

Tri-District Social Studies Curriculum 2010 Grades K-12



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GRADE LEVEL	TRI-DISTRICT SOCIAL STUDIES CURRICULUM				
KINDERGARTEN	Geography	Self and Family	Elements of a Community	World Study	
FIRST	Geography	Elements of a Community	World Study		
SECOND	Geography	Elements of a Community	World Study		
THIRD	Geography	Elements of a Community	World Study		
FOURTH	Geography	Native Americans	Explorers	New Jersey	Current Events
FIFTH	The Colonies of America	English Colonies	Revolution	The Birth of the American Nation	
SIXTH	American Expansion	Technological Developments	Immigration	Social Conflict	War
SEVENTH	Neolithic	Egypt	Judaism Christianity	Ancient India and China	The Rise of the City-State Rome
EIGHTH	Europe's Long, Dark Night Islam	The Crusades Africa in the Middle Ages	Changes in China Medieval Japan	The Late Middle Ages Renaissance and Reformation	Two Worlds Collide
NINTH	Scientific Revolution	Enlightenment	Revolution	Imperialism	WWI
TENTH	Colonial America and the Revolutionary War	Constitution and Early Republic	Westward Expansion	Civil War and Reconstruction	
ELEVENTH	Immigration, Industrialization, Urbanization, Assimilation, Acculturation	Politics: Power, Politics and You	War: 1890-Present	Social Change	Technology
SENIOR ELECTIVES	SUPA Sociology	SUPA Psychology	AP European History	AP US History II	Sports & American Society

BY THE END OF KINDERGARTEN GEOGRAPHY

STATE STANDARD

6.1. P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1. P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDINGS

Maps and globes are visual representations of places.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important for all students to learn about the world?

SECONDARY: What is a map/globe and how do we use them?

MODULE ASSESSMENT

Daily Geography, locate North America and South America on a map.

Color a map of North and South America using accurate colors to depict land and water (green for land & blue for water)

LESSON OBJECTIVES

Students will be able to...

- understand the concept that the earth is a sphere and made up of land and water and surrounded by air.
- recognize that a globe is a model of the earth and a map is another representation of the earth.
- determine directions from a given point in the classroom using the words; North, South, East, West (hang up in classroom).
- recognize that the United States is in North America (focus on New Jersey) and Brazil is in South America.
- identify and verbalize their home address (street, town, state, zip).

MODULE SKILLS

Students will be able to...

- say their home address.
- demonstrate the understanding of where North and South America is on a map.
- locate an ocean on a map.

RESOURCES

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BY THE END OF KINDERGARTEN SELF AND FAMILY

STATE STANDARD

- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
6.1.P.D.2 Demonstrate an understanding of family roles and traditions.
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDINGS

Families are communities where we learn about roles and responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important for all students to learn about themselves and their role within their family?

SECONDARY: Why is it important for students to understand differences amongst people, family structures, and customs?

MODULE ASSESSMENT

Students will complete an All About Me poster. Students will make a list book about things they like. Students will be able to lead the class pledge.

LESSON OBJECTIVES

Students will be able to...

- understand that each person is unique in physical characteristics, ideas, abilities, interests, and preference.
- understand that family members work together.
- understand that family units throughout the world are similar despite the differences in customs and appearances.
- understand that the Pledge of Allegiance is a symbol of loyalty to our country.

MODULE SKILLS

Students will be able to...

- identify personal traits and choose personal preferences. (see All About Me Poster)
- draw a self portrait.

- demonstrate an understanding of how families are the same and how they are different.
- recite the Pledge of Allegiance.

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BY THE END OF KINDERGARTEN ELEMENTS OF A COMMUNITY

STATE STANDARD

6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDINGS

Communities are made up of people who have different roles and responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities important to people?

SECONDARY: Why is it important for all students to have knowledge of their own community and the people who work in it?

MODULE ASSESSMENT

What do you want to be when you grow up? Draw a picture and write about it. Create a character to represent the job they would like to have using a person template as a base.

LESSON OBJECTIVES

Students will be able to...

- understand that a community is a place where a group of people live.
- identify common community helpers.
- recognize that all communities need helpers to succeed.
- recognize that community helpers exist in World communities.

MODULE SKILLS

Students will be able to...

- identify different community helpers and understand their roles within a community.

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BY THE END OF KINDERGARTEN WORLD STUDY

STATE STANDARD

6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDINGS

Students will have a general understanding of Brazil and its culture.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities important to people?

SECONDARY: How do cultures and customs influence a community?

MODULE ASSESSMENT

Create a Venn diagram comparing the United States with Brazil. Choose one element of culture as a focus. Multicultural culminating activity (to be determined): Passport Books, Cultural Cookbooks, Multicultural Celebration Activities

LESSON OBJECTIVES

Students will be able to...

- understand that Brazil and the United States have many differences and similarities.
- compare and contrast the life of a schoolchild in Brazil to a schoolchild in the U.S.
- distinguish specific characteristics of Brazilian culture (i.e. food, clothing, language, art, sports, animals).

MODULE SKILLS

Students will be able to...

- list elements of their community and a Brazilian community.

RESOURCES

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BY THE END OF FIRST GRADE GEOGRAPHY

STATE STANDARD

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDINGS

Students will understand that different maps represent different places. People use different types of maps for different purposes.

ESSENTIAL QUESTIONS

PRIMARY: What are maps and globes?

SECONDARY: Why do we need directions on a map and globe?

MODULE ASSESSMENT

Identify United States, New Jersey and Mexico on a world map.

LESSON OBJECTIVES

Students will be able to...

- distinguish between US map and world map.
- identify North, South, West, and East on a world map.
- follow directions by tracing simple route on a world map.
- identify globe as a model of the earth.
- distinguish between land and water on a map.
- name and locate your country, state, and Mexico on a map.

MODULE SKILLS

Students will be able to...

- locate New Jersey and Mexico on a map.
- trace the route of a monarch butterfly on a map.
- identify oceans surrounding the United States.
- experience daily exposure to United States and world maps.

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BY THE END OF FIRST GRADE ELEMENTS OF COMMUNITY

STATE STANDARD

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

2.4.2.A.3 Determine the factors that contribute to healthy relationships.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDINGS

Students will learn the elements of a community through the study of families. Family communities tell us a lot about how larger communities form and operate.

ESSENTIAL QUESTIONS

PRIMARY: How do communities differ?

SECONDARY: How do different families meet their needs?

MODULE ASSESSMENT

Students will use a Venn diagram to compare and contrast a Mexican family to an American family.

LESSON OBJECTIVES

Students will be able to...

- recognize similarities and differences between families in our community and Mexico.
- discriminate between wants and needs in an American family and a Mexican family.
- explain that families make choices to satisfy needs.
- recognize that Mexican children work to provide for their families.
- explain that every community has a history.

MODULE SKILLS

Students will be able to...

- participate in discussion regarding differences between two communities.
- create a list distinguishing between wants and needs.
- demonstrate understanding of ways in which history affects a community.

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BY THE END OF FIRST GRADE WORLD STUDY

STATE STANDARD

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

8.1.2.A.4 Create a document with text using a word processing program.

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively.

8.1.2.A.2 Use technology terms in daily practice.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing resources.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDINGS

Students will have a general understanding of Mexican culture
Cultural practices are patterns of acceptable behaviors in a particular culture evidenced in everyday living.

ESSENTIAL QUESTIONS

PRIMARY: What are characteristics of Mexican culture?

SECONDARY: Why are holidays important to Mexican culture?

MODULE ASSESSMENT

Students will prepare slideshow to demonstrate understanding of Mexican culture

LESSON OBJECTIVES

Students will be able to...

- distinguish characteristics of Mexican culture (i.e., religion, food, dress, language, music).
- explain that traditions and culture are passed down through legends and folk tales.
- describe ways in which language, stories, folktales, religion, music, sports and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
- recognize similarities and differences between holiday celebrations in Mexico and United States.

MODULE SKILLS

Students will be able to...

- list foods in the world today that were developed in Mexico.
- retell one Mexican folktale.
- explain the significance of a Mexican holiday.
- create a slide for a presentation.

RESOURCES

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BY THE END OF SECOND GRADE GEOGRAPHY

STATE STANDARD

6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.

8.1.2.F.1 Use mapping tools to plan and choose alternate routes to and from various locations.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDING

Reading and interpreting maps allows citizens to navigate and understand their community.

ESSENTIAL QUESTIONS

PRIMARY: Why are maps important and how do we use them?

SECONDARY: What are the landforms and bodies of water found on a map?

MODULE ASSESSMENT

Students will use a map key to locate given items on various types of maps (world, country, town). Students will locate and identify the seven continents and four oceans on a map.

LESSON OBJECTIVES

Students will be able to...

- continue practicing using maps, globes, cardinal and intermediate directions.
- read symbols on a map.
- explain and locate, on a map, examples of landforms and bodies of water (continent, ocean, mountains, island, rivers, and peninsula).
- locate North Pole, South Pole and equator on a map or globe.
- identify and locate the seven continents and four oceans.
- identify and locate River Edge/Oradell, New Jersey and the USA on a map.
- identify and locate USA's neighboring countries (Mexico, Canada).

MODULE SKILLS

Students will be able to...

- point to specific locations and symbols on a map.
- find and illustrate landforms and bodies of water.
- use interactive websites of maps.

RESOURCES

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BY THE END OF SECOND GRADE ELEMENTS OF A COMMUNITY

STATE STANDARD

6.3.4.A.1 Evaluate what makes a good rule or law.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

8.2.2.A.1 Describe how technology products, systems, and resources are useful at school, home, and work.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Communities have rules and community members have roles and responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important that a community works together?

SECONDARY: How do rules and laws affect a community?

MODULE ASSESSMENT

Students will listen to a story about a community and then identify and explain the needs and wants of the community. Students will create and write their own rule for their classroom community.

LESSON OBJECTIVES

Students will be able to...

- identify the difference between wants and needs.
- classify items as needs and wants.
- explain the role of money in the exchange of goods.
- explain the role of specialized businesses (ex: bagel store) in the production and exchange of goods and services.
- recognize that it is important that communities work together.
- reinforce the three different types of communities (rural, urban, suburban).
- explain the different roles people play within a specific community.

- determine that every community (urban, rural, suburban) has rules and laws to govern and protect community members and maintain order and a democratic way of life.
- explain what a rule is and why rules are needed.
- explain what a law is and why laws are needed.
- name our local, state, and nation's leaders and capital.

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using charts, Venn diagrams, lists, etc.
- research information.
- participate in decision-making discussions recognizing that others have different, but equally valid points of view.

RESOURCES

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BY THE END OF SECOND GRADE WORLD STUDY

STATE STANDARD

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

8.1.2.A.5 Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.

8.1.2.B.1 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.1.2.D.1 Model legal and ethical behaviors when using both print and non-print information by citing resources.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Cultural practices are patterns of acceptable behaviors in a particular culture evidenced in everyday living.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities formed?

SECONDARY: How do the elements of a community influence it?

MODULE ASSESSMENT

Students will be able to choose and research three elements of the Egyptian community and create a slideshow presentation on a computer.

LESSON OBJECTIVES

Students will be able to...

- use and understand social studies content vocabulary.
- understand that Egypt and the U.S.A. have differences and similarities.
- locate Egypt on a map.
- tell what continent Egypt is on.
- name and locate specific examples of landforms and bodies of water.

- recognize types of communities in Egypt.
- identify occupations and jobs of the people in Egypt.
- identify how the people of Egypt meet their needs for food, clothing, and shelter.
- name Egypt's leader and his/her role.
- identify examples of rules and laws in Egypt.
- recognize that people in Egypt use legends, folktales, oral histories, biographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- identify aspects of Egypt's educational system.
- distinguish specific characteristics of Egyptian culture (food, clothing, language).

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using tables, graphs, charts, maps, and timelines.
- research information.
- organize and present information using notes or other tools and resources.

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BY THE END OF SECOND GRADE WORLD STUDY

STATE STANDARD

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Students will have a general understanding of a world community and how the elements of a community influence the existence of the community.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities formed?

SECONDARY: How do the elements of a community influence it?

MODULE ASSESSMENT

Students will write and illustrate a nonfiction text covering one specific element (their choice) of the Egyptian community.

LESSON OBJECTIVES

Students will be able to...

- use and understand Social Studies content vocabulary.
- understand that world communities have many differences and similarities.
- distinguish the key geographic features found in the community being studied.
- describe where Egypt is located on a map or globe.
- distinguish between different types of communities in Egypt.
- identify how the people of Egypt meet their needs for shelter, clothing and food.
- understand the role of Egypt's leader.
- understand the laws and rules in Egypt.

- recognize that people in world communities use legends, folktales, oral histories, biographies, autobiographies and historical narratives to transmit values, ideas, beliefs and traditions.
- understand aspects of Egypt's educational system.
- distinguish specific characteristics of Egyptian culture (food, clothing, language).

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using charts, Venn diagrams, lists, etc.
- research information.
- organize and present information using notes or other resources.

RESOURCES

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BY THE END OF THIRD GRADE GEOGRAPHY

STATE STANDARD

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.8 Compare ways people choose to use and divide natural resources.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDING

Students will become proficient in the reading of and the using of maps/globe. Look at second grade enduring understanding for geography

ESSENTIAL QUESTIONS

PRIMARY: Why are maps important and how do we use them?

SECONDARY: What are the main features of a map? How are maps and globes used? Why is it important to know the relationship between a map and directions?

MODULE ASSESSMENT

Daily Geography Questions

Students will give directions from one location to another as well as create a map with a grid to illustrate these directions. The map will include a map key with, for instance, boundaries, capitals, and land forms. A compass rose will be labeled with cardinal and intermediate directions.

LESSON OBJECTIVES

Students will be able to...

- differentiate between the uses of globes and maps to recognize cardinal and intermediate directions on a compass rose and relate these to directionality on a map.
- identify and use a variety of map symbols.
- introduce the idea that map scales represent real distances between points on a map.
- determine the distances between given points on a map using simple scale.

- follow a given route on a map using N, S, E, W, NE, SE, NW, SW.
- identify the symbol for a state capital and locate specific state capitals.
- locate places on a simple map by grid coordinates.
- identify the directional flow of lines of longitude and latitude.
- identify the northern, southern, eastern, western hemispheres.
- differentiate their own town, state, country, and continent on a map or globe.
- discuss the use of natural boundaries.
- differentiate between state and national boundaries on a map.
- differentiate between climate and weather.
- reinforce the identification and location of the Earth's seven continents and four major oceans.

