeologist Anthropologist Break the class into small groups and ask each group to investigate one of the above professions. Students may also choose to research subspecialties of the above occupations such as biological anthropology, anthropological physics, Archaeological Chemist, Medieval Archaeologist, Archaeological Physicist, Forensic Archaeologist, Osteoarchaeologist, etc. Tell	learning and clarifies initial concepts. During the Group Research: • "Expert Group" Check-in: As groups research their assigned profession, circulate and ask them questions like: ○ "What's the most interesting thing you've learned so far?" ○ "How is this profession helpful for understanding the past (like the Stonehenge skeleton)?" ○ "What are some of the key tools they use, and why are those tools important?" This helps you see if they are grasping the core concepts. • "Two Stars and a Wish": Have each group briefly share two interesting facts they've found and one question they still have about their profession. This provides a quick snapshot of their learning and highlights areas needing clarification. Leading into the PBS Website Activity: • "Connect the Careers": Before they
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them that each group will be presenting its findings to the class. Use the Stonehenge Organizer-Career URLs and Questions section for a printable version of this list and questions to help guide the students' research.

Closing Activity: create an "Interview the Expert" panel in which students ask questions about the various occupations regarding their specialties.

visit the PBS website, ask students to predict which of the professions they researched might be involved in investigating the Stonehenge skeleton and why. This encourages them to connect the careers to the real-world context.

After Visiting the PBS Website:

- **"New Questions":** When they reconvene after visiting the PBS site, have them share one *new* question they have about the skeleton based on what they learned. This shows if the website sparked further inquiry.
- **"Evidence and Experts":** Ask students to identify a piece of potential evidence mentioned on the PBS site and suggest which type of scientist they learned about might analyze that evidence.

During the "Interview the Expert" Panel:

- **Observation Checklist:** As students ask questions during the panel, you can use a simple checklist to note if they are asking questions that demonstrate an understanding of the different roles and tools.



- **"Key Takeaway":** After the panel, have students write down one key takeaway they learned about one of the professions.

Differentiation:

The lesson is conceptually based and allows for student choice. Students can access material either by researching on their own or utilizing the resource table on Google Classroom. Students will be active participants in their learning by identifying areas of focus. Students will use critical thinking skills to investigate and develop an archeological plan.

Resources Provided:

- <http://www.museum.state.il.us/ismdepts/anthro/dlcfaq.html>
- http://www.sha.org/sha_cbro.htm
- <http://www.saa.org/Whatis/arch&you/chap1.html>
- <http://archaeology.miningco.com/library/jobs/bljoblist.htm>
- <http://anthap.oakland.edu/napafaq.htm>
- <http://weber.ucsd.edu/~jmoore/bioanthro/brochure2.html>
- <http://www.saa.org/Whatis/arch&you/chap1.html>



Lesson Plan 3 Template

Content Area: Introduction to Mysteries of History	Lesson Title: The New Stonehenge	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: Science, Math, Language Arts, Technology

Integration of Technology: iPads, Interactive Archeological Sites

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine what tools do scientists use to study various forms of evidence. - Analyze why it is important for teams of people to work together effectively to solve problems in scientific research. - Demonstrate an understanding of the scientific research process in different applications.	Lesson Sequence 1. Activity Two: The purpose of activity two is to expose students to archaeological excavations, to help them gain an understanding of the tools and processes used by archaeologists and what day-to-day life is like on a dig. Students will also have the chance to contact real archaeologists via email to ask them questions about the digs. 2. Tell the students that they are going to research several real-world excavations to learn more about what it's like to be a scientist studying the past.	- Guiding Question Check-in": As groups work, circulate and ask them to point to which of the guiding questions they are currently trying to answer. This helps ensure they are on track and understanding the task. "Tool Talk": When groups are researching the tools used, ask them to explain why a particular tool is useful for excavation. This checks their understanding beyond just listing the tools. "Day in the Life" Snapshot: Have each



Break the students into three groups: Have group one research the ongoing Lott House Excavation, group two an ongoing excavation in Pompeii, and group three, a recent (Summer 2000) search for wrecks beneath the Black Sea.

Lott House
<http://www.archaeology.org/online/features/lott/index.html>

Pompeii
<http://www.archaeology.org/online/features/pompeii/index.html>

Black Sea
<http://www.archaeology.org/online/features/crimea/dispatch2.html>

Ask the students to prepare a presentation on the excavation they are studying, and suggest that they use the following questions as guidelines for their research. See the Stonehenge Organizer-Excavation Questions section for a printable version of the following list of questions.

What were the archaeologists' motivations for joining the project? What questions did they have going into the project?

Background information on the site/object they are excavating: When was it built? Who built it? What was going on in the world when it was built?

What were some of the tools the scientists used to gather data on

group briefly describe what a typical day on their dig seems like, based on their research. This helps them synthesize information about the process.

- "Evidence Hunt": Ask each group to identify one specific piece of evidence mentioned on their website and explain what the scientists learned (or hope to learn) from it.
- "Question Brainstorm (for presenters)": Encourage each group to anticipate one or two questions the class might ask them after their presentation and prepare a brief answer.
- "Compare and Contrast Chart": As a class, create a simple chart on the board to note similarities and differences between the three excavations (e.g., types of sites, tools mentioned, challenges faced). This reinforces learning across the different examples.
- "Best Question Brainstorm": Before crafting the emails, have each group share the question(s) they want to ask the scientists. The class can then discuss which questions are most insightful and likely to elicit a good response.



the object of the excavation?
What were some of the techniques the scientists used to gather information? What is a scientist's typical day like on the excavation? What type of information did the scientists include in their field notes? What types of objects did the scientists find? How did they go about understanding what they were used for? What type of clues did they consider? What types of evidence did the scientists look at while excavating? What were some of the challenges the scientists faced during the excavation? What are some of the questions that are still unanswered?

Have the students share their projects with the class. After the presentations, you may want to ask the students what the similarities and differences were between the excavations.

As a whole class, ask each group to come up with a question or two for the scientists working on their dig, and then send the questions to the scientists, using the contact information on the sites. (Note: This may not be possible for the Black Sea group, as the excavation ended in the summer of 2000. However, they can participate in generating questions for the oth

Ask the students to visit the following Web site and follow



the directions to construct a model of Stonehenge:
<http://familyeducation.com/article/0,1120,1-4200,00.html> groups.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters.
For advanced learners: Encourage independent research on specific theories about Stonehenge or related archaeological discoveries.

Resources Provided:

- Stonehenge Organizer-Final Activity
- <http://www.tamu.edu/anthropology/news.html>
- <http://familyeducation.com/article/0,1120,1-4200,00.html> groups.



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6	Unit Title: Stonehenge
Created: Sarah David		Board Approved on:



Unit Overview Template

Content Area:	Introduction to Mysteries of History	Grade Level:	6	Unit Title:	Atlantis: Fact or Fiction
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Unit Summary: According to Plato, the Atlanteans were initially noble but grew arrogant and attempted to conquer Athens. As punishment for their hubris, the gods, particularly Poseidon, sent earthquakes and floods that caused Atlantis to sink beneath the sea in a single day and night. While Plato's account is widely regarded as a philosophical allegory about ideal societies and the dangers of pride, the captivating details of a lost, advanced civilization have led to centuries of speculation and the ongoing search for its potential real-world basis. Many theories link the Atlantis myth to historical events or locations, such as the Minoan civilization and the eruption of Thera, but no definitive archaeological evidence of Plato's Atlantis has ever been found.

Primary Interdisciplinary Connections: Communication Arts, Math, Science

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

Unit Rationale: This unit aims to engage students in critical thinking about the nature of history, myth, and evidence. By exploring the enduring legend of Atlantis, students will learn to distinguish between primary sources, fictional narratives, and pseudoscientific claims. They will analyze arguments for and against the historical existence of Atlantis, fostering their ability to evaluate different types of information. Furthermore, this unit will highlight the power of storytelling and mythology in shaping our understanding of the past and introduce students to the scientific methods used in archaeology and oceanography to investigate potential lost worlds. Ultimately, students will develop a nuanced understanding of how we learn about the past, the role of imagination, and the importance of evidence-based inquiry.

Career Readiness (Standard 9):

9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FI.2, 9.1.8.FI.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CI.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJ Student Learning Standards: Social Studies- HIS.6.2.8

NJ Student Learning Standards: Technology- 9.4.8

NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST

Content Statements: The primary account of Atlantis comes from the ancient Greek philosopher Plato. The story of Atlantis blends elements of advanced civilization,



catastrophe, and a watery disappearance. There is a distinction between Plato's philosophical myth of Atlantis and attempts to find it as a historical location. Various theories link the Atlantis myth to real-world historical events or geographical locations, but these lack definitive proof. Archaeology and oceanography are scientific disciplines used to investigate potential submerged ancient sites. The enduring popularity of the Atlantis myth reflects human fascination with lost civilizations and the unknown.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.8.Civics PI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Greece, Rome, China, and India to control and unify their expanding empires
6.2.8.Civics HR.3.a	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.EconE M.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.Econ GE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.Histor yCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.



9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.IW.6.2.A	Introduce a topic 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.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.



W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Enduring Understandings:

- The stories we tell about the past, like the myth of Atlantis originating with Plato, often blend imagination with potential truths.
- It is crucial to differentiate between what we know through historical evidence, what is created through fiction, and what might be presented as science without proper support.
- Examining different viewpoints and the evidence (or lack thereof) is essential when trying to understand historical claims, such as whether Atlantis was a real place.
- Myths and stories can significantly influence how we perceive and interpret the past, even if they are not strictly factual.
- Scientific fields like oceanography and archaeology provide tools and methods for exploring and understanding potential lost or submerged sites.

Unit Learning Targets:

Students will....

- Identify the primary source of the Atlantis myth (Plato).
- Distinguish between historical evidence, fictional narratives, and pseudoscientific claims related to Atlantis.
- Analyze arguments for and against the historical existence of Atlantis.
- Evaluate the role of mythology and storytelling in shaping our understanding of the past.
- Understand how scientific disciplines like oceanography and archaeology contribute to the investigation of potential submerged sites.



Evidence of Learning

Summative Assessment: 3 Days

Task: Was Atlantis Real? You Decide!

Scenario: People have been wondering for a long, long time: Was the amazing city of Atlantis, that Plato wrote about, a real place that sank under the sea? Your team of young researchers needs to look at the clues and decide what you think!

Your Job: Your team will explore what we know about Atlantis and share your ideas.