MODULE SKILLS

Students will be able to...

- draw an imaginative map and create an appropriate key.
- write directions from one location to another using cardinal and intermediate directions.
- use interactive websites of maps.

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BY THE END OF THIRD GRADE ELEMENTS OF A COMMUNITY

STATE STANDARD

2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.

6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

6.1.4.A.13 Describe the process by which immigrants become United States citizens.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Communities have common elements but are distinct from one another.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities formed?

SECONDARY: How do the elements of a community influence it?

MODULE ASSESSMENT

Students will create a project where they design a fictitious community addressing all of the elements of a community.

LESSON OBJECTIVES

Students will be able to...

- define the six elements of a community: Geography, Economy, Government, History, Education, and Culture.
- participate in a conflict resolution activity.
- use and understand Social Studies content vocabulary.
- distinguish the key geographic features that affect the formation of a community.
- understand that key geographic features affect the economy of a community.
- recognize that people in world communities exchange elements of their cultures.
- recognize that people in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- understand that world communities have many differences and similarities.
- understand that all communities need to have rules and laws.
- distinguish specific characteristics of culture (i.e. food, religion, clothing, language).
- understand that educational systems vary.
- identify how people in communities meet their needs for shelter, clothing, and food.
- differentiate natural vs. man-made resources.
- describe how natural resources affect communities.

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using table, graphs, charts, maps, timelines, etc.
- read a timeline.
- take notes from text.
- organize and present information orally using notes or other tools.
- research information.
- participate in decision-making discussions recognizing that others have different, but equally valid points of view.

RESOURCES

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BY THE END OF THIRD GRADE WORLD STUDY

STATE STANDARD

- 6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16** Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.C.3** Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4** Describe how supply and demand influence price and output of products.
- 6.1.4.C.5** Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7** Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9** Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10** Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11** Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.C.8** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.16** Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18** Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 8.1.4.A.1** Demonstrate effective input of text and data using an input device.

8.1.4.A.2 Create a document with text formatting and graphics using a word processing program.

8.1.4.A.3 Create and present a multimedia presentation that includes graphics.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Students will have a general understanding of Japan and how the elements of a community influence the existence of that community. Cultural practices are patterns of acceptable behaviors in a particular culture evidenced in everyday living.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities formed?

SECONDARY: How do the elements of a community influence it?

MODULE ASSESSMENT

Students will research one of the elements and become an “expert” on that element and create a visual and/or oral presentation comparing Japan to the United States.

LESSON OBJECTIVES

Students will be able to...

- use and understand Social Studies content vocabulary.
- understand that Japan and the US have differences and similarities.
- distinguish the key geographic features that affect the formation of Japan.
- understand that key geographic features affect the economy of Japan.
- identify natural and man-made resources of Japan.
- identify how the people of Japan meet their needs for shelter, clothing, and food.
- recognize types of industry in Japan.
- identify occupations and jobs available in Japan.
- understand the basic system of government of Japan (i.e. laws and leadership).
- recognize that people in Japan use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- identify aspects of Japan’s educational system.
- distinguish specific characteristics of Japanese culture (i.e. food, religion, clothing, language).
- recognize that people in Japan exchange elements of their culture.

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using table, graphs, charts, maps, timelines, etc.
- read a timeline.
- organize and present information orally using notes or other tools.
- research information.
- participate in decision-making discussions recognizing that others have different, but equally valid points of view.

RESOURCES

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BY THE END OF THIRD GRADE WORLD STUDY (CHOICE)

STATE STANDARD

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.16 Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4.C.3 Explain why incentives vary between and among producers and consumers.

6.1.4.C.4 Describe how supply and demand influence price and output of products.

6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.

6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

8.1.4.C.1 Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.

8.1.4.D.1 Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Cultural practices are patterns of acceptable behaviors in a particular culture evidenced in everyday living.

ESSENTIAL QUESTIONS

PRIMARY: Why are communities formed?

SECONDARY: How do the elements of a community influence it?

MODULE ASSESSMENT

Students will create a group or individual presentation on a world community.

LESSON OBJECTIVES

Students will be able to...

- use and understand Social Studies content vocabulary.
- understand that world communities have many differences and similarities.
- distinguish the key geographic features that affect the formation of the community being studied.
- understand that key geographic features affect the economy of the community being studied.
- identify natural and man-made resources.
- identify how people the community being studied meet their needs for shelter, clothing, and food.
- understand the basic system of government of the community being studied (i.e. laws and leadership).
- recognize that people in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- identify the type of educational system.
- distinguish specific characteristics of culture of the community being studied (i.e. food, religion, clothing, language).
- recognize that people in world communities exchange elements of their cultures.

MODULE SKILLS

Students will be able to...

- categorize and/or classify information gathered using table, graphs, charts, maps, timelines, etc.
- read a timeline.
- organize and present information orally using notes or other tools.
- research information.
- participate in decision-making discussions recognizing that others have different, but equally valid points of view.

RESOURCES

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BY THE END OF FOURTH GRADE GEOGRAPHY

STATE STANDARD

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDING

Geographic tools and technologies allow people to travel the world and locate important landmarks.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to know about your world?

MODULE ASSESSMENT

Create an imaginary map of a zoo or amusement park using a legend, compass rose, map scale and include some geographic features.

LESSON OBJECTIVES

Students will be able to...

- locate given places on a map using a compass rose consisting of cardinal and intermediate directions.
- apply the use of map symbols in order to interpret different data.
- use a map scale to determine actual distance between two points.
- identify their home hemisphere, continent, country, state, county and town.
- recognize that the United States is divided into 6 regions (West, Southwest, Southeast, Northeast, Arctic & Midwest) & identify the physical attributes of each region.
- use longitude and latitude.

- use a physical map to determine the basic geography of a given area including lakes, rivers, islands, peninsulas and mountains.

MODULE SKILLS

Students will be able to...

- identify and use cardinal and intermediate directions.
- identify or locate a given place using longitude and latitude.
- read a map and interpret the symbols and basic geography.
- label five regions of the United States and describe what makes each special.
- measure distance on a map and determine actual distance using a scale.

RESOURCES

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BY THE END OF FOURTH GRADE NATIVE AMERICANS

STATE STANDARD

6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

BIG IDEAS/COMMON THREADS

Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

ENDURING UNDERSTANDING

The environment affects the food, housing and lifestyles of different Native American groups.

ESSENTIAL QUESTIONS

PRIMARY: How did different Native Americans groups adapt to living in variety of environments?

MODULE ASSESSMENT

Create week long diary/scrapbook/newspaper depicting life as a child in a particular Native American tribe.

LESSON OBJECTIVES

Students will be able to...

- explain how and why the Native Americans arrived in North America.
- evaluate how the environment affected the food, housing, clothing and lifestyles of the Eastern Woodlands – Lenape (required), Pacific Northwest (Example - Tlingit, Chinooks, Makahs), Arctic (Example – Inuit) Plains (Example – Sioux, Mandans, Kiowas) and Southwest (Example - Navajo, Hopi or Pueblo).
- identify the five areas of settlement and a tribe that lives within each region.
- describe the roles of men, women, children and elders.

MODULE SKILLS

Students will be able to...

- compare/contrast different tribes from different regions.
- locate tribe settlements on a map of North America.
- define vocabulary pertaining to particular tribes.
- identify the region, food, types of housing, types of clothing and lifestyle of a given tribe.
- explain how the Native Americans arrived in North America.
- implement note taking skills.
- unpack the text.

RESOURCES

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BY THE END OF FOURTH GRADE EXPLORERS

STATE STANDARD

6.1.8.A.1.A Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.A Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.1.B Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.A Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.C.1.B Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.D.1.A Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.B Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.C Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

8.1.4.E.1 Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

8.1.4.E.2 Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Transoceanic travel allowed Western cultures to discover the new world.
Different cultures had different experiences.

ESSENTIAL QUESTIONS

PRIMARY: What led to the Age of Exploration and Discovery?

SECONDARY: How was the New World affected by various explorations?

MODULE ASSESSMENT

Slide show presentation on a particular explorer

LESSON OBJECTIVES

Students will be able to...

- explain why the Vikings are considered to be the first European explorers in the Americas.
- identify two reasons why the Europeans wanted to find an all-water route to Asia.
- explain the contributions of Prince Henry to the Age of Exploration and Discovery.
- evaluate the importance of Columbus' New World voyages.
- compare/contrast Columbus' route to the Indies with that of other European explorers.
- describe the goals and accomplishments of Spanish, French, English, Dutch explorers (Hudson, Verrazano, Cabot, Cortes, Cartier).

MODULE SKILLS

Students will be able to...

- trace various explorers routes to the New World.
- identify explorers and the countries that they sailed for.
- evaluate the results of each explorer's expedition.
- list reasons each country had for exploring the New World.
- identify the counties that make up the Indies.
- describe the impact of the explorers on the Native Americans.
- create a slide presentation.

RESOURCES

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BY THE END OF FOURTH GRADE NEW JERSEY

STATE STANDARD

- 6.1.4.A.2** Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3** Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.4** Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.9** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10** Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
- 6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.12** Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
- 6.1.4.D.1** Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2** Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3** Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.4** Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.5** Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.6** Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.7** Explain the role Governor William Livingston played in the development of New Jersey government.
- 6.1.4.D.8** Determine the significance of New Jersey’s role in the American Revolution.
- 6.1.4.D.9** Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
- 6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14 Trace how the American identity evolved over time.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Regions of a country/continent may be determined based on geographic and environmental factors.

ESSENTIAL QUESTIONS

PRIMARY: How is the geography important to the early settlement of New Jersey?

MODULE ASSESSMENT

Make a travel brochure/poster highlighting New Jersey's best assets.

LESSON OBJECTIVES

Students will be able to...

- name, locate, and differentiate between New Jersey's physical regions.
- identify New Jersey's water and land boundaries.
- identify major lakes and rivers located in New Jersey.
- identify the natural forces that helped to shape New Jersey's land.
- identify the natural resources of New Jersey.
- recognize that Bergen County is the county the children live in, out of the 21 counties.
- explain how the colonies of the Dutch, Swedes, and English were settled and developed in New Jersey.
- understand how the colony became an English colony.
- compare/contrast the lifestyle of the early colonists to that of the Lenape.
- explain the branches of New Jersey State Government.

MODULE SKILLS

Students will be able to...

- identify and describe the regions of New Jersey.
- compare and contrast a Dutch, Swede and English settlement.
- research and identify the highlights of a given region.

- list natural resources of New Jersey.
- understand how glaciers formed the regions of New Jersey.

RESOURCES

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BY THE END OF FOURTH GRADE CURRENT EVENTS

STATE STANDARD

6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.

8.1.4.B.1 Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

It is important to be aware of world events and their effects on our daily lives.

ESSENTIAL QUESTIONS

PRIMARY: How do events in the world affect the people in New Jersey?

MODULE ASSESSMENT

Students will give an oral presentation on a given current event topic.

LESSON OBJECTIVES

Students will be able to...

- understand the importance of being familiar with local, national and international events that occur in the world.

MODULE SKILLS

Students will be able to...

- identify who, what, when, where, why/how of a given article.

RESOURCES

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BY THE END OF FIFTH GRADE THE EVOLUTION OF THE AMERICAN

STATE STANDARD

6.1.8.A.2.A Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.8.A.2.B Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

6.1.8.A.2.C Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.

6.1.8.B.2.A Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

6.1.8.B.2.B Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.A Relate slavery and indentured servitude to Colonial labor systems.

6.1.8.C.2.B Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.C.2.C Analyze the impact of triangular trade on multiple nations and groups.

6.1.8.D.2.A Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

6.1.8.D.2.B Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

The people from France, Spain, the Netherlands, and England changed, adapted, and evolved in different ways upon their arrival in the New World.

ESSENTIAL QUESTIONS

PRIMARY: How did the American people and country evolve from the peoples and cultures that came before?

SECONDARY: What were the goals of the European powers when colonizing The New World? How was the growth of the colonial European powers in North America different?

MODULE ASSESSMENT

“Three Brothers/Three Sisters” project; students must write three letters home. They must write these as though they are three brothers who have gone to live in

New Spain, New France, and the earliest English colonies, who are writing home to their mother to tell her how their new life is. They should include details of why they came to this colony, where they live and what the environment is like, what their responsibilities are, what difficulties they face, and what the advantages of their new home are.

“WhoWhereWhy Map” project; Students will create a color-coded map of the Spanish, French, Dutch, and English colonies and reasons for colonization.

LESSON OBJECTIVES

Students will be able to...

- describe why the Spanish colonized the Americas, and why their colonization of North America was secondary to their colonization of South America.
- describe why the French colonized North America, and how their colonization was on a much larger (geographic), and yet smaller (population), scale than the other major European groups.
- describe how the Dutch helped develop the New York/New Jersey region, and how they lost control of this colony to the English.
- describe why the English colonized the Americas and their early colonization attempts.
- compare and contrast the four European powers that colonized the Americas.
- recognize the elements of Spanish, French, and Dutch culture and colonization that still exist in the United States today.

MODULE SKILLS

Students will be able to...

- locate Spanish, French, Dutch, and English regions on a map of North America.
- make a T-chart linking European powers to their colonial holdings.
- compare and contrast reasons for colonization by Europeans using a Venn Diagram.
- compare and contrast the interactions between the colonizing European powers and the Native North Americans they came in contact in chart form.
- identify place names and their colonial origins using a map.
- research important leaders of the period and produce a poster project, research report, technology presentation, or oral presentation.

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BY THE END OF FIFTH GRADE THE EVOLUTION OF THE AMERICAN

STATE STANDARD

6.1.8.B.3.A Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.C.3.A Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

England was the most successful European power in North America, and the English people slowly evolved into distinct Colonial peoples.

ESSENTIAL QUESTIONS

PRIMARY: How did the English colonial evolution in North America differ from region to region and place to place?

SECONDARY: How did geography influence the development of the regions?

MODULE ASSESSMENT

“My Colonial Diary” project: Students will create an illustrated five-entry journal detailing their lives as an English colonist living in a region of their choice. Entries should include information about jobs, religion, surroundings, and other pertinent details.

LESSON OBJECTIVES

Students will be able to...

- identify the thirteen original English colonies by name, founder, and reason for establishment.
- group the thirteen original English colonies into New England, Middle, and Southern colonies.
- describe the differences in lifestyle and economics between the three main colonial regions.

MODULE SKILLS

Students will be able to...