Your report should include:

1. **Plato's Story:** Tell the class the main parts of Plato's story about Atlantis. What was it like? What happened to it?
2. **Ideas That Say It Might Be Real:** Find at least one idea or story that makes some people think Atlantis could have been a real place. What makes them think that? (Think about places that had big problems, like a volcano or a flood).
3. **Ideas That Say It Was Probably Just a Story:** Find at least one reason why other people think Atlantis was just a made-up story by Plato. What makes them think that? (Think about clues that might be missing).
4. **Your Team's Idea:** After looking at everything, does your team think Atlantis was a real place that sank, or more like a really cool story? Tell us what you think and why.

How to Share Your Ideas:

Your team can show us what you learned by:

- Writing a short report with pictures.
- Making a poster.
- Telling the class what you think.

What you'll show us:

- That you know the story of Atlantis.
- That you can see different ideas about whether it was real.
- That you can explain what your team thinks and why.

Equipment Needed: iPads

Teacher Resources: <https://www.nationalgeographic.com/history/article/atlantis>

<https://www.livescience.com/23217-lost-city-of-atlantis.html>

- Images and videos related to Atlantis (artistic depictions, documentaries, etc.)



- Excerpts from Plato's dialogues (Timaeus and Critias) - simplified versions for middle school.
- Informational texts or websites about potential real-world inspirations for Atlantis (e.g., Minoan civilization, Thera eruption).
- Maps of the Mediterranean region.
- Optional: Art supplies for creating Atlantis-themed artwork or models.

Formative Assessments:

- **"What Do You Think?" Quick Poll:** After showing images of Atlantis, ask students to anonymously vote (e.g., using fingers, sticky notes) on whether they think Atlantis was real or just a story. This gives you a quick sense of their initial beliefs.
- **Plato's Details:** After reading simplified excerpts from Plato, ask students to draw one thing they remember about Atlantis from his description. This visually checks their comprehension of the key details.
- **"One Question I Have":** At the end of the first day, have students write down one question they still have about Atlantis. This helps you identify areas of curiosity and potential confusion.
- **Real vs. Make-Believe Sort:** Provide students with a list of statements about Atlantis and real historical events (like the eruption of Thera). Have them sort the statements into "Sounds Real" and "Sounds Like a Story" categories and explain their reasoning.
- **"Evidence Thermometer":** Introduce the concept of evidence. For different claims about Atlantis, have students place them on a "thermometer" indicating how much evidence they think supports that claim (e.g., "No Evidence," "Some Ideas," "Lots of Proof").



Lesson Plans

Lesson	Time Frame
Lesson 1 Atlantis-The Legend	1 hour/1 day
Lesson 2 Atlantis Fact vs. Fiction	1 hour/1 day
Lesson 3 Looking For Lost Worlds	1 hour/1 day

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

<https://www.lost-atlantis.com/>

<https://www.ebsco.com/research-starters/social-sciences-and-humanities/atlantis-lost-civilization>

<https://www.whoi.edu/news-insights/content/how-a-newly-established-oceanographic-institution-in-woods-hole-searched-for-the-lost-city-of-atlantis/>

<https://oceanservice.noaa.gov/facts/atlantis.html>



Lesson Plan 1 Template

Content Area: Introduction to Mysteries of History	Lesson Title: Atlantis the Legend	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: Language Arts

Integration of Technology: iPads

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the primary source of the Atlantis myth (Plato). - Distinguish between historical evidence, fictional narratives, and pseudoscientific claims related to Atlantis. - Analyze arguments for and against the historical existence of Atlantis.	Lesson Sequence Day 1: Introducing the Legend (Engage - 10 minutes): Begin by showing captivating images or a short video clip related to Atlantis. Ask students what they know or think about this legendary city. Write their ideas on the board. https://www.youtube.com/watch?v=Xs6mbuc4tHQ (Explore - 15 minutes): Introduce Plato as the primary source of the Atlantis story. Provide simplified excerpts from <i>Timaeus</i>	- Create a model of what you think Atlantis might have looked like based on Plato's description and your chosen location. - Design a piece of technology that would be especially useful for finding Atlantis.



and *Critias*, focusing on the description of Atlantis, its advanced civilization, and its eventual sinking. Have students read these excerpts individually or in pairs.

3. **(Explain - 20 minutes):** Discuss Plato's account. What details does he provide? What might have been his purpose in creating this story (e.g., philosophical allegory)? Introduce the idea that Plato's Atlantis is widely considered a philosophical myth rather than a historical account.
4. **(Wrap-up - 5 minutes):** Assign students to think about whether they believe Atlantis was a real place and to find one interesting "fact" or idea about Atlantis to share next class.

Differentiation: For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about Atlantis or related archaeological discoveries.

Resources Provided:

- <https://oceanservice.noaa.gov/facts/atlantis.html>
- <https://www.youtube.com/watch?v=Xs6mbuc4tHQ>
- <https://www.discovermagazine.com/planet-earth/where-is-the-lost-city-of-atlantis-and-does-it-even-exist>



Lesson Plan 2 Template

Content Area: Intro to Mysteries of History	Lesson Title: Atlantis Fact vs. Fiction	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: Language Arts, Science, Math

Integration of Technology: iPads, Google Classroom

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to analyze and evaluate the existence of Atlantis through Plato's writings and understand its significance as an allegory. - Students will participate in a discussion and complete a written reflection on whether they believe Atlantis was a real place or a myth, citing evidence from the texts.	Lesson Sequence KEY POINTS: - Atlantis is described by Plato in "Timaeus" and "Critias" as a large island society founded by Poseidon, characterized by concentric rings of water and land. - The story of Atlantis serves as an allegory illustrating the consequences of moral decay, arrogance, and greed. - Scholars debate whether Atlantis was a real place or a fictional narrative to convey philosophical ideas.	Quick Poll: After the initial question ("If you could discover a lost city, what would you hope to find?"), have students use a quick show of hands or a digital poll (if available) to indicate common themes in their responses (e.g., advanced technology, hidden knowledge, great wealth, peaceful society). This gives you a quick gauge of their initial interests and perspectives. "Two Truths and a Lie": After presenting the key points, include one statement about Atlantis that is false. Ask students to identify the "lie." This checks their



	• The downfall of Atlantis represents the moral lesson of maintaining virtue and humility. OPENING: • Begin with a short video clip or image depicting a mythical underwater city to capture students' interest. Most students are familiar with the video game Subnautica, this would be a great resource aligned to their interest. • Pose the question: "If you could discover a lost city, what would you hope to find?" • Discuss students' responses briefly to set the stage for exploring Atlantis. INTRODUCTION TO NEW MATERIAL: • Present key points using a PowerPoint presentation, incorporating visuals of Plato and maps of the supposed location of Atlantis. • Encourage students to take notes on the description of Atlantis and its allegorical significance. • Address the misconception that	understanding of the presented information. For example: ○ Truth: Atlantis was described by Plato. ○ Truth: Atlantis was said to have concentric rings of land and water. ○ Lie: Atlantis was located in the Mediterranean Sea according to Plato.
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some students may have: that Atlantis was definitely a real place rather than a philosophical idea.

GUIDED PRACTICE:

- Divide students into small groups and provide excerpts from "Timaeus" and "Critias."
- Ask guiding questions that start easy (e.g., "What does Plato say about the society of Atlantis?") and progress to more complex (e.g., "How does the story of Atlantis relate to modern issues of morality?").
- Monitor group discussions and provide support as needed, ensuring all students are contributing.

INDEPENDENT PRACTICE:

- Assign students to write a one-page reflection on whether they believe Atlantis was real or just a myth, using evidence from the texts to support their argument.
- Set expectations for respectful and focused work time, reminding students to use the



writing process
(drafting, revising,
editing).

CLOSING:

- Conduct a quick share-out session where students summarize their reflections in pairs, followed by a few volunteers sharing their main ideas with the class.
- Pose the final question: "What does the story of Atlantis teach us about our own society?"

EXTENSION ACTIVITY:

- For students who finish early, provide a research task to explore other lost civilizations (e.g., the Mayans or the Indus Valley) and compare their stories to that of Atlantis.

HOMEWORK:

- Have students read a short article about allegories and prepare to discuss how different stories convey moral lessons in the next class.



Differentiation: For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about Atlantis or related archaeological discoveries.

Resources Provided:

- <https://classics.mit.edu/Plato/timaeus.html>
- <https://www.youtube.com/watch?v=rhofxJkvL44>
- <https://www.youtube.com/subnautica>



Lesson Plan 3 Template

Content Area: Intro to Mysteries of History Lesson Title: Looking For Lost Worlds 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: Language Arts, Math

Integration of Technology: iPads, Google Classroom,

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will create a visual representation (poster or digital presentation) illustrating the key aspects of Minoan civilization, including the palace layout, bull-leaping, and connections to Greek myths and the Lost City of Atlantis. . - Students will be able to explain the significance of the Minoan civilization, including their culture, the palace of Knossos, and the connections to Greek mythology.	Lesson Sequence KEY POINTS: - The Minoans were an ancient civilization that thrived on the island of Crete, known for their advanced architecture and trade. - The palace at Knossos was a vast structure with around 1400 rooms, believed to be linked to the myth of the Minotaur and the labyrinth. - Bull-leaping was a dangerous sport that may have been a ritualistic practice in Minoan culture.	"Three Things I Learned": Pause the lecture a couple of times and ask students to jot down three key facts or ideas they've just learned. You can then have a quick whip-around where a few students share one of their points. This checks for immediate comprehension. "Question Box": Have students write down any questions they have on a sticky note and place it in a designated "Question Box." You can address some of these questions immediately or use them



- The decline of the Minoan civilization is theorized to be due to natural disasters and invasions by other cultures, such as the Mycenaeans.
- The connection to Greek mythology raises questions about the historical basis for myths like that of Theseus and the Minotaur.

OPENING:

- Begin with a short video clip or images of the palace of [Knossos](#) and artifacts from the Minoan civilization.
- Ask students: "What do you think life was like for the Minoans? Can you spot any connections to the myths we know?"
- Engage students by discussing the idea of a "lost civilization" and how stories can be inspired by real places. Show images of Minoan artifacts on display at [The Met](#).

INTRODUCTION TO NEW MATERIAL:

- Present a brief lecture using slides to discuss the Minoans, highlighting the palace of Knossos, bull-leaping, and their

to guide the next part of the lesson.

- **Quick Thumbs Up/Down:** Pose statements about the Minoans (some true, some potentially misconceptions) and have students give a thumbs up if they think it's true and thumbs down if false. For example: "The Minoans lived only in Greece." (Down) or "Bull-leaping was a significant Minoan activity." (Up)
- **"Connection Tracker":** Provide a simple chart where students can note down an artifact and then jot down a potential connection to a Greek myth discussed. This helps them actively make those links.



connections to Greek myths.