- label the thirteen colonies on a map.
- compare and contrast the topography, climate, economy, and religion of the three regions using charts, posters, or technology presentations.

- describe in chart form the degrees of difference in the rural and urban lifestyles of the colonies including city life, plantation life, and life in the backcountry.

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BY THE END OF FIFTH GRADE THE EVOLUTION OF THE AMERICAN

STATE STANDARD

6.1.8.A.3.A Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.E Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.

6.1.8.B.3.C Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.B.3.D Explain why New Jersey's location played an integral role in the American Revolution.

6.1.8.D.3.A Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.D.3.B Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.C Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.D Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.E Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.F Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

The English colonists evolved into several different groups based on their views of the Crown, ultimately resulting in the American Revolutionary War.

ESSENTIAL QUESTIONS

PRIMARY: Why did the English colonists split loyalties, and which branch of the split was ultimately most successful?

SECONDARY: What factors enabled the colonists to defeat the British?

MODULE ASSESSMENT

“Letter to the Editor” project; Students will write two Letters to the Editor as colonial Bostonians, one as a Loyalist and one as a Patriot, explaining their side’s position and why they take those positions.

“Our Forefathers” project; Students will choose an important American leader of the period and produce a resume, poster project, research report, technology presentation, or oral presentation on that person.

LESSON OBJECTIVES

Students will be able to...

- identify the essential elements that distinguish the sides the English colonists split into (Patriot, Loyalist, and neutral.)
- identify the major events that lead to the American Revolutionary War.
- identify the major events of the American Revolution and their effects.
- identify the four major sections of the Declaration of Independence and their purposes.
- identify and explain how foreign powers contributed to the Revolutionary War.
- identify key early American leaders and their contributions to the developing country.

MODULE SKILLS

Students will be able to...

- discuss the concept of “point of view” (or bias) in regards to the Boston Massacre using the Revere engraving and other engravings of the event.
- protest or support the Stamp Act, the Sugar Act, or the Intolerable Acts in poster or written form.
- recognize the effects of a boycott (Boston Tea Party).
- explain the meaning of the phrase “No Taxation without Representation” in written or oral form.
- create a T-chart to review the events leading to war from both a Patriot and Loyalist point of view.
- build a timeline of the major battles of the American Revolution.
- create a cause and effect chart linking the events of the American Revolution.
- work in groups to summarize specific portions of the Declaration of Independence and report their findings back to a home group.
- list the foreign countries that supported the Patriot cause and their contributions to the war effort.

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BY THE END OF FIFTH GRADE THE EVOLUTION OF THE AMERICAN

STATE STANDARD

6.1.8.A.3.B Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.C Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

6.1.8.A.3.D Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.F Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.A.3.G Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.D.3.G Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

6.1.8.B.3.B Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

The Patriots explored different evolutionary avenues and eventually wrote the Constitution and became Americans.

ESSENTIAL QUESTIONS

PRIMARY: How did Patriots, who had their cultural evolutionary roots in Europe, develop their government and country into the new culture of The United States of America?

SECONDARY: How does the Constitution govern our life today?

MODULE ASSESSMENT

“Our Three Branches” project: Students will create a triangle chart, with each corner labeled as a different branch of government. Next to each branch they will write what the branch does and who is the head of it. The sides of the triangle will be labeled with the appropriate checks and balances that connect the branches. “Our American Rights” Project: Students will create an illustrated Bill of Rights.

LESSON OBJECTIVES

Students will be able to...

- identify the strengths and weaknesses of the Articles of Confederation, and why some of those weaknesses were intentional.
- identify the powers of the state government and the powers of the Federal government.
- explain the compromises that were made when writing the Constitution.
- identify the three branches of government, their responsibilities, and how they check and balance each other.
- understand the rights and responsibilities of American citizens as outlined in the Bill of Rights.

MODULE SKILLS

Students will be able to...

- create a chart of what the Articles of Confederation allowed and did not allow.
- make a Venn diagram of the powers of state and federal governments.
- make a three column chart outlining the details of the Virginia Plan, the NJ Plan, and the Great Compromise that was reached.
- make a three column chart outlining the opinions on slave citizenship of the Northern states, Southern states, and the 3/5 Compromise.
- create a graphic organizer listing each branch of government with their components, powers, and checks and balances.
- create a flow chart that explains how a bill becomes a law.
- make a collage of labeled pictures and images that demonstrate American citizens exercising their rights as outlined in the Bill of Rights.

RESOURCES

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BY THE END OF SIXTH GRADE AMERICAN EXPANSIONS

STATE STANDARD

6.1.8.A.4.A Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.B Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.C Assess the extent to which voting rights were expanded during the Jacksonian period.

6.1.8.B.4.A Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

6.1.8.B.4.B Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

6.1.8.D.4.C Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

The students will understand that the expansion of the American culture brought with it both negative and positive consequences. The students will understand that geography has a dramatic impact on a peoples social, political, and economic life.

ESSENTIAL QUESTIONS

PRIMARY: How did expansion have positive and negative consequences on American culture? How does geography determine a persons or peoples destiny?

SECONDARY: Why did Americans move and expand across their nation? What were the major land expansions and migrations in the United States?

MODULE ASSESSMENT

Students will be asked to select an American expansion not yet already studied and, through the lens of the five themes of Geography, will be asked to map out the expansion and create a chart of the positive and negative impacts of the expansion.

LESSON OBJECTIVES

Students will be able to...

- discuss and analyze the idea of “Destiny.”
- analyze three major American expansions through the lens of the five themes of Geography;
 - Place: as a natural place, and as a place changed by humans.
 - Location: absolute location, as well as relative/descriptive location.
 - Interaction: how the people effect or interact with each other and the land.
 - Migration/Movement: of trade, people, and ideas
 - Region: common elements that hold a place together, including language, culture, and attitudes.

MODULE SKILLS

Students will be able...

- compare and contrast.
- to read maps.
- use vocabulary in context.
- read for information.
- summarize data.
- work with a time line.

RESOURCES

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BY THE END OF SIXTH GRADE TECHNOLOGICAL DEVELOPMENT

STATE STANDARD

6.1.8.C.4.B Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.C.4.A Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.C.4.C Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

8.1.4.A.5 Determine the benefits of a wide range of digital tools by using them to solve problems.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

New technologies are created when people see a need, new technologies help with a task, and new technologies affect the lives of the people who live in the places they are used.

MODULE ASSESSMENT

“Technology on Technology” – Students will be asked to choose one technological advancement that the class did not yet study and create a PowerPoint presentation identifying why it was created, who created it, what need it satisfied, and how it changed the lives of Americans.

ESSENTIAL QUESTIONS

PRIMARY: What impact did technological changes have on the lives of Americans and on the United States as a nation?

SECONDARY: What were some of the key technologies developed in the United States?

LESSON OBJECTIVES

Students will be able to...

- understand that all technologies...
 - satisfy a need.
 - make something easier to do.
 - have an impact on the lives of people around them.

- identify the needs satisfied, the act facilitated by, and the impact of some or all of the following technologies:
 - the factory (1790)
 - the textile mill (1789-1790)
 - the canal (1817-1825 and later for 1914 for Panama)
 - the modern road (1811-1818)
 - the locomotive (1830-1850)
 - the steamboat(1807-1811)
 - the cotton gin (1793)
 - the rifled musket (1840s)
 - the telegraph (1830)
 - the reaper (1831)
 - the Bessemer Process (1855)
- differentiate between technologies used for economy, transportation, and war.
- explain how technologies can be used for two or three of the above reasons and identify some that do.
- explain the advantages of using mass production and how factories changed over time, from the earliest work of Sam Slater and Eli Whitney to Henry Ford and the production of WWII.

MODULE SKILLS

Students will be able...

- summarize in written and/or graphic format specific transportation innovations that helped improve settlement and trade.
- write a persuasive essay or conduct a debate about which invention studied had the greatest impact on American life.
- compare and contrast the weapons used to help fight wars, past and present, and how they changed how war was fought.

RESOURCES

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BY THE END OF SIXTH GRADE IMMIGRATION TO AMERICA

STATE STANDARD

6.1.8.D.4.A Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.B Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

8.1.4.B.1 Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Immigrants came to the United States for various reasons, faced many challenges, and had a major impact on the United States.

MODULE ASSESSMENT

“My Journey” scrapbook - Students will be asked to create a scrapbook or journal of an immigrant’s experience/journey. They should “create” a fictional person who they are writing about from one of the groups studied during the year. The scrapbook should include personal recount of their trip (including why they came to the United States, what problems they faced, and how their trip went.)

Students should also include other memorabilia, including photos (taken from original sources) drawings, ticket stubs, clothing scraps, or any other piece.

* “The Great Immigration Debate” essay: Students will be asked to write an essay explaining the reasons for encouraging immigration and the advantages and positive impacts of immigration, as well as any possible negative impacts of immigration.

ESSENTIAL QUESTIONS

PRIMARY: How has immigration helped or hindered the growth of the United States? Why did immigrants come to the United States?

SECONDARY: What were the different primary groups of immigrants that came to the United States, and what were the positive and negative effects of their immigration on their own lives and on the country?

LESSON OBJECTIVES

Students will be able...

- identify and explain the various reasons that people move (“push” and “pull”). Including, but not limited to:

- **Push Factors**
 - * *Not enough jobs*
 - * *Few opportunities*
 - * *"Primitive" conditions*
 - * *Famine/drought*
 - * *Political fear/persecution*
 - * *Poor housing*
 - * *Landlords*
- **Pull Factors**
 - * *Job opportunities*
 - * *Better living conditions*
 - * *Political and/or religious freedom*
 - * *Education*
 - * *Security*
 - * *Family links*
 - * *Industry*
- identify the various primary groups that immigrated to the United States, including...
 - the early European immigrants, including the Irish, English, and Germans
 - the Chinese, Japanese, and other Asian immigrants (1849-)
 - the Mexicans
 - the Latin and South Americans
 - the later European immigrants, including the Italians, Greeks, Polish, Armenians, and Russians (1890-)
- describe the obstacles the immigrants faced coming into the country.
- list the obstacles the immigrants faced once they were in the U.S.
- explain the impact that immigration had on America and has had even on modern day America.

MODULE SKILLS

Students will be able to...

- compare and contrast the different immigrant groups that came to the United States.
- compare and contrast the reasons different immigrant groups came to the United States.
- compare and contrast the challenges different immigrant groups faced when they came to the United States.
- interpret an immigrant's journey during the early 20th century from a primary source.
- interpret graphs and charts of immigration patterns.

RESOURCES

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BY THE END OF SIXTH GRADE SOCIAL CONFLICTS IN AMERICA

STATE STANDARD

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

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

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

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

BIG IDEAS/COMMON THREADS

Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

ENDURING UNDERSTANDING

Injustice and inequality in society can lead to social conflict.

MODULE ASSESSMENT

“Join Us!” poster – students will create a poster urging people to join a side of a famous social conflict in U.S. history. In the poster students should explain what group they represent, the injustices they face, the ways the group in power are pushing back, and the goals of the group.

ESSENTIAL QUESTIONS

PRIMARY: What are some common traits of social conflicts?

SECONDARY: In what ways were these conflicts the same, and in what ways were they different?

LESSON OBJECTIVES

Students will be able to...

- understand that social conflicts begin with a disempowered group encountering discrimination/marginalization.

- understand how elements of empowered groups can push back against reform and change.
- identify ways, both violent and non-violent, that disempowered groups fought for justice.
- identify some historical outcomes and effects of historical social conflicts.
- analyze social conflicts and compare and contrast them with studied conflicts.

MODULE SKILLS

Students will be able to...

- compare and contrast one or more sets of political and social conflicts, including slavery, the civil rights movement, the women's rights movement, the immigrants' rights movement, and the workers' rights movement.
- chart common causes of conflict.
- diagram the above mentioned social conflicts, and their causes and effects.

RESOURCES

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BY THE END OF SIXTH GRADE GREAT AMERICAN WARS

STATE STANDARD

6.1.8.A.5.A Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.B Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.B.5.A Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.

6.1.8.C.5.A Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.B Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.A Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.B Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.C Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.D Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDING

Wars have long-term and sweeping impacts on the cultures involved.

MODULE ASSESSMENT

“Illustrated History of WWII/The Civil War” - Students will create an illustrated picture book of one of the two studied conflicts, detailing the four major aspects of the conflict and the impact the conflict had on modern America.

ESSENTIAL QUESTIONS

PRIMARY: What are the shared characteristics of two of the major wars in American history, the Civil War and World War II?

SECONDARY: What were the causes, effects, and defining features of the American Civil War and World War II?

LESSON OBJECTIVES

Students will be able to...

- explain the differences between social conflicts and political conflicts (war.)
- identify the differences between a civil war and an international war.
- identify the social conflicts that helped lead to these specific wars; namely slavery and states' rights for the Civil War, and post-WWI poverty and reconstruction in Germany for WWII.
- identify technologies that either caused or were created by the conflict, namely the cotton gin for the Civil War, and the atomic bomb for WWII, and analyze these technologies using the model from unit 3.
- explain characteristics that all wars share and identify these for the Civil War and WWII, including:
 - attempted resolution of differences through political means
 - Civil War: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, succession of the Southern states.
 - WWII: non-involvement and appeasement.
 - the emergence of national leaders
 - Civil War: Lincoln, Davis, Lee, Grant
 - WWII: Roosevelt, Hitler, Eisenhower, Churchill, Truman
 - attempts to resolve differences through violence
 - Civil War: among others the battles of Fort Sumter, Bull Run, Antietam, Vicksburg, Gettysburg, Sherman's March
 - WWII: Pearl Harbor, D-Day, the Pacific campaign, the Holocaust
 - the societies involved go through changes
 - Civil War: the Emancipation Proclamation, the collapse of the slave culture of the South,
 - WWII: Rationing, women joining the workforce, the Japanese internment camps, the rise of Communism
- identify social changes that came about in America because of the conflict; namely the freeing of the slaves and subsequent incorporation of African-Americans in United States culture for the Civil War, and women entering the workplace for WWII, and how these social changes influenced the future of United States culture.

MODULE SKILLS

Students will be able to...

- compare and contrast one or more sets of political and social conflicts.
- chart common causes of conflict.
- diagram conflicts, and their causes and effects.

RESOURCES

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BY THE END OF SEVENTH GRADE THE NEOLITHIC REVOLUTION AND EARLY SOCIETIES

STATE STANDARD

6.2.8.A.1.A Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.A Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.B.1.B Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.C.1.A Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.

6.2.8.C.1.B Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.A Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

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

6.2.8.D.1.C Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The rise of civilization was directly correlated to the development of agriculture and a sedentary lifestyle.