- Encourage students to take notes and ask questions during the presentation.
- Common misconception to address: Some students may think that all myths are purely fictional and not based on any real historical events or places.

GUIDED PRACTICE:

- Divide students into small groups to examine images and artifacts related to Minoans. The British Museum has a great collection and easy to navigate [website](#).
- Each group discusses and presents their findings on a specific aspect (e.g., architecture, culture, mythology). Use the Artifact Analysis Sheet from the [National Archives](#).
- Encourage students to use guiding questions: What does this artifact tell us about Minoan life? How does it connect to the myths we've discussed?
- Monitor group discussions, providing support and



prompting deeper thinking as needed.

INDEPENDENT PRACTICE:

- Assign students to create a digital story using Canva that includes key elements of Minoan civilization, such as the palace, bull-leaping, and myth connections.
- Set clear expectations: Include visuals, facts, and a short explanation of each element.
- Ensure students understand the rubric for assessment and encourage creativity.

CLOSING:

- Have students share their stories.
- Conduct a quick recap discussion: "What new facts did you learn today about the Minoans, and how do they relate to the myths concerning Atlantis?"
- Student poll-Is Minoan Crete the lost city of Atlantis? Or have we just not found Atlantis yet? (Minoan Crete was not discovered/excavated until 1900-1905 and largely forgotten after that.



EXTENSION ACTIVITY:

- For students who finish early, provide a research task on a specific aspect of Minoan culture or Greek mythology. They could create a infographic on one of the following: Minoan trade, the significance of bull-leaping, or a deeper dive into the myth of Theseus and the Minotaur.

HOMEWORK:

- Students will write a short reflection on how the story of Theseus and the Minotaur reflects themes of courage and cleverness, relating it back to what they learned about the Minoans.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about Atlantis or related archaeological discoveries.

Resources Provided:

- <https://www.ashmolean.org/article/rebuilding-the-palace-of-minos-at-knossos>
- https://www.youtube.com/watch?v=dLEqiKw_YlM
- <https://www.britishmuseum.org/collection/galleries/greece-minoans-and-mycenaeans>



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6	Unit Title: Atlantis
Created: Sarah David		Board Approved on:



Unit Overview Template

Content Area: Intro to Mysteries of History
Grade Level: 6
Unit Title: King Tut

Unit Summary: In 1332 BCE, Pharaoh Akhenaten died and passed the throne of ancient Egypt on to his 9 year old son, Tutankhamun (known as King Tut). Thanks to his father, King Tut took over an Egyptian society in chaos. Akhenaten had forbidden the worship of many gods in favor of worshipping one, Aten, the sun god. This sudden change created a great deal of distrust toward the royal family. As the 9-year-old Tut governed over his new empire, he relied heavily on the help of his father's former advisors. Then, at the age of 18, just 9 years into his reign, King Tut mysteriously died. Was his death a result of natural causes? Or was King Tut murdered? Were there signs of a coverup? Was there a power struggle? You will be investigating the circumstances surrounding this case to answer the question: Was King Tut murdered?

Primary Interdisciplinary Connections: Communication Arts, Math, Science

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

Unit Rationale: This unit delves into the fascinating and still debated circumstances surrounding the death of the boy pharaoh, Tutankhamun. Beginning with the historical context of Akhenaten's radical religious reforms and the subsequent instability of Egyptian society, students will explore the challenges faced by young King Tut upon his ascension to the throne. The unit culminates in an investigative inquiry into the possible causes of his early death, prompting students to analyze historical evidence, consider different perspectives, and formulate their own informed conclusions.

Career Readiness (Standard 9): 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FL.2, 9.1.8.FL.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJ Student Learning Standards: Social Studies- HIS.6.2.8
NJ Student Learning Standards: Technology- 9.4.8
NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST

Content Statements: Upon assuming the throne, the young King Tut relied on the counsel of his father's former advisors to govern a kingdom experiencing instability due to the prior religious changes. Tutankhamun's reign lasted only nine years; he died at the young age of 18 under circumstances that remain debated. The unit will explore the question of whether King Tut's death was due to natural causes or if he was murdered. The investigation will involve examining potential signs of a cover-up and the possibility of a power



struggle within the Egyptian court. Students will analyze historical evidence to form their own conclusions about the cause of King Tut's death. The unit aims to develop students' understanding of ancient Egyptian history, religious practices, and political dynamics during this period. Students will practice critical thinking skills by evaluating historical sources and constructing arguments based on evidence.

CPI#:	Cumulative Progress Indicator (CPI):
6.2.8.Civics PI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.Civics HR.2.a	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.GeoS V.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoG E.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
6.2.8.Histor yCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.Histor yCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.Histor yCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.EconE M.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.Econ GE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.Histor yCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.



9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SEL.PK-12. 2.2	Recognize skills needed to establish and achieve personal and educational goals.
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
SEL.PK-12. 5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Unit Enduring Understandings:

- Develop an understanding of ancient Egyptian society, including its religious beliefs, political structures, and burial practices.
- Appreciate the significance of archaeological discoveries in revealing the past.
- Recognize the limitations of historical evidence and the ongoing nature of historical interpretation.
- Students will analyze historical evidence to form their own conclusions about the cause of King Tut's death.
- The unit aims to develop students' understanding of ancient Egyptian history, religious practices, and political dynamics during this period.
- Students will practice critical thinking skills by evaluating historical sources and constructing arguments based on evidence.



Unit Learning Targets:

Students will....

- Understand how Akhenaten's religious policies created a context of unrest that influenced Tutankhamun's reign and potentially his fate.
- Examine archaeological findings, historical accounts, and scientific research to identify clues and evaluate their reliability.
- Recognize that historical events can be interpreted in multiple ways based on the available evidence.
- Consider the motivations and potential roles of various individuals surrounding King Tut.
- Construct a well-supported argument to answer the central question: Was King Tut murdered?

Evidence of Learning

Summative Assessment:

5 days

"CSI: Ancient Egypt" Portfolio: The death of the youngest pharaoh in Egyptian history, King Tut, has always raised many questions. Until now, we have had few answers to explain the cause of his death. Now that you have analyzed the major evidence behind Tut's demise, we need you to submit a briefing report that shares your thoughts on what caused this pharaoh's death. Was it murder? Was it an illness? Whatever you choose, be sure to fully explain your idea with evidence from history.

Your report needs to have: - a thorough explanation of at least **three theories** that explain the cause of King Tut's death - clear organization with paragraphs for different ideas, correct punctuation, and proper grammar - your opinion about what caused the death of King Tut. What makes sense to you? Is it a combination of things? Is there another theory that makes sense but wasn't mentioned?

Students compile a portfolio of their work throughout the unit, culminating in a final analysis. This will include:

- Evidence logs and analysis sheets.
- Background Information (comprehension questions)
- A 9-Year Old Ruler (critical thinking)
- King Tut's X-Rays (analysis)
- King Tut's Autopsy Report (analysis)
- Notes from research.

Equipment Needed: Google Earth, iPads,



Teacher

<https://www.smithsonianjourneys.org/virtual-journeys/egypt-virtual-tour/>

Resources:

Formative Assessments:

- **Evidence Gathering" Chart:** As students learn about different pieces of evidence (archaeological findings, historical context, potential motives), they can contribute to a class chart or their own individual charts, categorizing the evidence and noting whether it supports natural causes, murder, or is inconclusive. This helps track understanding and identify areas needing clarification.
- **Who's Who?" Character Analysis:** Students can create brief profiles of key individuals surrounding King Tut (e.g., Horemheb, Ay, Akhenaten). These profiles can include their relationship to Tutankhamun, their potential motivations, and any clues that might link them to the mystery. This assesses their understanding of the historical figures and their roles.
- **Think-Pair-Share: Theories of Death:** Pose the question, "What are some possible reasons for King Tut's early death?" Students think individually, discuss with a partner, and then share their ideas with the class. This helps gauge initial understanding and generate hypotheses.
- **Source Analysis Quick Writes:** Present students with short excerpts from primary or secondary sources related to Tutankhamun's reign or his death. Ask them to briefly analyze the source for what it reveals about the situation and whether it offers clues to the mystery.
- **Clue Ranking" Activity:** Provide students with a list of potential clues or pieces of evidence. Ask them to rank these clues in order of their significance in determining the cause of King Tut's death and justify their rankings. This encourages critical evaluation of evidence.
- **Exit Tickets:** At the end of a lesson, ask a quick question related to the day's content, such as:
"What was one challenge King Tut faced when he became pharaoh?"
"What is one piece of evidence we discussed today that might suggest foul play?"
"What is one thing you still find confusing about this historical period?"

Informal Class Discussions: Facilitate discussions where students share their interpretations of events, ask questions, and debate different possibilities. Observe their participation and the depth of their reasoning.



Lesson Plans

Lesson	Time Frame
Lesson 1 The Pharaohs	1 hour/1 day
Lesson 2 The Boy King	1 hour/1 day
Lesson 3 Murder? Illness? Accident?	1 hour/1 day

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

<https://www.smithsonianjourneys.org/virtual-journeys/egypt-virtual-tour/>

<https://www.pbs.org/wgbh/nova/interactive/explore-ancient-egypt/>

<https://vmfa.museum/learn/resources/egypt-interactive-exploration/>

<https://www.youtube.com/watch?v=wtNodW1vFgo>



Lesson Plan 1 Template

Content Area: Intro to Mysteries of History	Lesson Title: The Pharaohs	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: Language Arts, Science, Math

Integration of Technology: Interactive Museum Exhibits, Google Earth, iPads

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to explain the role of pharaohs in Ancient Egypt, with a focus on King Tutankhamun and the impact of Akhenaten's reign. - Students will compare the roles of different pharaohs, including Amenhotep III, Akhenaten, and Tutankhamun, based on their contributions and challenges faced.	Lesson Sequence KEY POINTS: - Pharaohs were seen as living gods and held absolute power in Egypt. - Amenhotep III expanded the empire and was well-loved, while his son Akhenaten introduced monotheism, causing social upheaval. - King Tutankhamun, although a young ruler, represents the return to traditional beliefs after Akhenaten's reign. OPENING:	Quick Reflection Check: As students write their reflections on being a god-king, circulate and briefly read a few responses to gauge their initial understanding and thought processes. This can inform the subsequent discussion. Think-Pair-Share Insights: After the individual reflection, have students share their thoughts with a partner. Listen in on some of these pair discussions to hear their initial interpretations and identify any common themes or misconceptions.



- Begin with a short [video clip](#) about the discovery of King Tutankhamun's tomb.
- Pose the question: "What would it be like to be a ruler who is also seen as a god?"
- Engage students by having them write a quick reflection on this question, setting the stage for discussion.