ESSENTIAL QUESTIONS

What are the characteristics of civilizations?

Why did early civilizations develop on River Valleys?

How did the Neolithic Revolution change the world?

Does a sedentary lifestyle lead to technological advances?

What is cultural diffusion and how does it affect the modern world?

MODULE ASSESSMENT

A nomadic people have walked their way to River Edge and Oradell. They've wound up in your backyard! Introduce them to the community by writing a letter that explains a list of elements that make civilization exist here and showing them how their life will be different if they decide to stay.

LESSON OBJECTIVES

Students will be able to ...

- explain the Neolithic Revolution.
- explain how roles, rules and structure in an agrarian community changed as people adapted to survive.
- explain why strong centralized governments began to form and their role in the communities.
- explain how the rise in agrarian communities and technology advancements led to the division of labor, specialization of skills and improvements in weapons.
- understand that technology is relative.
- analyze cultural practices of large agricultural settlements using evidence gathered by archaeologists.
- identify characteristics of a civilization: social class, writing system, etc.
- understand how religion developed.
- understand how specialization and division of labor came to be.
- understand geography's affect on civilization development or lack of development.
- understand the allure of river valleys to early farmers.
- use Mesopotamian civilizations as case study.

MODULE SKILLS

Students will be able to....

- read for comprehension.
- take notes from lecture and readings.
- formulate historical arguments.
- compare and contrast different civilizations.
- determine locations of places and interpret information available on maps and globes.
- determine cause and effect.
- compose a letter arguing a specific point of view.

RESOURCES

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BY THE END OF SEVENTH GRADE ADVANCED CIVILIZATION: EGYPT

STATE STANDARD

6.2.8.A.2.A Explain why different ancient river valley civilizations developed similar forms of government.

6.2.8.A.2.B Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.C Determine the role of slavery in the economic and social structures of ancient river valley civilizations.

6.2.8.B.2.A Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.

6.2.8.B.2.B Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.C.2.A Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

6.2.8.D.2.A Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Natural resources allow for civilizations to develop similar systems.

ESSENTIAL QUESTIONS

PRIMARY: How did geography and the Nile River shape Egypt's culture?
How do human observations of the physical world shape their belief systems?

MODULE ASSESSMENT

Essay: You are an expert on Ancient Egyptian history and society. You are giving a presentation to a Middle school on Egypt. Make comparisons to another

ancient society such as a city-state in Mesopotamia and how these civilizations are similar through the use of natural resources.

LESSON OBJECTIVES

Students will be able to...

- understand the significance of the Nile River to Egyptians.
- explain the religious and scientific process of mummification.
- identify with the life of an ancient Egyptian person.
- connect Egypt's belief system to its geography.
- understand and identify with the cult of the pharaoh.
- compare and contrast Egypt to the other River Valley civilizations.
- understand the evolution of the alphabet from pictogram writing systems.
- connect the utilization of resources and technology to the steady supply of food.
- compare the class system of Egypt to current day class systems.
- identify how the Pharaoh and government system allowed for Egyptian society to grow.
- identify the Book of the Dead act as a legal guideline.

MODULE SKILLS

Students will be able to....

- create graphic organizers.
- connect ideas across disciplines.
- compare and contrast.
- connect past and present.
- use map skills for civilizations and rivers.
- write an essay.

RESOURCES

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BY THE END OF SEVENTH GRADE JUDAISM

STATE STANDARD

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The creation and growth of Judaism affects its followers and the rest of the world.

ESSENTIAL QUESTIONS

PRIMARY: How was Judaism different from other religions?
What value does the “home land” have to Hebrews?

MODULE ASSESSMENT

You are a Hebrew slave in Egypt; write a letter to your Egyptian friend on why you are willing to be a slave for your monotheistic religion. Cite specific examples of Judaism and key ideas for your belief.

LESSON OBJECTIVES

Students will be able to...

- detail the lineage of the Hebrews and how it relates to Abraham.
- understand the significance of the monotheistic religion.
- explain the 12 Tribes of Israel.
- identify reasons for the Hebrews trip to Egypt.
- connect the Hebrew's time in Egypt to why they left.
- understand and identify the importance Moses' plays in the Hebrew culture.
- recognize the contributions of the Israelites to the concept of religion.
- explain polytheism vs. monotheism.
- propose arguments as to why the Hebrews fought wars of conquest to recapture the homeland.

MODULE SKILLS

Students will be able to...

- create graphic organizers.

- connect ideas across disciplines.
- compare and contrast.
- connect past and present.
- use map skills, travel paths and conquests.
- write an essay.

RESOURCES

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BY THE END OF SEVENTH GRADE CHRISTIANITY

STATE STANDARD

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Religion was a way of uniting people under a political body and a means of gaining political and social power and support.

ESSENTIAL QUESTIONS

PRIMARY: Does state religion aid a government in maintaining power and governing effectively?

MODULE ASSESSMENT

America is considering repealing the clause of the 1st amendment that requires a separation of church and state. What are the political, cultural, and social benefits and drawbacks to having a state religion? Write an editorial addressing these issues and stating your conclusions.

LESSON OBJECTIVES

Students will be able to...

- understand Roman Culture.
- understand the Development of Christianity.
- recognize Key Players in the Development of Christianity.
- comprehend the process of the growth of religions from a few to many.
- recognize the action and intent of persecution of Christians.
- understand the transition from cult to main religion.
- know the significance of Constantinian Contract-edict of Nance.
- recognize the political and social power of the Popes.
- compare treatment of non-Christians to Christians.
- trace the development of Christianity as a state religion.

MODULE SKILLS

Students will be able to...

- write a persuasive essay.
- use reading skills.
- assess the credibility of classmates sources by indentifying bias and credibility.
- select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

RESOURCES

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BY THE END OF SEVENTH GRADE EASTERN ASIAN CIVILIZATIONS- ANCIENT INDIA AND CHINA

STATE STANDARD

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

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

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

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Relative isolation caused the cultures in India and China to develop unique cultures.

ESSENTIAL QUESTIONS

PRIMARY: What was the Aryan Invasion and did it really happen?

Does Hinduism transcend religion in India?

What lessons about leadership can be learned from Emperor Qin Shihuangdi?

Do human attitudes towards themselves affect how governments rule?

MODULE ASSESSMENT

Indian and Chinese cultures developed in isolation. This isolation made them unique from other cultures that we have previously studied. How did the isolation of Native American in the United States allow them to develop in similar ways to the people of India and China?

LESSON OBJECTIVES

Students will be able to...

- understand how Indus and Chinese river valleys compare to Egypt and Mesopotamia.
- understand how the Geography of India and China affected their cultural development and communication with other societies.
- explain the Aryan Invasion theory and why it is rejected in India.
- understand the connection between Hinduism and the Caste System in India.
- compare and contrast Hinduism and Buddhism.
- connect the Chinese Mandate of Heaven to other historical ideas on Government and authority to rule.
- use cause and effect to understand the early Chinese dynasties.
- understand the drastic differences in written communication for both India and China.

MODULE SKILLS

Students will be able to....

- use cause and effect in historical setting.
- create graphic organizers.
- compare and contrast.
- connect past and present.
- select and use various geographic representations to compare information about people, places, regions, and environments..

RESOURCES

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**BY THE END OF SEVENTH GRADE
THE RISE OF THE CITY - STATE IN THE MEDITERRANEAN WORLD
800 B.C.-150 B.C.**

STATE STANDARD

6.2.8.A.3.A Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.B Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.C Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The interaction between the city- states of the ancient Mediterranean are similar to those of modern world nations.

ESSENTIAL QUESTIONS

PRIMARY: Are ancient city-states and modern day nations alike?
Can “survival of the fittest” be applied to the evolution of city-states?
What would have happened if Alexander the Great hadn’t died so young?
How do Rome’s conquests differ from the Persian and Macedonian conquests?

MODULE ASSESSMENT

You are the editor of the Greek Daily Gazette, an ancient Greek newspaper. You have been asked to write an editorial about which is the greatest Greek city-state, Sparta or Athens. (Interdisciplinary unit with English on persuasive essays)

LESSON OBJECTIVES

Students will be able to....

- become familiar with the geography of the Mediterranean Sea.
- identify the major city-states of the Mediterranean Sea between 800 B.C. and 250 B.C.
- understand the similarities and differences of the Greek city-states.

- compare the rivalries between Rome-Carthage and Sparta-Athens to the Cold War.
- understand the different forms of Government in the city-states.
- explain the impact of Alexander the Great on the Mediterranean world.
- compare and contrast The Roman Republic and the U.S. Republic.
- explain the factors behind Rome’s conquest of the Mediterranean world.
- analyze the different forms of Ancient Greek government and determine the extent of their influence on future civilizations.
- compare and contrast the city-states and identify the factors that promoted both unification and conflict.
- evaluate the impact that military leaders and conflicts had on the people and society in this era.
- compare and contrast the roles and responsibilities in a democratic city state to those in a military aristocracy.
- speculate why the rights and responsibilities of citizenship differed for free men and women, slaves and foreigners in this era.
- explain how drama reflected the Greek culture and determine its influence on present day drama.

MODULE SKILLS

Students will be able to....

- use maps to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- compare and contrast differing interpretations of current and historical events.
- write a persuasive essay.
- create “what if” scenarios.
- use cause and effect.

RESOURCES

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BY THE END OF SEVENTH GRADE ROME – FROM REPUBLIC TO EMPIRE

STATE STANDARD

6.2.8.A.3.A Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.B Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.C Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.D Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Rome becomes the biggest and most powerful empire in history.

ESSENTIAL QUESTIONS

PRIMARY: Was Rome the accidental Empire?

Was Rome the model for the modern city?

Does the Coliseum symbolize the all that was the Roman Empire?

Did Rome fall or was it pushed?

MODULE ASSESSMENT

Special Report - Are we Rome? Compare the Roman Empire to the U.S. today. Students will base their opinions on a series of articles and historical interpretations on the subject.

LESSON OBJECTIVES

Students will be able to....

- understand Rome's evolution from republic to Empire.
- explain the problems that led to the fall of the Republic.
- classify each Emperor as good or bad for Rome.
- understand the Pax Romana and the impact it had on the Empire.
- identify the reasons why Rome began to decline and what could have been done.
- understand the rise of Christianity in the empire.
- explain the role of the "barbarians" in the fall of Rome.
- understand why Rome split into 2 empires.
- understand and recognize the legacy of Rome.

MODULE SKILLS

Students will be able to....

- use map skills.
- complete DBQ's.
- analyze historical data.
- compare and contrast past and present situations.
- analyze hypothetical scenarios.

RESOURCES

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BY THE END OF EIGHTH GRADE ROME IS GONE- EUROPE’S LONG, DARK NIGHT

STATE STANDARD

6.2.8.A.4.C Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The fall of Rome had far reaching effects in and around the Mediterranean that lasted for several centuries.

ESSENTIAL QUESTIONS

PRIMARY: What does the term “dark age” mean?

SECONDARY: Who tried to fill Rome’s shoes after the Fall?

How did society change as a result of Rome’s deterioration?

What role did Christianity play in people’s lives in the Early Middle Ages? What is Feudalism and how did it fit into European life in the Middle Ages?

MODULE ASSESSMENT

R.A.F.T. - choose one of the Feudal roles (ex. Monk, knight, serf, lord) and write a series of journal entries describing a typical week in that person’s life.

LESSON OBJECTIVES

Students will be able to...

- understand how the fall of Rome affected it’s former territory.
- understand how and why the population shifted from urban to rural in Europe after Rome fell.
- analyze the migration of ethnic groups during this time and compare them to a modern map of Europe.
- describe the role of Christianity in the “dark ages”.
- describe feudalism and why it filled the void in Europe.

MODULE SKILLS

Students will be able to...

- compare and contrast differing interpretations of current and historical events.
- use maps to explain the historical migration of people, expansion, an disintegration of empires, and growth of economic and political system.
- craft realistic fiction journal entries in the first person narrative.
- empathize with various roles people assume in a societal structure.

RESOURCES

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BY THE END OF EIGHTH GRADE THE RISE OF ISLAM

STATE STANDARD

6.2.8.A.4.A Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The rise of Islam as a religion affected both its followers and the rest of the world.

ESSENTIAL QUESTIONS

PRIMARY: Are the beliefs of Islam a continuation of Judaism and Christianity?

SECONDARY: Who was Muhammad and why is he important?

Why are the 5 Pillars of Islam important?

Why did Islam split into 2 factions and how has that affected the Muslim world into the modern day?

What scientific and technological achievements came from the early Muslims?

MODULE ASSESSMENT

You are a Muslim scientist that has discovered how to time travel. Go back in time and explain to the Prophet Mohammad the divide that exists between the

two factions in Islam and how it affects Muslims in the modern world. Come up with a plan for him to stop it from happening.

LESSON OBJECTIVES

Students will be able to...

- understand the connection between the 3 major monotheistic faiths.
- tell the difference between Shiite and Sunni Muslims and how that split in Islam affects the world today.
- understand the impact 1 man (Muhammad) can have on his people and the world with just a new idea.
- understand the basic beliefs of Islam. (5 Pillars)
- explain that the Muslims gave the world more than just Islam.

MODULE SKILLS

Students will be able to...

- compare and contrast differing interpretations of current and historical events.
- determine locations of places and interpret information available on maps and globes.
- explain how major events from the past are related to events in modern day through a written and/or oral proposal.

RESOURCES

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BY THE END OF EIGHTH GRADE THE CRUSADES

STATE STANDARD

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

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

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

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The rise and spread of new beliefs systems became a source of major conflicts as well as increased cultural and economic influences.

ESSENTIAL QUESTIONS

PRIMARY: What roles did Islam, Christianity and Judaism play at the start of the Crusades?

SECONDARY: How did the leaders of each side motivate the people to fight?

How was each religion affected by the results of the Crusades?

Does Geography affect the outcome of the Crusades?

MODULE ASSESSMENT

You have been assigned by Pope Urban II, as a member of the clergy, to sell his idea of a Crusade to take back the Holy Land. How are you going to sell your idea to each class of people in Western Europe? What are you going to say and do to motivate the Kings, Nobles, Knights and peasants to go to the Holy Land to fight?

LESSON OBJECTIVES

Students will be able to...

- understand the differences between Islam, Christianity and Judaism.
- explain causes of the Crusades.
- analyze the motivations for crusaders.
- explain the role of religion in the life of the individual during the Middle Ages.
- compare and contrast two religious ideologies.
- determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thoughts and the arts.