INTRODUCTION TO NEW MATERIAL:

- Divide students into three groups. Assign each group a different Pharaoh (Amenhotep III, Akhenaten, Tutankhamun). Each group will use Canva to create a social media profile page for their assigned Pharaoh. They will highlight key points about the role of pharaohs, focusing on Amenhotep III, Akhenaten, and Tutankhamun.

The Social Media Page Must:

- Have visuals (maps, images of artifacts) to illustrate the grandeur of the Egyptian empire.
- Address the misconception that all pharaohs ruled in the same way; emphasize the diversity in their approaches and beliefs.

- **Visual Element Check:** As groups work on their Canva profiles, circulate and check if they are incorporating visuals effectively to illustrate the grandeur of the empire and the individual pharaoh's impact.
- **Key Point Identification:** Observe group discussions to see if they are identifying and highlighting the key differences in the reigns and beliefs of Amenhotep III, Akhenaten, and Tutankhamun. You can ask guiding questions like, "How was Akhenaten's rule different from his father's?"



- summarize the life and impact of one pharaoh, including visual elements and key facts.

CLOSING:

- Post Social Media Pages to Google Classroom and allow other students to comment on each Pharaoh's page.
- Conduct a brief class discussion on what they learned about the pharaohs and their significance to Ancient Egypt.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about King Tut or related archaeological discoveries.

Resources Provided:

- <https://www.smithsonianjourneys.org/virtual-journeys/egypt-virtual-tour/>
- <https://www.canva.com/>
- <https://pharaoh.se/ancient-egypt/pharaohs/>



Lesson Plan 2 Template

Content Area: Intro to Mysteries of History	Lesson Title: The Boy King	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: Language Arts, Math, Science

Integration of Technology: iPads

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to analyze the circumstances surrounding King Tutankhamun's death and evaluate the possible involvement of Aye and Horemheb based on historical evidence. - Students will analyze and draw conclusions on the involvement of either Aye or Horemheb in King Tut's death, using evidence from the lesson materials.	Lesson Sequence KEY POINTS: King Tutankhamun's Ascension: Understanding the challenges faced by a young pharaoh and the role of advisors. Aye's Motive: Analyzing Aye's possible motivations for wanting King Tut dead, including his rise to power after Tut's death. Horemheb's Role: Investigating Horemheb's influence over King Tut and his	Historical Figure Graphic Organizer: Review students' completed graphic organizers about King Tut's mask. This will reveal their initial knowledge and any misconceptions they might have. Evidence Analysis (Compare/Contrast Chart): As students work in pairs on the Compare/Contrast chart, circulate and check their analysis of the evidence related to Aye and Horemheb. Are they identifying relevant details from the historical



actions after Tut's demise.

- **Historical Evidence:** Evaluating the significance of the discovered ring and stone tablets regarding the power dynamics in ancient Egypt.
- **Critical Thinking:** Developing the ability to argue based on historical evidence and draw conclusions about motives and actions.

OPENING:

- Show students a picture of King Tut's [funerary mask](#). Ask them to complete the [Historical Figure](#) graphic organizer. Discuss student responses.
- Begin with a brief overview of King Tutankhamun's life and the historical context of his reign.
- Pose the question: "What would you do if you were a young ruler surrounded by advisors who may want to harm you?"
- Engage students with a quick think-pair-share activity to discuss their ideas.

INTRODUCTION TO NEW MATERIAL:

texts? Are they making logical comparisons?

- **Wanted Poster Creation:** Observe students as they create their Wanted Posters on [storyboardthat.com](#). Are they incorporating specific pieces of evidence into their reasoning for identifying a particular suspect? Are they clearly articulating the "crimes"?



- Present key points using a combination of visual aids (like maps and images of artifacts).
- Read excerpts from historical texts regarding King Tut, Aye, and Horemheb. Primary sources can be found here:

<https://www.natgeokids.com/uk/primary-resource/tutankhamuns-treasures-primary-resources/>

GUIDED PRACTICE:

- Group students into pairs to analyze different pieces of evidence regarding Aye and Horemheb. Students should complete this [Compare/Contrast](#) chart to evaluate their two potential suspects.
- Provide guiding questions to scaffold their analysis:

What evidence supports Aye's involvement?

How did Horemheb's military background influence his actions?

Monitor discussions by circulating the room and providing feedback.

- Students will then use storyboardthat.com to



create a [Wanted Poster](#) for the suspect they think is responsible for King Tut's death.

CLOSING:

- Have students share their Wanted Posters in a Gallery Walk.
- Facilitate a class discussion on the different perspectives presented, summarizing key arguments for both suspects.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about King Tut or related archaeological discoveries.

Resources Provided:

- <https://www.natgeokids.com/uk/primary-resource/tutankhamuns-treasures-primary-resources/>
- <https://egypt-museum.com/mask-of-tutankhamun/>
- <https://www.storyboardthat.com/create/wanted-poster-template>



Lesson Plan 3 Template

Content Area: Intro to Mysteries of History	Lesson Title: Murder? Illness? Accident?	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: Language Arts, Science

Integration of Technology: iPads

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to analyze x-ray images of King Tutankhamun's skull, evaluate possible causes of injury, and formulate hypotheses regarding his death. - Students will complete a Briefing Report where they identify injuries in the x-ray images, explain potential causes of these injuries, and discuss their theories on King Tut's death based on their investigation	Lesson Sequence KEY POINTS: - King Tutankhamun's injuries and their possible causes (e.g., chariot crash). - The significance of avascular bone necrosis and malaria in ancient Egypt. - The historical context of King Tut's life and death. - Understanding of how to analyze scientific evidence (x-rays) to form conclusions. OPENING: - Ask students if they have ever had an x-ray done? What are they used for?	X-ray Introduction Discussion: Observe students' responses to the initial questions about x-rays and their uses. This gauges their prior knowledge and understanding of this scientific tool. Hypothesis Generation: Note the variety of initial ideas students share in response to "What do you think caused King Tut's early death?". This shows their pre-conceptions before analyzing the evidence. Briefing Report - Initial Ideas: Before students fully write their



- Introduce x-rays and how to read them by using examples from "[Pet's Eat the Darndest Things](#)" (this will provide some levity prior to going into a serious topic).
2. Explain that students will investigate injuries observed in x-rays to uncover the mystery behind King Tut's demise
 3. Pose the question: "What do you think caused King Tut's early death?" to stimulate discussion.

INTRODUCTION TO NEW MATERIAL:

- Introduce the x-ray images and explain how to read them, highlighting key anatomical features pertinent to King Tut's skull.
- Discuss avascular bone necrosis and malaria, emphasizing their relevance to King Tut's health.
- Address the misconception that injuries alone are sufficient to determine cause of death; clarify that multiple factors can contribute.

GUIDED PRACTICE:

- Distribute x-ray images and guide

briefing reports, you could have them jot down their initial leading theory and one piece of evidence supporting it. This allows you to check their direction early on.

- **Google Poll**
Participation: The Google Poll at the end serves as a quick way to see the class's overall understanding and the prevalence of different theories based on the evidence. The discussion following the poll can further reveal their reasoning.



	students to identify significant injuries. Ask guiding questions: "What do you see in the x-ray on the left?" "How could the injuries have occurred?" 4. Have students share their hypotheses in small groups and summarize key points learned about King Tut's life and death. 5. Conduct a brief discussion on the importance of evidence in historical analysis. 6. Briefing Report Assignment: The death of the youngest pharaoh in Egyptian history, King Tut, has always raised many questions. Until now, we have had few answers to explain the cause of his death. Now that you have analyzed the major evidence behind Tut's demise, we need you to submit a report that shares your thoughts on what caused this pharaoh's death. Was it murder? Was it an illness? Whatever you choose, be sure to fully explain your idea with evidence from history. Your report needs to have: - a thorough	
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explanation of at least **three theories** that explain the cause of King Tut's death - clear organization with paragraphs for different ideas, correct punctuation, and proper grammar - your opinion about what caused the death of King Tut. What makes sense to you? Is it a combination of things? Is there another theory that makes sense but wasn't mentioned?

Closing: Conduct a Google Poll and discuss the results so students can see what theory the class believed was most plausible.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about King Tut or related archaeological discoveries.

Resources Provided:

- <https://www.washingtonpost.com/news/morning-mix/wp/2014/09/16/photos-pets-eat-the-darndest-things/>
- <https://pmc.ncbi.nlm.nih.gov/articles/PMC8149017/>
- <https://blog.education.nationalgeographic.org/2014/10/22/new-view-of-king-tut/>



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6	Unit Title: King Tut
Created: Sarah David	Board Approved on:	



Unit Overview Template

Content Area:	Intro to Mysteries of History	Grade Level:	6	Unit Title:	The Mystery of the Terracotta Army
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Unit Summary: Emperor Qin Shihuang's tomb complex is one of the most significant archaeological discoveries in Chinese history. This massive site, covering 17.6 square miles, contains over 7,000 terracotta warriors, horses, and other figures that were buried with China's first emperor. These life-sized clay soldiers were equipped with real weapons and armor. The terracotta army gives historians valuable information about ancient Chinese military practices, spiritual beliefs, and cultural values during the time when China was first unified as one nation. However, one mystery remains, why was such an elaborate terracotta army built and what is its purpose?

Primary Interdisciplinary Connections: Communication Arts, Math, Science

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

Unit Rationale: The rationale for the significance of Emperor Qin Shihuang's tomb complex lies in its status as a major archaeological discovery providing substantial insights into ancient China. The vast scale of the site, encompassing over 7,000 terracotta figures with realistic weaponry, offers invaluable historical data regarding military practices, spiritual beliefs, and cultural values of the early unified China. Despite the wealth of information uncovered, the underlying purpose and motivation behind the creation of this elaborate terracotta army remain a compelling mystery, further underscoring the site's importance for ongoing historical inquiry.

Career Readiness (Standard 9): 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FI.2, 9.1.8.FI.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJ Student Learning Standards: Social Studies- HIS.6.2.8

NJ Student Learning Standards: Technology- 9.4.8

NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WIIST

Content Statements: In this unit, students examine the questions, legends, and facts surrounding the Terracotta Army of China's First Emperor. The goal of this unit is to guide students through the process of inquiry using archeological objects to explore history, science, and art. Students take on the role of archaeologists to investigate the real-world challenges of archeological discovery and preservation. They will think critically to explore the legacy of Emperor Qin Shi Huang. Comparing and contrasting ancient and modern-day China will introduce students to the themes of continuity and change. Students will



explore the ways in which culture is influenced by geography, history, and technology.	
CPI#:	Cumulative Progress Indicator (CPI):
6.2.8.Civics PI.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.GeoS V.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
6.2.8.GeoG E.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
6.2.8.Histor yCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.Histor yCC.2.b	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.Histor yCC.2.c	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.Civics PI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires
6.2.8.Econ GE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.Histor yCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.Histor yCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
6.2.8.Histor yCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.Civics PI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.