MODULE SKILLS

Students will be able to...

- write cause and effect persuasive essays.
- present persuasive oral arguments.
- analyze primary source documents.
- craft historical creative writings. (RAFT)
- take notes from lecture and reading.
- connect ideas across disciplines.
- use thematic maps and other geographic representations to obtain information about people, places, regions, and environments.

RESOURCES

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BY THE END OF EIGHTH GRADE AFRICA IN THE MIDDLE AGES

STATE STANDARD

6.2.8.A.4.A Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The emergence of Africa on the world stage influenced interregional trade, cultural changes, new technologies, urbanization, and politics.

ESSENTIAL QUESTIONS

PRIMARY: Why was commerce and trade so important to Africa?

SECONDARY: What sparks the growth of Islam in Africa?

How are family and African Culture related?

MODULE ASSESSMENT

You are a budding entrepreneur. You need to find a place that will meet your family and economic needs. Your real estate agent has recommended Africa. Please select one geographic area of Africa where you will start. What location would you pick? Why would you pick that region? What does it have to offer your family, its culture and your budding business interests?

LESSON OBJECTIVES

Students will be able to...

- understand the geography of Africa.
- identify how African Family Culture.
- distinguish between goods that are created by different areas of Africa and how it related to their trade.
- detail the geographic regions of Africa and what each region has to offer.
- detail African culture, writing, music, and art.
- identify the reasons why Islam grew in Africa.
- evaluate African religion, education, language and architecture.

MODULE SKILLS

Students will be able to...

- write informative essays.
- analyze first person historical documents.
- read for comprehension.

RESOURCES

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BY THE END OF EIGHTH GRADE CHANGES IN CHINA

STATE STANDARD

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

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

During the Middle Ages, China experienced a myriad of changes in their society in areas such as government, economics and technology.

ESSENTIAL QUESTIONS

PRIMARY: What are the responsibilities of government?

SECONDARY: What role did Confucianism play in governing China?

Did China's urbanization affect its economy and agriculture?

Why was China so far ahead of Europe in terms of technology?

How did outside influence affect China?

MODULE ASSESSMENT

Isolationism has been a political philosophy for many governments throughout history. As special assistant to the secretary of state, you have been asked to put together a preliminary report on the effectiveness of this policy. Use Imperial China as your case study to inform your bosses in Washington as to the positives and negatives of isolationism. You may use other examples from history as well but China will be your main subject.

LESSON OBJECTIVES

Students will understand...

- the Imperial changes in China and how they affected life there.
- the role of Confucianism in Chinese society.
- urbanization affects all aspects of a society.
- the reasons new technology develops in certain places and not in others.
- the effects of outside influence on China.

MODULE SKILLS

Students will be able to...

- write briefs citing historical sources.
- read historical documents.
- analyze first person historical documents.
- select and analyze information from a variety of sources to present a reasoned argument or position.

RESOURCES

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BY THE END OF EIGHTH GRADE MEDIEVAL JAPAN

STATE STANDARD

6.2.8.A.4.B Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Japan absorbed many of the ideas of China and Korea but eventually became a very unique society.

ESSENTIAL QUESTIONS

PRIMARY: How does cultural diffusion affect the world?

SECONDARY: How was the Japanese governmental system similar to other civilizations?

Did the Samurai advance or hold back Japanese society?

MODULE ASSESSMENT

One of your favorite teachers is also the head baseball coach at your school. His team is struggling and he is stressed out. After studying the Samurai culture of Japan you have thought about how their code might be able to help the coach and his baseball team. Write a detailed plan applying the Samurai Code to the team and their training and preparation. You will obviously need to modify and eliminate some things from several centuries ago to make it fit.

LESSON OBJECTIVES

Students will be able to...

- understand China's influence on Japan.

- display the ways architecture is used in Japan.
- summarize religious beliefs of Japan.
- understand the need for a dynasty.
- detail important beliefs of the Fujiwara Family and Heian Period.
- retell the rise of the Samurai.
- explain the skills and training need to be a Samuarai.
- identify geographical factors which shape Japanese culture.

MODULE SKILLS

Students will be able to...

- create a plan citing historical documents.
- read and analyze first person historical documents.
- select and use various geographic representations to compare information about people, places, regions, and environment.

RESOURCES

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BY THE END OF EIGHTH GRADE TRANSFORMATION OF EUROPE: THE LATE MIDDLE AGES

STATE STANDARD

6.2.8.A.4.C Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Changes in European government and religious power structure altered societal roles, laws, customs, and mores throughout the region.

ESSENTIAL QUESTIONS

PRIMARY: How does life for the average person change?

SECONDARY: What role does religion play in society?

How did leaders of countries utilize power?

MODULE ASSESSMENT

You are an executive for FEMA. You have been asked to develop a plan for New Jersey on how to deal with the upcoming Epidemic that will be facing your state. Use the lessons learned from the Black Death to create a system that would decrease the death total.

LESSON OBJECTIVES

Students will be able to...

- understand the reasons for the decline of Feudalism.
- justify reasons for the creation of the Magna Carta.
- cause and effect of the Black Death.
- explain government leaders and actions that were taken.
- detail the role of religion, creation of new orders, the Inquisition, and the treatment of Hebrews.

MODULE SKILLS

Students will be able to...

- write detailed proposal citing historical documents.
- use maps and other documents to explain the history of disease migration.
- read and analyze historical documents.
- compare and contrast the Black death.

RESOURCES

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BY THE END OF EIGHTH GRADE RENAISSANCE AND REFORMATION

STATE STANDARD

6.2.8.B.4.A Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.

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

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

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

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

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

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

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

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Ideas developed during the Renaissance and Reformation led to cultural, political, economic and religious changes that have had a lasting impact.

ESSENTIAL QUESTIONS

PRIMARY: What does the Renaissance mean both literally and figuratively?

SECONDARY: What factors led the Renaissance and the changes it brought about? What did the Renaissance change in art, music, politics and religion?

What issues brought about Martin Luther's views on the church?

How did the Reformation change the landscape of Europe?

MODULE ASSESSMENT

In your first job as assistant Curator of the Metropolitan Museum of Art, you have been chosen to give a presentation to middle school students on the Renaissance. You will design a virtual museum explaining the impact of the time

period on art, music and literature. You can use Photo Story, power point or any other visual means of interpretation. Include examples of the individuals and their works. Make sure to put in a few words about what they could find in your museum.

LESSON OBJECTIVES

Students will be able to...

- understand the factors that led to the Renaissance.
- explain the changes brought about by the Renaissance and Reformation.
- understand the issues in the Catholic Church that brought about the Reformation.
- explain how the Renaissance and Reformation affected each of the individual countries in Europe.

MODULE SKILLS

Students will be able to...

- connect past to present in an organized editorial.
- use graphic organizer to organize ideas and supporting details.
- read primary source documents.
- analysis and critique changes that occurred during the Renaissance.

RESOURCES

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BY THE END OF EIGHTH GRADE TWO WORLDS COLLIDE: EUROPE AND THE NEW WORLD

STATE STANDARD

6.2.12.A.1.A Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.A Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.B.1.B Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.C.1.B Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.C.1.C Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.D Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.C.1.E Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.A Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.

6.2.12.D.1.B Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.C Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.D.1.D Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.D.1.E Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.D.1.F Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The methods of and motivation for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.

ESSENTIAL QUESTIONS

PRIMARY: Why do people explore?

SECONDARY: How does the action of exploration play a role in today's society? How did "tools" of exploration make these actions possible?

MODULE ASSESSMENT

Alien Encounters

In an effort to publicize their work, SETI (Search for Extraterrestrial Intelligence) is looking to put together a manual advising people how to handle an encounter with an extraterrestrial civilization. In the past, though there were often good intentions and sometimes positive impacts, human encounters with previously unknown human civilizations were often destructive. SETI is looking to avoid as many negative consequences as possible in any encounter with extraterrestrial civilizations.

The scientists at SETI are asking you to contribute your input. By examining the consequences of European inroads into the New World, you will be able to come up with recommendations for how humans would deal with "first contact." Your recommendations will be presented in a booklet for popular consumption.

LESSON OBJECTIVES

Students will be able to...

- understand where the indigenous people originated.
- understand climate and geography of the region.
- analyze religion, culture and achievements of Aztec, Incas and Mayans.
- explain tools used in exploration.
- compare European Countries with their conquests.
- how the new world effected the change in commerce in Europe.

MODULE SKILLS

Students will be able to...

- create booklets with specific recommendations for present scenarios citing past historical happenings.
- analyze first person historical documents.

RESOURCES

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BY THE END OF NINTH GRADE SCIENTIFIC REVOLUTION

STATE STANDARD

6.2.12.A.2.A Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.A.2.B Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

6.2.12.A.2.C Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

6.2.12.B.2.A Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

6.2.12.B.2.B Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

6.2.12.C.2.A Relate the development of more modern banking and financial systems to European economic influence in the world.

6.2.12.D.2.A Determine the factors that led to the Renaissance and the impact on the arts.

6.2.12.D.2.B Determine the factors that led to the Reformation and the impact on European politics.

6.2.12.D.2.C Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.D.2.D Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.2.E Assess the impact of the printing press and other technologies developed on the dissemination of ideas.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

With its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it.

MODULE ASSESSMENT

Form groups of 3 or 4 and choose 3 philosophers or scientists to advise the President of the United States. Which of their ideas would you recommend to the president in handling _____ situation? (Choose your own situation that relates to an issue of today) Groups will present their findings to the class. (Power Point presentation, written assignment, flip chart)

ESSENTIAL QUESTIONS

PRIMARY: How do the roles of government, the church, and individuals connect and interrelate within the Scientific Revolution?

Assess the impact of technology on society and individuals, both then and now? Who should be educated and who should decide? With all the emphasis on new learning during the scientific revolution, how did that change education? (Influence of religion?)

SECONDARY: What were some new scientific theories and discoveries?

What cultural and investigative challenges did scientists confront on the way to their discoveries? What were some of the effects of these new theories?

LESSON OBJECTIVES

Students will be able to...

- identify the pioneers of the scientific revolution. (Bacon, Descartes, Copernicus, Kepler, Galileo, Newton, Vesalius, Harvey, van Leeuwenhoek, Hooke, Boyle)
- understand the importance of the scientific revolution. (emphasis on reason and systematic observation of nature, formulation of the scientific method)
- understand that the Scientific Revolution caused people in Europe to question the nature of government, the role of scientific values vs. religious values (as in the case of Galileo), international power, economic theory, and the notion of "the citizen".

MODULE SKILLS

Students will be able to...

- analyze primary source documents.
- create graphic organizers to organize ideas and supporting details.
- collaborate in a group presentation.
- delegate and manage group work ensuring equity.
- create visual presentation using laptops.
- participate in class discussions.

RESOURCES

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BY THE END OF NINTH GRADE ENLIGHTENMENT

STATE STANDARD

6.2.12.A.2.A Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.A.2.B Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

The ideals of the Age of Enlightenment provided western civilization with a new vision in science, politics, and philosophy and encouraged the Age of Revolution.

MODULE ASSESSMENT

Create a resume for the philosopher or scientist that you've been assigned. What would these philosophers say the role of authority and people in a society be?

ESSENTIAL QUESTIONS

PRIMARY: To what extent did the ideas of the Enlightenment revolutionize thoughts on government and on human nature in general?

How can we apply the ideas of the Enlightenment thinkers to issue in the world today?

In what ways are the ideas of the Enlightenment reflected in the foundation of the government of the United States?

SECONDARY: Who were the Enlightenment thinkers and what were their ideas?

LESSON OBJECTIVES

Students will be able to...

- understand that the Enlightenment applied reason to the human world, not just the natural world; stimulated discussion on the need for religious tolerance and free expression; and fueled democratic revolutions around the world.

- recognize that Enlightenment thinkers (Hobbes, Locke, Rousseau, Montesquieu, Voltaire, Wollstonecraft, Smith) had profound insights into human nature and on the role of government.
- understand that salons helped spread Enlightenment ideas.
- examine how the Enlightenment had a profound influence on the Declaration of Independence.
- examine how the Constitution of the United States of America and Bill of Rights incorporated Enlightenment ideas.
- identify ways that Enlightenment ideas help to shape the arguments of prominent political players throughout the world today.

MODULE SKILLS

Students will be able to...

- research a philosopher.
- analyze the strengths and contributions of a philosopher.
- evaluate an effective resume.
- craft a resume.
- take notes from other student's presentations.
- compose an in class essay about philosophers legacy.

RESOURCES

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BY THE END OF NINTH GRADE FRENCH REVOLUTION AND NAPOLEON

STATE STANDARD

6.2.12.A.3.A Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

6.2.12.A.3.B Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

6.2.12.A.3.C Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.D Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

6.2.12.A.3.E Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.F Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.A.3.G Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.A Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.B.3.B Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

6.2.12.B.3.C Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.A Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.B Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.C Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.D Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.E Assess the impact of imperialism on economic development in Africa and Asia.

6.2.12.C.3.F Determine the extent to which Latin American political independence also brought about economic independence in the region.

6.2.12.D.3.A Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.B Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

6.2.12.D.3.C Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.D Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.E Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Inspired by the ideas of the American Revolution, the French established a new political order that was further impacted by Napoleon

MODULE ASSESSMENT

Louis XVI wants to keep his kingdom and his head. He calls in his most Enlightened advisors (you) and asks you to use your expertise to help him reform his country and ultimately keep what he holds dear.

E! True Hollywood Story: Napoleon

Imagine that you are a reporter. You have just gotten your first big assignment for the cable network E! You have been asked to create an E! True Hollywood Story on an aspect of Napoleon Bonaparte's life and career. Choose one topic from the list and in pairs create an E! True Hollywood Story using Movie Maker that features "in-depth interviews, "live footage," and dramatic reenactments" that deal with the topic you have chosen.

Possible topics:

- Toussaint L'Overture & Haiti
- Napoleon & the 1st Council/Directorate
- Napoleon crowns himself emperor
- Napoleonic Wars
- Napoleon's government policies
- Napoleon's Russian campaign
- Napoleon's exile & final days

Use what you've learned about Napoleon in addition to doing outside research to write a script for your presentation, and create your own version of a True Hollywood Story that details your chosen aspect of Napoleon's life. Be sure to include a credits slide at the end that works as a bibliography.

Transfer to Today:

Is Napoleon similar to any of today's world leaders? Or is he completely unique? Use what you know about Napoleon, as well as doing outside research,

and compare him to one of world leaders. As a class we will brain storm a list leaders to choose from. You may create a series of charts on Inspiration that shows the similarities between the two or charts that show Napoleon's uniqueness in comparison to world leaders today.

ESSENTIAL QUESTIONS

PRIMARY: How did changing political, social, and economic conditions in France give justification to and cause the French Revolution?

In what ways did the French Revolution leave a powerful legacy for world history (in terms of secular society, nationalism, and democratic ideas)? And what connections can you make between these ideas and those that are the foundation of the government of the United States?*

To what extent are revolutions successful in achieving their goals?*

How could the French Monarchy have stopped the revolution? How could the French Monarchy have prevented the revolution? (reforms, etc.)

How could Louis XVI have kept his head? (possible reforms? Opposition to those reforms? Measures he could've taken?-See part of module assessment)

To what extent was Napoleon an "enlightened" leader?

To what extent was the Third Estate responsible for altering the course of the French government?

*Thermidorian Reaction/Robespierre

LESSON OBJECTIVES

Students will be able to...

- use maps to compare and contrast geography of Europe before, during, and after the French Revolution as a means to determine the impact of violent revolution on the political geography of Europe.
- create a map that shows Europe before the French Revolution, at the height of Napoleon's empire, and after the Congress of Vienna.
- note the power, size, geographic features, rivers and waterways of Europe's dominant countries before the revolution.
- understand Europe prior to the French Revolution.
- Know key battles and events during the revolution.
- understand the changing size and relationship of Prussia as it compares to France, and the changing economic relationship of England to Europe.
- create a cause and effect chronology of the French Revolution.
- identify the terms/concepts below and determine how those terms are interrelated.
 - France was in massive debt from funding the American Revolution, maintaining the monarchy's lavish lifestyle at Versailles, and from Louis XVI's spendthrift, if not fiscally irresponsible predecessors.
 - Louis XVI called the Estates General
 - After the Third Estate demanded one man one vote, Louis XVI excluded them.
 - Tennis Court Oath: The Third Estate declared that they are the National Assembly.

- Storming of the Bastille
- Third Estate wrote The Declaration of the Rights of Man, as well as a constitution, and made the king its figurehead
- Louis XVI was caught trying to escape
- Austria and Prussia threatened invasion
- National Assembly retired
- In the belief that it would unite France, the Legislative Assembly declared war against Austria, Prussia, and Belgium
- The National Convention came to power
- Rivalries existed
- Robespierre allied with sans culottes (working poor)
- Committee of Public Safety was formed
- Reign of Terror began
- Louis XVI was beheaded
- Robespierre was beheaded
- Directory established – 5 man dictatorship
- Napoleon seized - 1 man dictatorship
- Metternich and his philosophies

MODULE SKILLS

Students will be able to...

- argue alternative perspectives of historical events.
- create multimedia presentations using a variety of historical documents.
- critically evaluate historical events.
- compare and contrast past historical figures with modern day leaders. critique Napoleon's leadership, determining the degree to which he fulfilled the ideals of the revolution set out in the Declaration of the Rights of Man. These points will need clarification: Napoleonic Code; his wife, Josephine; civil liberties (and lack thereof) for women, men, and religious minorities both inside and outside France; Nationalism; Austerlitz; Invasion of Russia; Leipzig; exile to Elba 100 days; Battle of Waterloo; St. Helena.
- judge Napoleon as both a hero and a tyrant.
- debate Metternich's response to the revolution: Legitimacy and Conservatism.

RESOURCES

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BY THE END OF NINTH GRADE THE INDUSTRIAL REVOLUTION

STATE STANDARD

6.2.12.A.3.A Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

6.2.12.A.3.B Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

6.2.12.A.3.C Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.D Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

6.2.12.A.3.E Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.3.F Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.

6.2.12.B.3.B Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

6.2.12.B.3.C Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.C.3.A Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.

6.2.12.C.3.B Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.

6.2.12.C.3.C Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

6.2.12.C.3.D Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.C.3.F Determine the extent to which Latin American political independence also brought about economic independence in the region.

6.2.12.D.3.A Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.B Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

BIG IDEAS/COMMON THREADS

World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.

ENDURING UNDERSTANDINGS

Innovations in technology led to the Industrial Revolution, set the stage for the growth of cities, forced a change in the economic structure of Europe and caused the growth of imperialism.

MODULE ASSESSMENT

Industrialization's impact on the media—i.e. advent of radio, t.v., internet, newspapers, etc.— has changed the way people receive, process, and internalize information; thereby, making uneducated consumers of media information subject to manipulation.

By drawing on historical examples of propaganda (war WWI propaganda in England, Nazi propaganda, anti-communist media coverage in the 1950's in the USA) students are to create a multi-media presentation (powerpoint, video, public service announcement) which helps illuminate for seventh grade audiences the dangers of media illiteracy.

ESSENTIAL QUESTIONS

PRIMARY: How did daily life and family life change as a result of the Industrial Revolution? Did the benefits outweigh the problems generated by societal shifts? In what ways did industrial growth impact society? (positives/negatives) Should government have a place in the economy? What should it be?

LESSON OBJECTIVES

Students will be able to...

- infer England's various geographic, political, economic, and cultural advantages that position it to begin the Industrial Revolution.
 - Geographic
 - Island
 - Rivers
 - Coal/Lumber
 - Fertile Land
 - Natural Ports
 - Political
 - Stable government
 - Protects property rights and contracts
 - Representative democracy to allow for the voice of different groups
 - Religious tolerance
 - Free expression
 - Economic
 - Joint Stock Company
 - Mobile labor force
 - Overseas colonies desiring English products
 - Cultural
 - Scientific innovation is encouraged as per their tradition of free expression

- Risk taking in the capitalist tradition is encouraged as per joint stock company and banking
- put the Industrial Revolution in a chronological context, noting how each term was impacted upon by preceding terms and contributed to the term which follows it, and how the ideas are born from either England's geographic, political, economic, or cultural advantages.
- Agriculture
 - Open Field System and impact on food
 - Turnips
 - Potato
 - Crop Rotation
 - Jethrol Tull
 - Enclosure Movement – Closed Field System
 - Displacement of Peasants
 - Cottage Industry
- Coal Power
 - The lumber is gone
 - Draining the coal mines
 - Newcomen
 - Watt
 - The Rocket
 - The Claremont
 - Manchester—the first industrial city
- identify the technological advances that produced during Industrial Revolution (Watt, Whitney, Bessemer, etc.).
- identify the advancements in science and medicine that improved life during the Industrial Revolution (Jenner, Pasteur, etc.).
- identify the impact of the Industrial Revolution on industrialized countries such as France with an emphasis on the following.
 - Population increase
 - Factory system
 - Increased demands for women's suffrage
 - Child labor (including child labor today)
 - Impact on slavery
 - Increased standards of living for many, though not all
 - Improved transportation
 - Urbanization
 - Environmental pollution
 - Increased education
 - Dissatisfaction of working class with working conditions
 - Introduction of reforms to end child labor
 - Expansion of education
 - Changes in the structure and function of the family
 - Growth of the middle class
- identify responses to the rise on industrialization, such as the Luddites and the rise of labor unions.

- examine Impressionism—how it reflects the Industrial era.
- define the following –isms.
 - Capitalism
 - Adam Smith’s Wealth of Nations
 - Role of market competition and entrepreneurial abilities
 - Impact on standard of living and the growth of the middle class
 - Dissatisfaction with poor working conditions and the unequal distribution of wealth in society
 - Socialism and communism
 - Karl Marx
 - Response to the injustices of capitalism
 - Importance of redistribution of wealth to the communists
 - Feminism
 - Environmentalism
 - Fascism
 - Liberalism
 - Conservatism

MODULE SKILLS

Students will be able to...

- evaluate sources for validity and credibility, and to detect propaganda, censorship, and bias.
- use publisher to create newspaper.

RESOURCES

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BY THE END OF NINTH GRADE IMPERIALISM

STATE STANDARD

6.2.12.A.3.G Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.

6.2.12.B.3.A Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.C.3.E Assess the impact of imperialism on economic development in Africa and Asia.

6.2.12.D.3.C Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

6.2.12.D.3.D Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.E Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

ENDURING UNDERSTANDINGS

Western countries colonized large areas of Africa and Asia, leading to major political and cultural changes.

MODULE ASSESSMENT

Class will be divided into 6 groups of 5 students each. Each group will be assigned one of the following countries to research their role in imperialism. (England, France, Germany, Holland, Japan, United States, other if necessary) Create a timeline of that countries involvement in imperialism and then use Inspiration to create graphic organizers that detail the 5 W's & 1 H of imperialism.

Did the country use military force? Who were the important leaders? What was the significant impact of imperialism on the countries involved? (Connections to today) What resources came from the region? How did the imperial country justify their actions? Explain the commercial interactions that took place. (As well as restrictions, tariffs, non-importation acts, triangle trade, trade wars {Opium War in China})

Culminating discussion/essay question: Can you judge events of the past with the morality of today?

(Can students use their own morals to pass judgment on the events of the past? Is it right to see things from the past with a modern perspective or is it better to "put yourself in others shoes?")

ESSENTIAL QUESTIONS

PRIMARY: Could civilizations in Africa and Asia have avoided European imperialism? How could the need for imperialism be justified? (Social Darwinism, ethnocentrism) What factors led to the rise of Imperialism?

How did the legacy of Imperialism effect today?

SECONDARY: What were the multiple motives for European imperialism?

In what ways did Europe carry out imperialism in Asia and Africa?

How did nations and regions in Africa and Asia respond to European imperialism?

LESSON OBJECTIVES

Students will be able to...

- identify the political and physical features of South Asia and Africa on a map of the world.
- identify what factors motivated Europeans to colonize Asia and Africa.
- identify which forms of imperialist control Europeans used in Asia and Africa.
- identify how and why Asians and Africans resisted imperialist control.
- identify what civil disobedience is and how it was utilized but Gandhi and those who came after him.
- compare and contrast different newspaper accounts of the incident in Tiananmen Square (Civil Disobedience).

MODULE SKILLS

Students will be able to...

- construct various forms of geographic representation to show the spatial patterns of physical and human phenomena.
- collaborate in groups to produce presentations.
- analyze primary source documents.
- apply five “w” methodology to answer hypothetical scenarios.

RESOURCES

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BY THE END OF NINTH GRADE WWI AND ITS IMPACT

STATE STANDARD

6.2.12.A.4.A Explain the rise of fascism and spread of communism in Europe and Asia.

6.2.12.A.4.B Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.C Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.D Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.B.4.A Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.C.4.B Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.C.4.C Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.D.4.A Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

6.2.12.D.4.B Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.

6.2.12.D.4.F Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.

6.2.12.D.4.G Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of “total war”

6.2.12.D.4.H Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.D.4.I Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.D.4.J Analyze how the social, economic, and political roles of women were transformed during this time period.

6.2.12.D.4.K Analyze how the arts represent the changing values and ideals of society.

6.2.12.D.4.L Assess the cultural impact of World War I, the Great Depression, and World War II.

ENDURING UNDERSTANDINGS

World War I had a transformative impact on the western mind, on the geopolitical landscape, as it also sowed the seeds of World War II.

Following WWI, the Treaty of Versailles set the stage for WWII and turmoil in the Middle East. The assassination of Archduke Ferdinand set the “spark” that started World War I.

MODULE ASSESSMENT

Each student will explore the question "What is it like to be in a conflict?" from the point of view of participants in World War I: a pilot, a nurse, a civilian at home, or a foot soldier.

Having studied the factual aspects of World War I, you will now take on the persona of a person directly affected by the war. You are familiar with the major events in the war, the countries involved and the situation on the home front. This task will provide you with the opportunity to understand the war from a personal perspective.

Create a museum display, including, pictures and diary entries, depicting a week in the life of the following different points.

ESSENTIAL QUESTIONS

PRIMARY: How would the world be different if WWI never happened?

Was WWI inevitable? (Concluding question)

How & why do nations decide to go to war? What if a significant faction objects to the war? What are the possibilities for the European outcome if the United States had not entered the war? How could WWI have been prevented?

When should a nation's going to war be justified? What are the alternatives to war? What is it like to be in a conflict?

LESSON OBJECTIVES

Students will be able to...

- identify the political and physical features of Europe on a map of the world.
- identify and provide the significance of the following:
 - Triple Entente
 - Triple Alliance
 - Balance of Power Politics
 - Militarism
 - Arms Race
 - Alliances
 - Balance of Power Politics
 - Arch Duke Ferdinand
 - Balkans Crisis
 - Alsace Lorraine
 - Russian Revolution
 - Submarine Warfare
 - Propaganda
 - Industrialized warfare and new weaponry
 - Trench Warfare
 - Western Front
 - Imperialism
 - Fourteen Points
 - Treaty of Versailles
 - George
 - Clemenceau

- Wilson
- explain the Economic, Political, and Social impact of WWI on Middle East, Europe, and Russia.
- connect present day fallout on Middle East: Iraq, Israel, and Lebanon to WWI.
- examine the causes and effects of the Armenian genocide, and compare and contrast that genocide to others they've studied and are occurring in the world today.
- compare and contrast the visions and philosophies of the authors of the Treaty of Versailles and the Fourteen Points and predict the outcomes that would attend to each vision.
- create a cause-effect chronology of World War I.
- interpret artwork and literature leading up to and reactions to WWI.

MODULE SKILLS

Students will be able to...

- compose realistic fiction personal accounts based on primary source research.
- take notes from lecture and readings.

RESOURCES

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BY THE END OF TENTH GRADE COLONIAL AMERICA AND AMERICAN REVOLUTION

STATE STANDARD

6.1.12.A.1.A Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.A.1.B Analyze how gender, property ownership, religion, and legal status affected political rights.

6.1.12.B.1.A Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

6.1.12.C.1.A Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.B Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

6.1.12.D.2.A Explain the consequences to Native American groups of the loss of their land and people.

6.1.12.A.2.A Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.

6.1.12.A.2.B Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

6.1.12.C.2.A Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.

6.1.12.D.2.A Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Students will understand that government can change based upon the needs of the people within a growing society and culture.

The development of social, political, and economic institutions in the colonies was influenced by the culture of a colonizing country.

The ideological, political, geographical, economic and religious, causes of the American Revolution are interrelated.

ESSENTIAL QUESTIONS

PRIMARY: How much influence do individuals have in changing the course of history?

Do leaders determine outcomes or do outcomes determine leaders?
Why do rules, laws, and government not always serve the common good of a society?