9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.IW.6.2.A	Introduce a topic 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.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.



W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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.

Unit Essential Questions:

- How do archaeologists study the past?
- What is the underground Terracotta Army of the Qin Empire?
- What are the origins of the Terracotta Army artifacts?
- How was the tomb discovered, and what remains underground today?
- What natural scientific processes present challenges to modern-day archaeology?
- Who was China's First Emperor, and what was life like under his rule?
- What was life in China like before the Qin Empire?
- What strategies enabled the Emperor to unite the Empire?
- What are the legacies of the Terracotta Army?



- How did the First Emperor's quest for immortality influence the design of the Terracotta Army?
- In what ways do the Terracotta Warriors live on today?

Unit Enduring Understandings:

- Understand the historical and archaeological significance of the Terracotta Army.
- Identify the unique traits of China's First Emperor including those that enabled him to unite his empire.
- Explore features of Chinese culture during the Qin Empire, especially as they differ or are similar to other periods in China's history, including present day.
- The definition of "legacy" and the context of the Terracotta Army.
- Understand the challenges that come with studying the past.
- The role art has in helping us understand how people of the past lived, what they believed, and what they valued.

Unit Learning Targets:

Students will....

- Understand the historical significance of archaeological discoveries.
- Identify the unique traits of China's First Emperor and how they enabled him to unite his empire.
- Explore features of Chinese culture during the Qin Empire and compare/contrast them with other periods in China's history, including the present day.
- Understand the challenges involved in studying the past.



Evidence of Learning

Summative Assessment:	3 Days Legacies that Live On-Project: modified lesson from https://education.asianart.org/wp-content/uploads/sites/6/2019/12/Terracotta_06.indd_-4.pdf • Students will diagram the influences and legacy of the First Emperor and create a 21st century genome of a local legacy based on similar concepts of influences and inspiration. • Introduction (10 mins) Free-write Prompt: "What are some things that have been left behind in your family? List as many things as you can think of." Have students share their lists. Take note of the different types of "things" that can be left to a family – physical objects such as a photo or piece of furniture, intangible objects such as a grandfather's sense of humor or a father's athletic ability, professions or lifestyles such as the family pizzeria, or even inspiring things such as kindness and generosity. • Vocabulary Extension Legacy = something that is handed down over time • Final Project (1-3 days) Begin by reviewing the concept of a legacy. Many of the things that students wrote about in their free-writes could be considered legacies. What legacies did Emperor Qin leave behind? (unified Chinese language, currency, Great Wall, Terracotta Army, mysteries, etc.) • Introduce the concept of a genogram by mapping out the cultural/geographic influences of Emperor Qin (see Appendix X under resources at end of lessons). Talk students through your thinking as you draw the diagram on the board. • For their final projects, students will be creating a mini exhibit and marketing campaign for the Terracotta Army. There are 3 primary elements to this project: • Create a genogram representing all the cultural/geographic influences of the Terracotta Army • Select 5-7 "artifacts" that students believe will be important indicators of the Terracotta Army's legacy. • Create a 21st century marketing campaign (e.g., promotional video, website, social media plan, etc.) to promote the exhibit and encourage visitors to tour, participate in, or learn from the exhibit.
Equipment Needed:	iPads
Teacher	Lessons
Resources:	from- https://education.asianart.org/wp-content/uploads/sites/6/2019/12/Terracotta_06.indd_-4.pdf



Formative Assessments:

- **Think-Pair-Share:** Pose a question, like "What does the existence of the Terracotta Army tell us about Emperor Qin Shi Huang?", have students think individually, discuss with a partner, and then share with the class.
- **Quick Quiz:** A few multiple-choice or short-answer questions about key facts and/or vocabulary (e.g., when it was discovered, its purpose, what it's made of).
- **Exit Ticket:** At the end of a segment, ask students to write down one thing they learned or one question they still have.
- **Sketch and Label:** Have students quickly sketch a Terracotta Warrior and label key features they remember.
- **Jigsaw Activity Check-in:** If using a jigsaw, have students briefly explain their assigned topic to a partner to ensure understanding before they teach the larger group.
- **Vocabulary Check:** Ask students to define key terms like "archaeology," "emperor," or "legacy" in their own words.



Lesson Plans

Lesson	Time Frame
Lesson 1 Decomposing Culture	1 hour/1 day
Lesson 2 Being an Archeologist	1 hour/1 day
Lesson 3 The Terracotta Warrior Exhibit	1 hour/1 day

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

https://education.asianart.org/wp-content/uploads/sites/6/2019/12/Terracotta_06.indd-4.pdf

<https://learninglab.si.edu/collections/chinas-terracotta-army-information-and-teaching-resources/w0Ec9TUvDsdJCicx>

<https://www.travelchinaguide.com/attraction/shaanxi/xian/terracotta-army/mysteries-of-qin-shi-huang-tomb.htm?srltid=AfmBO0o5Jyke1QWtePH7PUc3syDoxikM8pRiopUbGX6HcWZzhB-rCGcj>



Lesson Plan 1 Template

Content Area: Intro to Mysteries of History	Lesson Title: Decomposing Culture	Time Frame: 1 hour/1 day
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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, Science

Integration of Technology: iPads

Equipment Needed: iPads, Google Classroom

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will classify organic and inorganic objects. - Students will develop a hypothesis about what will happen to each object in different environmental contexts.	Lesson Sequence - Lesson 1-Decomposing Culture - Introduction (10 minutes) Free-write Prompt: "Have you (or has someone you know) ever misplaced or lost something for a long time? How had it changed when you found it again? Did it look different? Did it mean something different to you than it once did? How did you feel after you found it?" Ask students to share their responses, commenting on the ways that time and different conditions (dust, rain, animals, etc.)	Informal Check for Understanding: Free-write answer discussion. After the discussion, briefly ask: "So, what's one way things can change over a long time?" (Look for answers related to decay, weathering, etc.). Lab Worksheet Check: Briefly circulate and check if groups have correctly identified their organic and inorganic materials. Hypothesis Review: Quickly read through some of the groups' hypotheses to see if they demonstrate an understanding of how the



- may make things change over time.
3. Vocabulary Extension
Hypothesis = an educated prediction or explanation that can be tested in an experiment
Organic material = substances that come from human, animal, or plant sources
Inorganic material = substances that come from non-living materials
Decay = to break down or decrease in quantity or quality
Decomposer = organisms that break down dead or decaying organisms or objects.
4. Class Activity (15 minutes) Tell students that they are going to conduct an experiment to study what happens to different types of objects over time. First they must classify different types of objects in different ways. Write the word "organic" on the board. Display a series of organic materials to students (examples: paper, cardboard, piece of bread, wood sculpture, piece of cotton fabric, etc.). Inform students that all of these items are made of "organic" materials, and ask them to list properties of organic materials based on the items they see in front of them. Write

different environments might affect the materials. Are their predictions logical?

- **Exit Card Responses:** Analyze student responses to see if they are making connections between their experiment and the nature of archaeological discoveries (e.g., how materials survive differently, the challenges of finding intact artifacts).



- student descriptions on the board, and selectively narrow down a class definition that applies for all organic materials. Repeat the process for the word “inorganic,” using items such as a penny, a plastic pen, a clay flowerpot, a glass bottle, etc. Again, write student descriptions on the board, and selectively narrow down a class definition that applies for all inorganic materials.
5. Assess student understanding by holding up additional objects and having a show of hands. How many of you think this object is made of organic materials? How many of you think this object is made of inorganic materials? Provide feedback to students to solidify concept attainment of organic and inorganic materials.
 6. Class Activity (30 minutes) Divide class into groups of 3-4. Have each group select 1 organic and 1 inorganic material they want to use in their experiment and categorize them accurately on their Lab Worksheet (see Appendix II). Groups will need 3 of each organic and inorganic material that they choose, one for each



- of the 3 different test environments. Tell students that today they are going to be storing their objects in different places and predict what will happen to those objects over the next few days. They will test by “storing” their object buried underground, leaving it in the open air outside, and leaving it in the open air inside. Have groups write hypotheses using the chart on their Lab Worksheet to predict what will happen to their items in each of the conditions. Bury/store the items in the appropriate places and leave as undisturbed as possible (except for natural phenomena) over the next few days, and ideally over a weekend.
7. Exit Card: What does this experiment tell us about archeological discoveries?

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the Terracotta Army or related archaeological discoveries.

Resources Provided:

- <https://learninglab.si.edu/collections/chinas-terracotta-army-information-and-teaching-resources/woEc9TUvDsdJCicx>
- https://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/mysteries-of-qin-shi-huang-tomb.htm?srltid=AfmBO0o5Jyke1QWtePH7PUc3syDoxikM8pRiopUbGX6HcWZzhB-rCGcj



Lesson Plan 2 Template

Content Area: Intro to Mysteries of History	Lesson Title: Being an Archeologist	Time Frame: 1 hour/1 day
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Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts, Math, Art

Integration of Technology: iPads, Online Puzzle Maker

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Students will take the perspective of an archacologist to investigate and assemble an artifact, and to use evidence to draw conclusions about its identity and function.	Lesson Sequence - Lesson modified from: Being an Archeologist - Introduction (5 mins) Free-write Prompt: How do we learn about the past? Ask students to share their thoughts and compile a list on the board. - Inform students of all the ways to study the past, today they are going to focus on archaeology. Vocabulary Extension Archacology = the study of human activity in the past through examination	Observation of Sharing: Note the variety of ways students suggest we learn about the past. Are they thinking beyond just books? Puzzle Completion Observation: Note how well groups are collaborating and their success in reassembling the "artifact." Exhibit Card Review: Quickly read some of the exhibit cards. Do students demonstrate an understanding of inference and the challenges of interpreting artifacts? Are they



	of artifacts Archaeologist = one who studies or performs archaeology Artifact = any object made by human beings for a specific purpose Excavate = to dig out material from the ground 4. Partner Activity (15 mins) Hands-on Role Play. Use an online puzzle maker to create “artifacts” of different terracotta soldiers. Tell students that today they are going to be playing the role of archaeologists. They will receive an artifact that they must put back together for display in a museum. 5. Distribute one artifact per team. Have them work to reassemble their object. When complete, have students work to create an “exhibit card” for their item, explaining what they believe it is, what they think it was used for and by whom, and any significance in the color or design. 6. Class Activity (15 mins) Gallery Walk and Discussion: When time is called, have students display their work on their desk along with the exhibit card and walk around the room to view other students’ artifacts, observing and reading about each item.	making reasonable guesses about the object's purpose and significance? • Artifact Analysis Worksheet: Collect and review the “Artifact Analysis” worksheets to see what observations and interpretations students are making about other groups’ artifacts. • Discussion Observation: During the discussion about the challenges of being an archaeologist, note if students are connecting their own experience with the puzzle to the difficulties faced by professionals. Are they identifying issues like missing pieces, degradation, and the need for interpretation?
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7. Students should use the [“Artifact Analysis”](#) worksheet to evaluate an artifact during the gallery walk.
8. After students have viewed the artifacts, discuss what was challenging about being an archaeologist. Ask students what challenges they think professional archaeologists face when they try to uncover and piece together objects from 2000 years ago.
9. Class Activity (10 minutes) Discussion Ask students to look around the classroom and list some organic and inorganic objects. What might survive in 1,000 years to tell our story to the archaeologists of the future? A binder made of plastic with metal rings might survive, but will the notes taken on the paper inside survive? Will a lunchbox survive? How about the lunch inside it? Will the computer still work? What will happen to our skeletons? To our clothes? To our desks? Will archaeologists recognize our building as a school? Just like you had to make predictions on what your clay artifact was used for, archaeologists of the future will have to make predictions about what