MODULE ASSESSMENT

- 1) As a student representative of River Dell Regional High School, your task is to give your opinions in the format of a speech regarding keeping or changing the current random drug testing policy. You will be provided with articles, statistics, and other data to develop your position. You need to convince the Board of Education to either keep the current policy or to revise it. Make sure your propositions reflect both sides of the drug testing policy. The expectation is that you will present the argument in the spirit of Thomas Paine.

Or:

- 2) You have been asked by the Committee of Correspondence for the colony of New Jersey to develop a pamphlet that reflects the expectations and desires of the people of your colony in regards to their intention for independence. Realize that many in your colony would rather stay loyal to the crown. Make sure your propositions reflect both sides of the issue while arguing why independence is the best course for your people. This argumentative pamphlet will be judged by the committee for publication based on their standards presented to you in advance of your writing efforts.

LESSON OBJECTIVES

Students will be able to...

- identify the incentives for coming to America (push/pull).
- identify and locate the 13 colonies.
- compare and contrast the regions (New England, Middle Atlantic and Southern).
- compare and contrast the impact of diverse religions on the lifestyles of the 3 colonial regions.
- explain how religion influenced the direction of government in Colonial America.
- identify the economic advantages of each region of Colonial America.
- discuss the role of the changing economy (mercantilism) and its impact on Colonial America.
- discuss the role of indentured servitude on the Southern colonies.
- list the reasons for the transition from indentured servitude to enslaved Africans (mere mention of Middle Passage).
- discuss how political institutions emerged in the English Colonies.
- explain the causes of the American Revolution.
- analyze the contributions and perspectives of African Americans, Native Americans and Women during the American Revolution.
- differentiate the points of view from both the British and Colonial perspectives.
- analyze the principles of the Declaration of Independence and how it affected the world.

- identify the factors affecting the course of the war and the reasons for the American victory.
- identify the factors affecting the course of the war and the reasons for the British loss.

MODULE SKILLS

Students will be able to...

- write a persuasive essay.
- take notes from primary source document.
- use expert opinions to support arguments.
- debate from different perspectives on the American Revolution.
- apply technological skills to assignments/projects.

RESOURCES

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BY THE END OF TENTH GRADE CONSTITUTION AND EARLY REPUBLIC

STATE STANDARD

6.1.12.A.2.C Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.D Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.E Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.F Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

6.1.12.B.2.A Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.B Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

6.1.12.C.2.B Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.

6.1.12.D.2.B Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.C Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.D.2.D Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.1.12.D.2.E Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Societies require rules, laws and government. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. Governments can change based on the needs of people, their society and their culture.

ESSENTIAL QUESTIONS

PRIMARY: How does the government established by the Constitution embody the purposes, values and principles of the American dream?

How can a government decision be based on a Constitution that does not explicitly state the answer?

Why have the roles and responsibilities of U.S. citizens changed?

MODULE ASSESSMENT

- 1) You have been asked to serve on a panel of experts on a broad Constitutional issue. Your panel will appear on “Meet the Press” on Sunday morning. You will present reasoned arguments on one of the following issues:

- Strip-searching students
- A child’s control of his/her body.
- Carry loaded fine arms in a National Park
- Assisted suicide
- Torture methods: Does this apply to the 4th amendment- Should the United States use torture methods to gain access to confessions?

Your team will receive the “Meet the Press” standards for discussion.

- 2) You are a high school student who is interested in earning a scholarship from a constitutional law foundation. This foundation is extremely interested in the history of the United States Supreme Court, especially during the tenure of Chief Justice John Marshall. In order to qualify, you will have to research John Marshall and four of the cases with which he was involved. Make sure to follow the guidelines listed below. Investigate the facts of the following Supreme Court Cases:

- Marbury v. Madison
- McCulloch V. Maryland
- Dartmouth College v. Woodward
- Gibbons v. Ogden

- a. Write a one-page summary for each of the cases above, including:

- An identification of the parties involved in each case (who, what , when, where);
- An identification of the key issues in each case;
- A summary of the decision in each case, including the constitutional reasoning behind each decision;
- An explanation of how each decision in a set precedent which increased the power of the federal government at the expense of state and local governments.

- b. Using what you have learned from your investigation of the Supreme Court cases, evaluate the importance of John Marshall's service as Chief Justice of the United States in establishing a strong federal government from 1801-1835. Be sure to address the central question of whether his actions strengthened or weakened the nation.
- c. Attach a list of sources to your report
- d. Evaluation (see rubric on S drive)

LESSON OBJECTIVES

Students will be able to...

- identify the issues involved in the creation of the United States Constitution.
- debate the points of view of the Federalist and Anti-Federalists positions.
- analyze the formation of a bicameral legislature.
- determine the role that compromise played in the creation of the Bill of Rights.
- explore how new land ordinances resulted in the development of public education and expanded opportunity.
- analyze how America has worked to expand the fundamental ideas of equality and natural rights in the United States and the world.
- analyze how the first American political party system developed.
- list the precedents set by Washington as first President.
- discuss Hamilton's financial program for the United States and the opposition to it.
- explain the importance of the Jay and Pinckney treaties.
- describe the problems John Adams encountered as President.

MODULE SKILLS

Students will be able to...

- analyze primary source documents.
- read and interpret primary source documents (Federalist Papers).
- compare and contrast branches of power (judicial, executive, and legislative).
- analyze the principles of the U.S. Constitution and summarize the purposes for and the processes of changing the U.S. Constitution.
- explain how geography and political affiliation had an influence on the development of the early Republic.
- analyze a multitude of primary source documents from the early Republic and compare them to contemporary political voices.
- analyze the choice of GW as the first President.
- discuss how GW's foreign policy impacted America's role in world affairs.
- identify some of the deep divisions between Federalists and Republicans.
- explain how judicial review expanded the power of the judiciary through landmark Supreme Court cases.
- identify basic freedoms guaranteed by the first ten amendments.

RESOURCES

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BY THE END OF TENTH GRADE WESTWARD EXPANSION

STATE STANDARD

6.1.12.A.3.A Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.B Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.3.C Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.A.3.D Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.A.3.E Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.F Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.G Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.H Analyze the various rationales provided as a justification for slavery.

6.1.12.A.3.I Relate the impact of the Supreme Court decision regarding the *Amistad* to the antislavery movement.

6.1.12.B.3.A Assess the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.C.3.A Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.C.3.B Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.D.3.A Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.B Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

6.1.12.D.3.C Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.D.3.D Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.E Determine the impact of religious and social movements on the development of American culture, literature, and art.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Through settlement and war, the United States greatly expanded its boundaries during the mid- 1800's.

ESSENTIAL QUESTIONS

Was Manifest Destiny a success for all Americans?

Did a changing landscape alter American politics, or did changing politics alter the American landscape?

What effect does expansion have on a country and its citizens?

MODULE ASSESSMENT

1. Was Manifest Destiny a success for all Americans?
2. Focusing on the 1840's expansion movement, students will analyze the provided primary source documents, and try to formulate an opinion from their assigned historical perspectives as to whether or not Manifest Destiny was a success for all Americans.

Students will be divided into the following perspective groups:

- a. Wealthy white citizens
 - b. Poor white citizens
 - c. Native Americans
 - d. Slaves
 - e. Government officials
 - f. Religious leaders
 - g. Mexican citizens
3. Students will be required to complete journal entries for their respective groups, while also composing questions to be asked of the rival groups in helping to formulate their opinions.
 4. Students will report on their observations as a group. After hearing the various points of view, students will be required to individually develop their own opinion pertaining to the focus question on Manifest Destiny.
 5. Rubric will be attached.

LESSON OBJECTIVES

Students will be able to...

- identify events after the War of 1812 that showed a spirit of nationalism.
- explain how the Supreme Court increased the national government's power.
- determine the impact of the Monroe Doctrine on strengthening America's influence in the Western Hemisphere.
- determine the impact of the Supreme Court decisions under John Marshall.
- discuss how internal improvements affected sectionalism.
- analyze the differences between the North and the South.
- analyze the political, economic, and social differences between the three competing sections (North, West, and South) in America.
- explain how the Missouri Compromise temporarily maintained a balance between Slave states and Free states.
- analyze the elections of 1816 to 1828 and how the political system undergoes change.
- determine if Jacksonian Democracy favored the common man.
- determine if Jacksonian Democracy accelerated the pace towards the Civil War.
- analyze reasons why Americans wanted to expand their territory to the Pacific.

MODULE SKILLS

Students will be able to...

- describe and map American territorial expansions and the settlement of the frontier during this period.
- analyze the causes and consequences of continuing conflict between Native Americans tribes and White settlers.
- chart the westward movement and expansions of the various American cultural groups.
- empathize with the various points of view pertaining to the concept of Manifest Destiny.
- debate the various points of view pertaining to the concept of Manifest Destiny.
- compose a persuasive essay.

RESOURCES

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BY THE END OF TENTH GRADE CIVIL WAR AND RECONSTRUCTION

STATE STANDARD

6.1.12.A.4.A Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.A.4.B Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

6.1.12.A.4.C Evaluate how political and military leadership affected the outcome of the Civil War.

6.1.12.A.4.D Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

6.1.12.B.4.A Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.

6.1.12.B.4.B Analyze the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.C.4.A Assess the role that economics played in enabling the North and South to wage war.

6.1.12.C.4.B Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.C.4.C Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.4.A Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.B Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

6.1.12.D.4.C Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.D Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.E Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

The Civil War was a turning point for the American people.
It was necessary to curtail rights and freedoms during the Civil War.
Military conflict led to total war between the North and South

ESSENTIAL QUESTIONS

PRIMARY: What were the significant social, economic, and political events that led to this “disunion” and how did each event bring the nation a step closer to Civil War? What role does political leadership play in union/disunion? Did slavery cause the Civil War? Did Reconstruction serve its purpose? Did it actually rebuild or did it continue to tear down?

MODULE ASSESSMENT

[Lincoln Mock Trial](#)- Was he a defender of freedom or an advocate of slavery?

LESSON OBJECTIVES

Students will be able to...

- analyze different points of view in regard to New Jersey’s role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey’s vote in the elections of 1860 and 1864.
- assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women’s suffrage movement.
- describe New Jersey’s role in the post-Civil War era, including New Jersey’s votes on the 13th, 14th, and 15th amendments to the United States Constitution.
- explain Reconstruction as a government action, how it worked, and its effects after the war.
- discuss the impact of retaliatory state laws and general Southern resistance to Reconstruction.
- justify the various compromises that were enacted when new states were admitted to the Union.
- explain the prevailing attitudes, beliefs and socio-economic factors in the North and South that led to the Civil War.
- identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.
- illustrate the impact that geography, improved military strategies and new modes of transportation had on the outcome of the war using maps and primary sources.
- compare and contrast the immediate and long term effects of the war on the economies of the North and South.
- explain how the varying political perspectives on Reconstruction resulted in different outcomes.
- compare the Lincoln-Johnson plans for Reconstruction with the plans of the Radical Republicans.

- determine the economic impact of Reconstruction on the South from different perspectives.

RESOURCES

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BY THE END OF ELEVENTH GRADE IMMIGRATION, INDUSTRIALIZATION, URBANIZATION, ASSIMILATION, AND ACCULTURATION 1890-PRESENT

STATE STANDARD

6.1.12.A.5.A Relate industrial growth to the need for social and governmental reforms.

6.1.12.A.5.B Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.C Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.A Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.B Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.A Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.B Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.C Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.D.5.A Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.B Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.C Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

6.1.12.D.5.D Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Immigration affects industrialization and vice versa. Immigrants are affected by assimilation and acculturation. Immigration and industrialization lead to urbanization.

ESSENTIAL QUESTIONS

PRIMARY: What should be the role of government?
Why is 'where' important? How does the role of assimilation and acculturation affect one's ethnic identity? How does the American Dream impact immigration?

MODULE ASSESSMENT

Questions for your forefathers- immigration research

Assignment directions: Go home, contact your relatives and have conversations with your parents and grandparents, etc. Take notes so you get the details.

Goal: Find your own family's personal story as it relates to immigration. Then write about your discoveries. Incorporate other elements relating to immigration from our formal learning in-class, online resources, books and other sources. 2+ page typed double spaced, 12 point-font write up of your family's immigration story.

Questions to ask:

From where did your relatives emigrate?

Why did they leave their home and come to America?

Where did they first settle?

Can you discover any stories about their experiences? Include them.

How did they make a living there and here? Similarities/differences from country of origin?

How is this country different from their homeland?

Have your parents/grandparents lived in a city? If so, what was it like?

Similar/different from suburbs?

Did they ever live on a farm? How is that similar/different from your life in the suburbs?

How do the experiences of your family (which you've just learned) compare to those discussed in the textbook?

UNIT ASSESSMENTS

1. (Immigration) Interview Project: Interview an immigrant and the class will assess the commonalities between all different immigrants. Do modern immigrants come for the same reasons as earlier immigrants? Compare/contrast reasons for immigration, immigration experience, and assimilation. Do immigrants today have to assimilate in the same way as immigrants in the early 20th century do?
2. (Industrialization) Find a firsthand account of a factory worker in the early 1900's that discusses/deals with their working conditions and the impact of their job on their personal life. Create a Photo Story where you read the firsthand account (or an excerpt from it if it's too long) and use pictures that represent the account. Include background music that you feel ties the whole thing together. When the Photo Story is finished, write a one page rationale

that explains why you chose that account, the pictures, and the music and how they reflect Industrialization in America.

3. (Urbanization) Write a series of journal entries from the point of view of an immigrant living in a large American city that aims to show acculturation and assimilation. The first of the journal entries should be written upon arrival into America. The second should be 2-5 years later that reflect on their occupation (what jobs are available to immigrants living in urban areas?) The third and final journal entry should be 10-15 years later and should reflect the changes in their life from their arrival in America to the time when the journal is written. (What has happened to their ethnic identity? How do they fit into America?)
 - a. Mini-Debate: In groups of 4 (2 'nativists' and 2 'immigrants'). Your task is to convince your opponents that your point of view is the 'right' way of thinking. In order to successfully debate, research must be done in advance. Students should research and understand the arguments and explanations for their party.

LESSON OBJECTIVES

Students will be able to...

- understand the impact of immigration on both industrialization and urbanization.
- interpret the hardships that immigrants faced moving to America.
- compare and contrast different perspectives from the time (ex: nativists vs. immigrants).
- explain the role of government in immigration, industrialization, and urbanization.

MODULE SKILLS

Students will be able to...

- write persuasive essays supported with primary source documents.
- analyze and interpret primary source documents.
- use technology in the production of assessments.
- express opinions and ideas verbally.