- our school was used for, without knowing it was a school. What do you think they will say?
10. Exit Card/Homework
Students should complete the Archaeologist of the Future worksheet (see Appendix III) to identify organic and inorganic objects from their home that they believe future archaeologists will find particularly interesting.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the Terracotta Army or related archaeological discoveries.

Resources Provided:

- <https://www.archives.gov/education/lessons/worksheets/analyze-an-artifact-intermediate>
- <https://puzzel.org/en/jigsaw/build?menu=content>
- <https://www.gettyimages.com/photos/terracotta-army>
- <https://www.smithsonianmag.com/smart-news/zhao-kangmin-archaeologist-who-pieced-together-chinas-terracotta-warriors-has-died-81-180969153/>



Lesson Plan 3 Template

Content Area: Introduction to Mysteries of History Lesson Title: The Terracotta Army 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: iPads, [Virtual Museum Exhibit](#)

Equipment Needed: Google Classroom, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Research and present information about the First Emperor's accomplishments and legacy. - Students will explore the Terracotta Soldiers online exhibition to research and reach a conclusion as to why the army was created.	Lesson Sequence - Lesson modified from: The Terracotta Warrior Exhibit at the Asian Art Museum - Post the virtual exhibit link for the students-https://exhibitions.asianart.org/exhibitions/chinas-terracotta-warriors-the-first-emperors-legacy/ - Re-distribute students' K-W-L charts to them so that they may fill in the L column with things that they learn while touring the museum exhibit, especially in answer to the questions they generated in the W column. At the end of the	K-W-L Chart Check-in: As students are exploring the virtual exhibit, periodically ask them to share one thing they've added to their "L" column so far. This helps you see what they are actively learning. Artifact Highlight: Ask each student to identify one artifact or feature from the exhibit that they found particularly interesting and briefly explain why. Exit Card: Check to ensure students are connecting the quote to the immense effort and



	visit, check in with students by asking them to share what they learned today. What were they surprised by? What puzzled them? Did they learn anything that they had already talked about in class? 4. Assign students topics to explore or simply have students browse through the online exhibits and focus on the following suggested topics: • Important symbols and elements (horse, dragon, phoenix, water) • Organization of the tombs and burial grounds • Weaponry • The underground army • Chariot components • Details of warriors (Armoured General, Armoured Military Officer, Standing Archer, Armoured Kneeling Archer, Cavalryman, Cavalry Horse, Charioteer, suit of armor and helmet, sword, crossbow trigger mechanism, facial features, pigment, etc.) 5. Exit Card: Analyze the following quote from Emperor Qin. "A thousand may die so that a million may live." Remind students that tremendous sacrifices were made for the burial tomb of one man. What	resources dedicated to the Terracotta Army.
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	do you think he meant by this? How is this connected to the creation/purpose of the Terracotta Army?	
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Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the Terracotta Army or related archaeological discoveries.

Resources Provided:

- <https://www.gettyimages.com/photos/terracotta-army>
- <https://www.smithsonianmag.com/smart-news/zhao-kangmin-archaeologist-who-pieced-together-chinas-terracotta-warriors-has-died-81-180969153/>
- <https://exhibitions.asianart.org/exhibitions/chinas-terracotta-warriors-the-first-emperors-legacy/>



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6	Unit Title: The Mystery of the Terracotta Army
Created: Sarah David		Board Approved on:



Unit Overview Template

Content Area: Introduction to Mysteries of History	Grade Level: 6	Unit Title: The War of the Roses
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Unit Summary: The War of the Roses, a series of civil wars in England between the House of Lancaster and the House of York, led to one of history's most intriguing mysteries. In 1483, two young princes - Edward V (age 12) and his younger brother Richard (age 9) - were taken to the Tower of London by their uncle, Richard, Duke of Gloucester, who would later become King Richard III. The princes were the sons of the recently deceased King Edward IV, and the older prince was meant to become the next king. However, the boys mysteriously vanished while in the Tower, and their fate remains unknown to this day. Many historians believe their uncle Richard III had them killed to secure his claim to the throne, while others suggest different theories. The disappearance of the princes marked a crucial turning point in the War of the Roses and remains one of medieval England's most famous unsolved mysteries, sparking debates and investigations that continue even after 500 years.

Primary Interdisciplinary Connections: Communication Arts

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy

X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy

Unit Rationale: This unit delves into the captivating mystery surrounding the disappearance of the "Princes in the Tower" during the tumultuous War of the Roses. By examining this historical event, students will not only explore a compelling moment in English history but also develop critical thinking skills through analyzing conflicting accounts and considering various interpretations of this mysterious event.

Career Readiness (Standard 9): 9.1.8.CR.1, 9.1.8.CR.2, 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CDM.2, 9.1.8.CDM.3, 9.1.8.CDM.4, 9.1.8.CP.1, 9.1.8.CP.2, 9.1.8.CP.3, 9.1.8.CP.4, 9.1.8.CP.5, 9.1.8.EG.5, 9.1.8.FI.2, 9.1.8.FI.4, 9.1.8.FP.3, 9.1.8.FP.4, 9.1.8.FP.5, 9.1.8.PB.7, 9.1.8.RM.1, 9.1.8.RM.2, 9.1.8.RM.3, 9.2.8.CAP.17, 9.4.8.CT.3, 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.DC.8, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.IML.2, 9.4.8.IML.7, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.TL.4, 9.4.8.TL.5, 9.4.8.TL.6

Learning Targets

Standards: NJ Student Learning Standards: Social Studies- HIS.6.2.8
 NJ Student Learning Standards: Technology- 9.4.8
 NJ Student Learning Standards: Language Arts- LA.6.RH/LA.6.WHST

Content Statements: Students will analyze the causes, events, and consequences of the War of the Roses, focusing on the disappearance of the Princes in the Tower, to understand how political instability and individual actions shaped the past. They will evaluate conflicting historical interpretations using available evidence and utilize digital tools to research, analyze, and communicate their understanding of this pivotal period and its enduring mysteries. This will enhance their ability to think critically about the past and its relevance.



CPI#:	Cumulative Progress Indicator (CPI):
6.2.8.GeoH E.4.b	Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
6.2.8.Histor yCC.4.a	Determine which events led to the rise and eventual decline of European feudalism.
6.2.8.Histor yCC.4.c	Assess the demographic, economic, and religious impact of the plague on Europe. •
6.2.8.Histor yCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines and cultures for a specific purpose.
9.4.8.IML.1 4	Analyze the role of media in delivering cultural, political, and other societal messages.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.PP.6.5	Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.



RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
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.

Unit Essential Questions:

- To what extent does historical evidence allow us to determine what happened to the Princes in the Tower?
- How does the mystery of the Princes in the Tower reflect the political instability and ruthlessness of the War of the Roses?
- What can the enduring debate surrounding the Princes in the Tower teach us about the nature of historical interpretation?
- How did the disappearance of the Princes in the Tower shape the course and legacy of the War of the Roses?
- What factors make a historical event become a lasting mystery?

Unit Enduring Understandings:

- Students will be able to identify key characters of the Wars of the Roses and their relationships by creating a family tree.
- To introduce students to some key characters in the Wars of the Roses



- To get students to begin to make links between key characters and understand their impact on events
- The Wars of the Roses were a series of civil wars for control of the English throne.
- Key figures include Henry VI, Edward IV, and Henry VII, among others.
- Relationships can be denoted through colors or symbols in a family tree.
- Understanding lineage helps clarify claims to the throne and historical significance.
- Visual aids, like images, provide context about historical figures.

Unit Learning Targets:

Students will....

- Describe the context of the War of the Roses and the key figures involved.
- Explain the circumstances surrounding the disappearance of the Princes in the Tower.
- Identify the main theories surrounding the fate of the Princes in the Tower.
- Analyze the historical evidence (or lack thereof) related to the mystery.
- Discuss the significance of the Princes in the Tower mystery within the broader context of the War of the Roses.
- Evaluate why the disappearance of the Princes remains an intriguing historical mystery.



Evidence of Learning

Summative Assessment: 3 days (modified from [War of the Roses](#))
A Burial Fit For a King? Or a Murderer?
The discovery of Richard III in 2012 has reignited the debate over what his place in history is. Students should [read](#) about the discovery. Based on their research from this case students should design a burial fit for how history should remember King III. Is he a revered King or the murderer of his two young nephews?

Your Task:

- Research the burial places of the Plantagenet kings and queens of England of whom Richard was the last. Analyze the images of their tombs and interesting facts you may find out about their construction and the individual they commemorate.
- Links to all medieval Cathedrals in England, where some kings and queens were buried, can be found [here](#).

Based on the graves and monuments of other Plantagenet kings, describe and design a tomb for Richard in a style of the 15th century. This can be in any media you like. (Canva, Adobe Photoshop, Adobe Fresca)

You can see the 21st century tomb created for Richard III's reburial in Leicester [here](#), consider what elements of medieval religiosity feed into this modern interpretation and why.

Imagine you are a herald for the court of the new king, Henry VII. Write a description of Richard III's burial as you think it should have been conducted by the Grey Friars of Leicester in 1485.

Equipment Needed: iPads, Canva, Adobe Photoshop, Adobe Fresca

Teacher iPads, Canva, Adobe Photoshop, Adobe Fresca

Resources:

Formative Assessments:

- **Think-Pair-Share:** After the initial question ("Why do you think understanding family relationships was important in the 15th century?"), have students discuss with a partner before sharing with the whole class. Observe the depth of their initial understanding.
- **Quick Check Questions:** As you introduce each key figure, ask quick recall questions (e.g., "Who was Edward IV's brother?", "What role did the Duke of Gloucester play initially?").
- **"Relationship Link":** Ask groups to identify one crucial relationship they've placed on their family tree and explain why it was significant to the Wars of the Roses.
- **Character Logging (Cornell Notes):** By having the non-role-playing students log what happens to their assigned character, you can check their understanding of the plot and individual roles as the story unfolds. Reviewing these notes at the end of each stage can provide quick insights.



- **Role-Player Questioning:** When you pause the story, direct questions to the students in the role. For example, after Rivers is arrested, ask the student playing Rivers how they feel and if they saw it coming. This encourages them to embody their character and demonstrates their comprehension of the events.
- **Map Positioning:** Observe how the students playing the characters move to their designated locations on the "map." Do they understand the geographical context of the events?
- **Exit Card Analysis:** The exit card ("What questions do you want to ask?") reveals what aspects of the story students found most intriguing or confusing, highlighting areas that might need further clarification.



Lesson Plans

Lesson	Time Frame
Lesson 1 Who's Who? The War of the Roses	1 hour/1 day
Lesson 2 The Two Princes	1 hour/1 day
Lesson 3 The Suspects	1 hour/1 day

Teacher Notes:

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

Curriculum Development Resources/Technology Resources:

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

<https://artsandculture.google.com/story/zgUxR9778LBOqA>

<https://www.youtube.com/watch?v=8usSAMpuSVI>

<https://kriii.com/about-kriii/an-incredible-discovery/>

<https://www.history.org.uk/ha-news/module/8662/the-later-middle-ages-teacher-fellowship-programm/8836/wars-of-the-roses-whos-who-a-level>



Lesson Plan 1 Template

Content Area: Introduction to Mysteries of History Lesson Title: Who's Who? Time Frame: 1 hour/1 day

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Communication Arts

Integration of Technology: iPads

Equipment Needed: iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to identify key characters of the Wars of the Roses and their relationships by creating a family tree. - Students will construct a family tree using a card sort activity, demonstrating their understanding of the relationships among key figures in the Wars of the Roses.	Lesson Sequence - Begin with a brief overview of the Wars of the Roses to provide context. This website provides a great overview. There is also a video overview. - Engage students with a question: "Why do you think understanding family relationships was important in the 15th century?" - Introduce a 'Who's Who?' document and explain its purpose. Templates can be found here.	Think-Pair-Share: After the initial question ("Why do you think understanding family relationships was important in the 15th century?"), have students discuss with a partner before sharing with the whole class. Observe the depth of their initial understanding. Quick Check Questions: As you introduce each key figure, ask quick recall questions (e.g., "Who was Edward IV's brother?", "What role did the Duke of Gloucester play initially?").



INTRODUCTION TO NEW MATERIAL:

- Distribute the 'Who's Who?' document and explain the [key figures](#).
- Discuss the significance of each person and their role in the Wars of the Roses.
- Address the common misconception that all historical figures are well-documented; explain that not all have contemporary images.
- Encourage students to think critically about how relationships shaped events.

GUIDED PRACTICE:

- Divide students into groups of four and provide each group with a set of cards and the family tree outline.
- Set expectations for collaboration: listen to each other, share ideas, and respect differing opinions.
- Prompt students to start sorting cards based on the relationships they've learned.
- Monitor groups and ask guiding questions, such as:
 - "Who is Edward IV's father?"

• **"Relationship Link":**

Ask groups to identify one crucial relationship they've placed on their family tree and explain why it was significant to the Wars of the Roses.



- "How does Richard, Duke of York fit into this family tree?"
- Students will create a family tree on large cardboard or paper using the informational cards they were provided.
- They should label relationships clearly and use colors to denote different family ties.
- The final product will be assessed based on accuracy and clarity of relationships depicted.

CLOSING:

- Exit Card: Ask students how these relationships influenced the outcomes of the wars.

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the War of the Roses or related archaeological discoveries.

Resources Provided:

- <https://kriii.com/about-kriii/an-incredible-discovery/>
- https://www.englishmonarchs.co.uk/burial_sites_2.html
- <https://www.hrp.org.uk/tower-of-london/history-and-stories/the-princes-in-the-tower/#gs.ltomyv>
- <https://www.youtube.com/watch?v=nnEgLWAsQo>



Lesson Plan 2 Template

Content Area: Introduction to Mysteries of History Lesson Title: The Two Princes 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: iPads

Equipment Needed: Google Classroom, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop an understanding of the events of 1483 leading to the disappearance of the Princes in the Tower - Explore the limits of historical certainty by discussing how we determine the likelihood of past events, encouraging students to form their own conclusions using terms like 'probable,' 'highly likely,' and 'almost certain.'	Lesson Sequence Lesson modified from: Two Princes - This lesson begins with a story-telling activity to introduce the key people and how Richard came to be King. - Turn the corners of the classroom into a map of England portraying the four main steps of Richard obtaining power. This will provide students with a visual of the significance of his rise to power and the conflicts that ensued. - Divide the class into 8 groups, one for each key character in the story. One pupil in each group	Character Logging (Cornell Notes): By having the non-role-playing students log what happens to their assigned character, you can check their understanding of the plot and individual roles as the story unfolds. Reviewing these notes at the end of each stage can provide quick insights. Role-Player Questioning: When you pause the story, direct questions to the students in the role. For example, after Rivers is arrested, ask the student playing Rivers how they feel and



- will play the role, the others in the group have to log what happens to their character and join in answering any questions to him/her.
4. For the 8 pupils taking the roles– it's helpful if they each wear a tabard with their names on. Have a crown for the King – maybe one for the Queen too - and one larger chair as the royal throne.
 5. Have some [medieval music](#) playing quietly in the background to set the stage.
 6. Telling the story of 1483.
Stage 1: Edward IV's death – 9 April 1483
Bring out each character one by one, introduce them with a flourish (kneel before Edward IV) and position them in your room/map as follows and explain who they are:

In London

- King Edward IV
- Queen Elizabeth
- their younger son, Richard
- and Lord Hastings – the King's closest friend.

On the Welsh border (Ludlow)

- Prince Edward
- and his uncle, earl Rivers (the queen's brother)

if they saw it coming. This encourages them to embody their character and demonstrates their comprehension of the events.

- **Map Positioning:**
Observe how the students playing the characters move to their designated locations on the "map." Do they understand the geographical context of the events?
- **Exit Card Analysis:**
The exit card ("What questions do you want to ask?") reveals what aspects of the story students found most intriguing or confusing, highlighting areas that might need further clarification.



In the north (Yorkshire)

- Richard Duke of Gloucester (brother of Edward IV)

A bit south of Prince Edward (but definitely separate)

- Duke of Buckingham – just say he’s a nobleman and a mystery man.
7. Sequence of events (have students record in Cornell Notes format)
- King Edward IV is only 40 so should live for many years.
 - His heir is Prince Edward aged 12.
 - The most powerful man in the country is the King’s brother, Richard who controls the north for the king.
 - But everyone is about to hear shocking news!!
 - The King is dead! King Edward has died after a very short illness.
 - Everyone has been taken by surprise so Prince Edward is still on the Welsh border and Richard in the north.
 - Apologize to the pupil playing King Edward IV but remove his/her tabard and crown and send him/her back to join the rest of the class.
 - Leave the throne empty but announce that Edward V is now king. A quick chorus of Vivat Rex or everyone kneeling to



the new king (including you as teacher) will make the point!

- You could ask – what happens next? Answer – new king to London for coronation.

Stage 2: Drama in the Midlands
– 29 April 1483

- The coronation's been set for 4 May and young King Edward is heading for London with his uncle, Earl Rivers. Move them halfway to London.
- Richard of Gloucester is heading south – he's been writing letters to Buckingham and Hastings and they've been writing to him. He's also written friendly letters to the Queen.
- King Edward stops for the night in the Midlands. As only 12 has an early night.
- Rivers rides to a nearby town to meet Richard and Buckingham. He and Richard are old friends. They have a good meal and all three are very friendly.
- Late in the evening Rivers rides back to join the young King.
- Next morning Richard and Buckingham arrest Rivers and some of the King's other servants – Rivers is taken completely by surprise.



- Richard sends Rivers north to be imprisoned in Pontefract castle. Move Rivers to north.

Questions – Why might Richard have done this? How do you think the queen will react when she hears her brother's been imprisoned?

Stage 3: A long wait ... then
Shocks and Executions
May-June 1483

- The news reaches London.
- The Queen rushes into sanctuary at Westminster Abbey with her younger son. She feels in danger.
- Hastings greets Richard happily.
- Announce – the king is to be crowned on 25 June. Until then he will live in the most comfortable place in London, the royal apartments in the Tower of London. Stress this was a palace, not a prison.
- Put Edward V into an area identified as the Tower.
- And so the weeks go by. You could count them down using a calendar to show how many weeks (4 May-June 13) or use the PowerPoint slides showing the key dates as a calendar. All the plans for the coronation are going ahead.



- Yet another council meeting has been called to discuss the coronation – Richard, Buckingham and Hastings will be there [along with others].
- Shock 1 – Richard accuses Hastings of plotting against him [get Richard to point dramatically at Hastings and shout ‘treason’] – Hastings is arrested. It’s Friday the 13th!
- Then Hastings is taken outside and executed immediately – remove Hastings’ tabard and send him back to join the rest of the class.

Ask – why is this happening?
Did Richard plan this all along?
If he did, why did it take so long?
Does this mean he didn’t plan this all along?
What might happen next?

Stage 4: A new king – June-July 1483

- 3 days after Hastings was executed, Richard sent the Archbishop and a group of armed men to the Queen and asked her to let her younger son join his brother the King in the Tower.

Ask – what should she do? It’s the Archbishop asking after all!



- The queen sent her son to join the King – so now we have two Princes in the Tower.
- 10 days later Buckingham announces that Richard should be king – he says the Princes are illegitimate because Edward IV had been 'sort of married' before he married their mother. So they can't be king – this means Richard is king.
- Richard sends orders north to have Rivers executed. 'Take Rivers' tabard and return to join the rest of class.
- Richard is crowned king ...and the Princes are never seen again!

Exit Card – what questions do you want to ask?

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the War of the Roses or related archaeological discoveries.