RESOURCES

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BY THE END OF ELEVENTH GRADE POLITICS: POWER, POLITICS AND YOU. THE ROLE OF GOVERNMENT FROM 1890-PRESENT

STATE STANDARD

6.1.12.A.9.A Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.1.12.B.9.A Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

6.1.12.C.9.A Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.C.9.B Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.9.C Explain the interdependence of various parts of a market economy.

6.1.12.C.9.D Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.

6.1.12.D.9.A Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.D.9.B Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.A.10.A Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.

6.1.12.A.10.B Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.10.C Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.B.10.A Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12.C.10.A Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.C.10.B Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.D.10.A Analyze how other nations responded to the Great Depression.

6.1.12.D.10.B Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

6.1.12.A.15.A Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.A.15.B Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

- 6.1.12.A.15.C** Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.D** Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
- 6.1.12.A.15.E** Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.
- 6.1.12.A.15.F** Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.B.15.A** Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
- 6.1.12.C.15.A** Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.B** Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.A** Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.B** Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.1.12.D.15.C** Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.D.15.D** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Government is necessary for a civilized society. The role of government shifts depending on time period, social systems, and outside influences.

ESSENTIAL QUESTIONS

- What is the role of the President?
- What are the roles of political parties?
- What is the relationship between the government and the people?
- How is this relationship reflected through domestic politics?
- How do rules, laws and government serve the common good?
- What is a "scandal?" Why do political scandals occur?

How have the basic principles of American Democracy been changed by political parties, presidential policy and scandals?

MODULE ASSESSMENT

“Eyewitness News Team”- Dateline or Primetime

Students will present current event politics. Some background on media should be included as part of the set-up for this unit.

Scenario- you and your production team will develop, produce, film and present an hour long show that addresses a current political issue. Provide in-depth research as to the issue as well as the historical background that led to the relevance of the issue. (various options are available –moviemaker, interdisciplinary work with TV media and RD TV)

In groups, teams of students research and present current political stories (this project could work with past events also). Students are to research the background of the issue, different perspectives, relevance, connections and editorial viewpoints on the topic. This project could also include a unit on media analysis, the creation of the news, perception, distortion, etc.) Examples: Obama’s Health Care plan, the “Birther” movement, the “Beer Summit” racial profiling, TARP bailout, etc.

UNIT ASSESSMENTS

Examining Political Scandal and the impact on Political Party

1. Read the excerpt from Lincoln Steffens’, *Shame of the City* and Gilded Age newspaper articles to consider the following
 - a. Identify the corrupt practices outlined there in.
 - i. Why are these practices problematic?
 - ii. What has enabled these practices to be sustained?
2. Write a newspaper article explaining scandal X (ex. Teapot Dome)
3. Interpret photographic images from Jacob Riis’ *How the Other Half Lives* and the Newport Mansions website to answer the following:
 - a. Analyze the images for context clues about life during the Gilded Age
 - b. What do these images tell you about politics in an urban setting?
 - c. What do these images tell you about life during the Gilded Age?
 - d. How does knowing some of the images were staged change your perspective about their integrity?
4. Compare and contrast presidents X and Y: For example: Using the Truman Library and the Eisenhower Library Websites compare and contrast the two presidents:
 - a. What domestic issues were most important to them?
 - b. What foreign policy issues dominated their administration?
 - c. How did they feel about their role and responsibility as president?
5. Understanding Perspective: You are a member of a Political Action Committee during X’s presidential term and you have been asked to create a Public Service Announcement promoting your constituent’s agenda on an important issue during that time. For example, the NRA is facing stricter gun-

control laws during the 1990's. Develop a one minute PSA that illustrates the NRA's position on those laws.

LESSON OBJECTIVES

Students will be able to...

- explain the connection between politics and economics.
- apply/transfer concepts described in different events.
- interpret roles and responsibilities of both the government and individuals.
- consider multiple points of view.
- empathize (put yourself in the issue); consider events from their own perspective.
- consider information sources, validity and meaning.

MODULE SKILLS

Students will be able to...

- identify primary sources; speeches, essays and public records.
- read primary sources; interpreting author's message, identifying facts about the time period and developing an understanding of social life.
- synthesize and analyze information in the formation of an opinion.
- write paragraphs.

RESOURCES

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BY THE END OF ELEVENTH GRADE
WAR 1890-PRESENT: SPANISH-AMERICAN WAR, WWI, WWII, COLD
WAR, KOREA, VIETNAM, DESERT STORM, WAR IN IRAQ

STATE STANDARD

6.1.12.A.7.A Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12.A.7.B Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.

6.1.12.A.7.C Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

6.1.12.B.7.A Explain how global competition by nations for land and resources led to increased militarism.

6.1.12.C.7.A Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.B Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.D.7.A Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.1.12.D.7.B Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.D.7.C Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

6.1.12.A.10.A Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.

6.1.12.A.10.B Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.10.C Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.B.10.A Assess the effectiveness of New Deal programs designed to protect the environment.

6.1.12.C.10.A Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.C.10.B Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.D.10.A Analyze how other nations responded to the Great Depression.

6.1.12.D.10.B Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

6.1.12.D.10.C Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.

- 6.1.12.D.10.D** Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.A.10.A** Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- 6.1.12.A.10.B** Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.C** Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.B.10.A** Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.A** Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.10.B** Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.D.10.A** Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.B** Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.C** Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.D** Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.A.12.A** Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.B** Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.A.12.C** Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.A** Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.C.12.A** Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.C.12.B** Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.C** Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.D** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.A** Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.B** Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.C** Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.D.12.D Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.E Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Economic and social influences on political relationships among nations can lead to either conflict or alliances. The role of government is open to interpretation and can vary with the type of government and how much voice the people have.

ESSENTIAL QUESTIONS

Why is 'where' important? How have technology and changing demographics impacted 20th century conflicts? What causes change? How do patterns of cause and effect manifest themselves in chronology of history? Why do rules laws and government not always preserve individual rights and the common good? What can be done about it? What is the formal and informal relationship of the United States to other nations? How do ethnic and religious differences lead to conflict?

MODULE ASSESSMENT

- A.** What are the social, economic and political causes and effects of international conflicts? Read the attached document on the Bosnian conflict of 1990.
1. Identify the social, political and economic causes of the conflict
 2. Explain the impact of the conflict on international relationships.
 3. Using your knowledge of other historical conflicts, identify the similarities between the Bosnian conflict and one other, previous conflict that we have studied.
- B.** Would you participate in war?
1. Under what circumstances would war be acceptable?
 2. How would you define the enemy?

UNIT ASSESSMENTS

1. Dear America: Letters Home from Vietnam essay: The Vietnam war was first a crusade, then a challenge and finally a burden. Using examples from the film and other primary resources explain why this statement is true.
2. Genocide PPT project and presentation. Research an instance of genocide during the 20th century. Develop a PPT presentation to give to the class on the causes and outcome of the event.
3. Spanish American War jigsaw. Divide the causes and outcome into ten topics that are distributed among the students who are divided into ten groups

of 2 or 3. Students will answer a set of questions and develop an inspiration chart to illustrate the relationships among the causes and effects.

LESSON OBJECTIVES

Students will be able to...

- identify nations on a map for Imperialism, WWI, WWII, Cold War, Korea, Vietnam and Iraq.
- interpret foreign policy decisions: Roosevelt Corollary, Dollar Diplomacy, Mission Diplomacy, Treaty of Versailles, Truman Doctrine, Marshall Plan.
- connect historical events: Treaty of WWI sets the stage for WWII, Bolshevik Revolution sets the stage for the Cold War, Oil dependence give rise to conflicts like Desert Storm and Iraq War.
- understand national motivations for imperialism and war: Industrial Development, Technology Development, Cultural imperialism.
- explain economic influences on politics: Technology, Globalism, International Outsourcing.

MODULE SKILLS

Students will be able to...

- write persuasive essays supported with primary source documents.
- analyze and interpret primary source documents.
- use technology to in the production of assessments.
- express opinions and ideas verbally.

RESOURCES

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BY THE END OF ELEVENTH GRADE
SOCIAL CHANGE: PROGRESSIVISM, THE ROARING TWENTIES, NEW DEAL, CIVIL RIGHTS, 1980'S CONSERVATISM, MODERNISM, GLOBALISM

STATE STANDARD

6.1.12.A.6.A Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.B Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.C Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., *Plessy v. Ferguson*) and state and local governmental policies.

6.1.12.B.6.A Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.B Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

6.1.12.C.6.A Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.B Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.C Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

6.1.12.D.6.A Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.B Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.C Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.A.8.A Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.8.B Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.A.8.C Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

6.1.12.B.8.A Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

6.1.12.C.8.A Analyze the push-pull factors that led to the Great Migration.

6.1.12.C.8.B Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.D.8.A Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence

6.1.12.D.8.B Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

6.1.12.D.10.C Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.

6.1.12.D.10.D Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

6.1.12.A.13.A Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

6.1.12.A.13.B Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

6.1.12.A.13.C Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

6.1.12.B.13.A Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

6.1.12.B.13.B Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

6.1.12.C.13.A Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.C.13.B Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.C Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.

6.1.12.C.13.D Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13.A Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.B Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.D.13.C Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.D Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.D.13.E Explain why the Peace Corps was created and how its role has evolved over time.

6.1.12.D.13.F Relate the changing role of women in the labor force to changes in family structure.

6.1.12.A.14.A Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.A.14.B Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6.1.12.A.14.C Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.D Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.E Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.F Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.G Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.H Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.A Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.B Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.C Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.D Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

6.1.12.C.14.A Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.B Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy

6.1.12.C.14.C Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.D Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.D.14.A Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.B Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.C Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

6.1.12.D.14.D Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.E Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.F Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.A.16.A Determine the impact of media and technology on world politics during this time period.

6.1.12.A.16.B Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.C Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.B.16.A Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.C.16.A Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.B Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.C Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

6.1.12.D.16.A Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.B Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.C Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

The meaning of citizenship has evolved through social conflict, changing belief systems and evolving social mores and paradigms.

ESSENTIAL QUESTIONS

In what ways do social rebellions affect the performance of government on a local and federal level? How does technology both evolve with and impact the changing times? What roles do women, African Americans, Native Americans, and Gay Americans play in the evolution of the time period? (Women's Rights, Gay Rights, Civil Rights, Harlem Renaissance) What role does America play on both a national and global level and how is that role reflective of the times? Who is responsible for social change – the government, the individual or both – and to what extent?

MODULE ASSESSMENT

What is the legacy of the New Deal? Research the New Deal in depth and using what you have already learned about social change answer the following question: To What extent did the New Deal create social change? (Think about the New Deal in terms of its impact on race, gender, law, employment, economics, urban v. rural society). Write a comprehensive essay expressing your position.

UNIT ASSESSMENTS

1. In this project you will learn about the impact of racism and xenophobia on American laws and politics during the 1920's & 1930's. Using the *Famous Trials* website you will investigate the cases listed below and analyze them. Chicago Black Sox Trial 1921, Scopes Monkey Trial 1921, Sacco & Vanzetti 1925, Leopold & Lobe 1924, Sweet Trials 1926, Massie Trials 1931, Scottsboro Boys 1931, Hauptmann Trial 1933. *Instructions:* In small groups, you will be assigned one of the cases listed above. Go to Famous Trials at <http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm> and select your case. Use this website as a *starting point* for your research. Each one of the cases is a well known, high profile case in American history and there are numerous resources that detail the events leading to the trial, the events surrounding the trial, and the significance of the trial's outcome. You and your group will develop a PPT presentation on the case that answers the following: Background on the case (who, what, when, where). What American beliefs and values influenced the events surrounding the trial? What was the political climate during the investigation and trial? How did those politics, beliefs and values affect the outcome of the trial? Were there any constitutional violations during the investigation and/or trial? What legal precedent/s was/were set as a result of this case? Could a situation like the one in the case happen again? Why or why not? To what degree do you think that issues of race/ethnicity, popular morality and politics effects the investigation and prosecution of crime in the US?
2. Have the students read the speech "The Ballot or the Bullet" by Malcom X and compare it to Martin Luther King's "I have a Dream" speech. They can discuss the differences in perspective and attitude towards Civil Rights.
3. Have the students read "Why I want a Wife?" by Judy Brady and write their own satirical essay about something affecting their rights today.

4. Compare and contrast Obama and FDR in the context of social change (see numerous current event articles from Spring 2009). Is the New Deal relevant today? Did Obama institute a “new New Deal” in 2009? To what degree has the New Deal been resurrected in the modern era?

LESSON OBJECTIVES

Students will be able to...

- discuss to what extent government and social change affect each other.
- identify causes of social change: Advancements in education, changes in the economy, shifts in values (Harlem Renaissance, Feminist movement, Civil Rights movement, Sexual revolution).
- explain the different forms of technology and their role in society: Radio, TV, Cell Phones, Computers, Internet, medical advancements.
- understand the role authority played in society: Legislative changes (Prohibition, Civil Rights legislation, changes in Family Law).
- connect domestic relations to racial and ethnic relations: How Americans interact with one another (NAACP, AIM, Gay Rights, Migrant Worker Rights, KKK).

MODULE SKILLS

Students will be able to...

- identify social changes from one era to the next.
- explain the evolution of technology and its impact on society.
- understand the changes in racial relationships.
- describe the role of authority (government) in society.

RESOURCES

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BY THE END OF ELEVENTH GRADE TECHNOLOGY: MANUFACTURING, WAR MACHINES, INVENTIONS, FORENSIC SCIENCE, COMPUTERS

STATE STANDARD

6.1.12.D.6.A Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.C.7.A Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.11.B Relate new wartime inventions to scientific and technological advancements in the civilian world.

6.1.12.C.12.C Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.C.14.D Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.

6.1.12.C.16.A Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.B Predict the impact of technology on the global workforce and on entrepreneurship.

BIG IDEAS/COMMON THREADS

An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

ENDURING UNDERSTANDINGS

Technology is a central component of “change” and influence in events in the 19th, 20th and 21st centuries.

ESSENTIAL QUESTIONS

Does technology follow demand or did someone create something that then generated demand? Or is it both?

What is the nature of innovation?

Where do new ideas come from?

What ethical questions/issues arise from the use of technology (e.g. is technology _____ good or evil)?

MODULE ASSESSMENT

Develop Timelines

In small groups, students will research and create a chronological timeline of for each of the 4 major themes. Their work will focus on inventions, changing technology and the impact of both on society.

One timeline for each major theme:

- 1) 1877-2009 Immigration/Urbanization
- 2) 1877-2009 Politics
- 3) 1877-2009 War
- 4) 1877-2009 Social change

How has technology changed each?

SUGGESTED TOPIC OR EVENTS FOR ANALYSIS/DISCUSSION

Atomic energy, communication technology, Stem cell research, Global Warming, other current topics

RESOURCES

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