Resources Provided:

- <https://www.youtube.com/watch?v=nnE9LWAsQo>
- <https://thinkinghistory.co.uk/ActivityBase/downloads/PrincesintheTowerMaps.pdf>
- https://www.englishmonarchs.co.uk/burial_sites_2.html
- <https://www.warsoftheroses.com/age-groups/ages-11-14/the-missing-princes/>



Lesson Plan 3 Template

Content Area: Introduction to Mysteries of History Lesson Title: The Suspects 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: Google Classroom, iPads

Equipment Needed: Google Classroom, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to analyze historical clues to form their own conclusions about the fate of the Princes in the Tower. - Students will be able to categorize historical clues based on their strength of evidence using a Likert scale. - Students will be able to identify potential biases and limitations within historical sources. - Students will be able to articulate their reasoned opinion on what likely happened to the Princes, using appropriate	Lesson Sequence - Lesson modified from: The Fate of the Two Princes - Begin class by showing this short video that focuses on the missing Princes of the Tower. Ask students-what do they think happened to them? - Inform students that they are going to sort through clues to see if they can figure out what happened to the Princes. - First they need to create a Likert Ranking Scale with the following criteria: - Clues Definitely Proving Richard Murdered the Princes	Likert Scale Check: As students are categorizing the clues on their Likert scales, circulate and observe their groupings. Ask them to justify why they placed a particular clue in a specific category. This helps you understand their analytical process. Group Discussion Snippets: As students discuss the clues in small groups (if you choose to do this), listen in on their conversations. Are they considering different interpretations? Are they identifying the strengths



language to reflect the level of certainty. Students will be able to evaluate new evidence in light of prior analysis and adjust their conclusions if necessary.	- Clues Suggesting Richard Probably Murdered the Princes - Clues Suggesting Richard Possibly Murdered the Princes - Clues Proving Richard Did Not Murder the Princes - Unhelpful/Puzzling Clues 4. Distribute the clues: Clue A: Thomas More's description of the deaths of the Princes. I shall tell you about the sad end of those boys, as I was told it by men who are likely to be telling the truth. Richard thought that he would not really be accepted as king as long as the boys were alive so he decided to get rid of them. He ordered the Constable of the Tower to give Sir James Tyrell the keys to the Tower for one night. Tyrell planned to murder the boys in their beds. He chose Miles Forrest, one of their servants, and John Dighton, who looked after his horses. All the other servants were ordered to leave. Then Forrest and Dighton entered the boys' room and wrapped them up in the bedclothes, keeping the pillows down hard on their mouths so that they were smothered. Then Tyrell ordered that the boys be buried at the foot of some stairs, deep in the ground. This is an extract from Thomas More's History of Richard III written thirty years after these events. More was only 5 in 1483	and weaknesses of the evidence? "Most Convincing Clue" Quick Share: After students have sorted a few clues, ask a few individuals to share which clue they find most convincing so far and why. "Unhelpful Clue" Explanation: Ask students to identify one clue they categorized as "Unhelpful/Puzzling" and explain why they found it so. This can reveal if they are recognizing ambiguities or lack of direct relevance. Exit Card Analysis: The exit card about the "Groundbreaking Evidence" video will show if students can critically evaluate new information and how it impacts their existing understanding. Look for reasoned explanations for whether their views changed or stayed the same.
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but he did know people who had been important at the time, such as John Morton, an important royal official who became Archbishop of Canterbury and one of the closest advisers of Henry VII, the king who replaced Richard III. More himself became Henry VIII's Chancellor but was executed for refusing to agree to Henry's religious changes. He was later declared a saint by the Pope.

Clue B: 'The Princes' bones?

In 1674 the bones of two children were found in the Tower of London. They were in a wooden chest about 10 feet underground. People assumed they were the bones of the Princes. In 1933 scientists examined the bones but they could not prove whether the children were related or exactly how old they were. The bones do not give any clues about how the children died. The bones have not been examined since.

Clue C: Polydore Vergil's description of the Princes' deaths

Richard became king without the agreement of the people and against the law of god and man. His wicked conscience did so frighten him that he lived in constant fear. To end this fear he decided to kill his nephews because as long as they lived he would never be out of danger. He forced Sir James Tyrell to do



the murder. Tyrell rode sorrowfully to London and murdered those babes. This end had King Edward and his brother but with what kind of death they were executed is not certainly known.

Vergil was a famous Italian historian who came to England in 1501. Henry VII (who beat Richard III at Bosworth) asked Vergil to write a history of England. For Richard's reign, Vergil could talk to some people who had known Richard and been involved in the events of his reign. Most of them had fought against Richard.

Clue D: A confession
Sir James Tyrell was executed for treason against Henry VII in 1502. Two writers, Thomas More and Polydore Vergil later said that Tyrell (who had been one of Richard's closest advisers) confessed to the murder of the boys before he died. However there is no other evidence of this.

Clue E: Richard's career before 1483 when he became king.

Richard's motto was "Loyalty binds me". He was loyal to his brother, Edward IV (father of the princes), during a civil war in 1470-71 when their other brother turned against Edward. In 1482 Richard led the royal army successfully against the Scots. Richard was a very religious man and was popular



with many people in the north where he spent much of the period 1471-1483.

However Richard also showed ruthless ambition in the north, winning power struggles with the leading nobles in the region. He even used threats against the elderly Countess of Oxford when he wanted her lands in East Anglia. He threatened her with being moved by force to Yorkshire where 'the great journey and the great cold' would kill her.

Clue F: Richard's reason why he became king

From an Act of Parliament in 1484-The marriage of King Edward IV to Elizabeth Woodville was illegal because at the time of the marriage King Edward was already promised to Lady Eleanor Butler to whom he had made a pre-contract of marriage. Therefore the children of King Edward and Elizabeth are illegitimate and cannot inherit the crown.

This document said that Richard was the legal king because the princes were illegitimate. However there is no definite proof that Edward V and his brother were illegitimate. This story that Edward IV was already secretly married when he married Elizabeth had never been heard before 1483 so it could have been a good



'cover-story' for Richard.
However Edward had lots of
lovers so it could be true and
nobody had dared to mention it
when Edward was alive.

Clue G: An Italian visitor's
description of the disappearance
of the Princes

Edward V's servants were
prevented from seeing him. He
and his brother were taken into
the inner rooms of the Tower.
Day by day they were seen less
often behind the bars and
windows until they were not
seen at all. The King's doctor
was the last servant to see him.
He reported that the young king,
like a victim ready to be
sacrificed, believed that death
was facing him. I have seen
many men burst into tears when
the young King was mentioned.
Already people suspected that
he had been murdered. How he
has been murdered and whether
he has been murdered at all I
have not discovered.

Dominic Mancini, an Italian
priest, was in London in 1483.
He did not speak much English
but probably knew Edward V's
doctor. Mancini left England in
July 1483 and told his story
many times to a bishop in
France, who asked him to write
the story down in the autumn of
1483.

Clue H: A different murderer?



The diary of a Londoner says that 'In 1483 King Edward V and his brother were put to death in the Tower 'be the vise' of the Duke of Buckingham.'

Nobody is sure what 'be the vise' means. It could mean 'on the advice of' or 'by the device [plan] of'. After Richard was crowned on 6th July he left London to travel around the country. Later in July Buckingham returned to London for a few days.

Clue I: Why did the rebels support Henry Tudor?

In summer 1483, not long after Richard was crowned, a rebellion began in the south of England. The rebels were people who had been loyal to Edward IV. Their first plan was to make young Edward V king by deposing Richard, releasing the princes from the Tower. However, that plan did not last long. A rumour spread that the Princes had been murdered - which left the rebels without anyone to make king instead of Richard. So they chose a new leader, Henry Tudor. No-one knew very much about Henry who had been in exile for many years but he did have a distant claim to be king. This suggests they were very hostile to Richard because of the disappearance of the Princes.

Clue J: Loyalty to Richard



Many northerners stayed loyal to Richard despite the rumours about the deaths of the princes. When the leaders of the City of York heard that Richard had been killed at the battle of Bosworth they wrote in their records on 23 August 1485 "King Richard, who lawfully reigned over us, was defeated because of great treason by many men who turned against him. He was piteously murdered to the great heaviness [sadness] of this city."

Clue K: What did their mother do?

At first Elizabeth Woodville, mother of the princes, stayed in hiding at Westminster Abbey but a year after they had disappeared, she returned to Richard's court and allowed her eldest daughter to dance with Richard.

Clue L: Disappearance

There is no evidence of anyone seeing the Princes alive after the summer of 1483. There is no evidence that they were still alive when Henry VII became king.

5. When the Clues are all in position, move onto discussion:
 - What's the overall pattern of clues?
 - What does this tell us about how certain we are?
 - How would you answer the question



- ‘What happened to the Princes?’
- Which clues are most helpful?
 - Why is it important to use words such as ‘probably’?
 - Why might clues A and C be unreliable witnesses?
 - Why can’t we always be certain about what happened in the past?
6. Exit Card-Groundbreaking Evidence in the Case-[video](#). Does this new evidence change your view on what happened to the two Princes? Explain why or why not?

Differentiation:

For struggling learners: Provide more structured reading materials, graphic organizers, and sentence starters. For advanced learners: Encourage independent research on specific theories about the War of the Roses or related archaeological discoveries.

Resources Provided:

- https://www.youtube.com/watch?v=A5Q9rAL_wuM
- <https://thinkinghistory.co.uk/ActivityBase/PrincesintheTower.html#activity>
- <https://www.nationalarchives.gov.uk/about/news/extraordinary-new-clue-about-the-princes-in-the-tower-found-at-the-national-archives/>



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Social Studies	Grade Level: 6	Unit Title: The War of the Roses
Created: Sarah David	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

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



SPRINGFIELD PUBLIC SCHOOLS

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

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

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

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

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

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



SPRINGFIELD PUBLIC SCHOOLS

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

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



Accommodations and Modifications for ESL Students

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

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

Mission Statement

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

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

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

Goals:

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

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

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

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

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

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

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

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

Gifted and Talented Teacher as a Resource

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

Elementary Schools

James Caldwell

Thelma L. Sandmeier

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

Enrichment Experience Grade 3

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

Targeted Gifted and Talented Programing Grades 4-5

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

Strategies and Practices that Support Gifted and Talented Students

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

Schoolwide Virtual Enrichment

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

Gifted and Talented Teacher as a Resource

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

Additional Enrichment Opportunities

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

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

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

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

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

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

Gifted and Talented Identification Criteria

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

Multiple Measures of Eligibility

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

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

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

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

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

Procedures

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

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

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

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

Resource Links

https://riversideinsights.com/cognitive_abilities_test

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

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

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

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

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

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

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

NJDOE Fast Facts

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

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

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

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

James Caldwell and Thelma L. Sandmeier

Math/ELA

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

STEM

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

Enrichment Events

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