

TOWNSHIP OF UNION PUBLIC SCHOOLS



United States History I

Adopted: January 16, 2024

ERA 1: COLONIZATION AND SETTLEMENT

Unit Title: US History - ERA 1: COLONIZATION AND SETTLEMENT

Grade level: 10th Grade Timeframe: 3-4 weeks

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on **NJDOE SS Standard: 6.1.12. U.S. History**

Guiding Questions

1. Why and how did different societies in the Americas, Europe, and Africa conflict and cooperate with each other?
2. What events lead to Columbus' journey to the Americas? What is the Columbian Exchange? What were some positive and negative effects of the Columbian Exchange? How has our understanding of Columbus' discovery of the New World changed over time?
3. How did the Transatlantic Slave trade operate between Europe, Africa, and the Americas? What were the effects?
4. How did the slave trade and the Middle Passage contribute to the African diaspora? How did people resist enslavement and colonization?
5. What led to the settlement of the Jamestown, Plymouth, and Massachusetts Bay colonies?
6. What were the economic, social, and political characteristics of the three British colonial regions (Massachusetts, New Jersey, and Virginia)?
7. Compare the practice of slavery and indentured servitude in the British colonies. How do these systems evolve over time? How did Bacon's Rebellion play a role in the shift from indentured servitude to race-based slavery?
8. What was the Virginia House of Burgesses? What are some important codes of law that emerged from this early governing body in Virginia?
9. How did the colonists and Native Americans both cooperate and clash with each other throughout this time period?

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Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.1.a - Civic Political Institutions
- 6.1.12.CivicsPD.1.a - Civic Participation & Deliberation
- 6.1.12.GeoGI.1.a - Global Interconnections
- 6.1.12.EconGE.1.a - Global Economy

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none"> 1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. 2. Map Analysis: Provide a map of the world in the 15th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge. 3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review 4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to colonization, such as the impact on Native American populations or the motivations of European explorers. This will evaluate their ability to engage in informed discussion. 	<ol style="list-style-type: none"> 1. KWL Chart: <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." 2. Map Analysis: <ul style="list-style-type: none"> ○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. 3. Primary Source Analysis: <ul style="list-style-type: none"> ○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

ERA 1: COLONIZATION AND SETTLEMENT

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT explain how the British North American colonies adopted the British governance structure</p>	<p><i>It is the teacher's discretion to determine which Historical Thinking Skills to assess and how to gradually progress throughout the year.</i></p> <p>Primary and Secondary Source Analysis</p> <p>Historical Thinking skills</p>	<p>Class Discussions/ Participation</p> <p>Gallery Walks/Graphic Organizers</p>	<p>Direct Instruction: Determine the economic causes of colonization in Jamestown using a suggested graphic organizer.</p> <p>Paired Work/Small Groups: House of Burgesses Slave Codes Group Work</p>	<p>I. Extended Time:</p> <ul style="list-style-type: none"> ○ Modification: Offer extended time for completing pre-assessment activities to accommodate students who may require additional processing time.
<p>WALT explain the foundation of individual rights</p> <p>WALT explains the foundation of participatory government.</p> <p>WALT analyze multiple sources containing factors that expanded political rights.</p> <p>WALT analyze multiple sources containing factors that led to increased participation in government.</p>	<p>Current Events/Relate content to the present (Continuity and Change)</p> <p>SOAPPS Document Analysis</p> <p>Save the Last Word For Me</p> <p>Active Reading/Annotations</p> <p>Engage in active reading techniques such as highlighting key points, underlining important information</p>	<p>Peardeck/Nearpod Notebook CheckS</p>	<p>Relate to the foundational concepts of English Puritanism and religious hardships in England.</p>	<ul style="list-style-type: none"> ○ Digital Tools: ○ Modification: Utilize digital tools, such as online concept mapping software or multimedia resources, to engage students with diverse learning preferences. ○ Sensory Supports: <p>Modification: Provide sensory supports, like fidget tools or sensory breaks, for students with sensory</p>

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<p>WALT explain the foundation of economic growth</p> <p>WALT explain how geographic variations impacted the economic development in the New World.</p> <p>WALT explain how geographic variations impact trade with global markets.</p> <p>WALT explain the practice of mercantilism as an economic concept</p> <p>WALT explain the practice of capitalism as an economic concept.</p>	<p>Hexagonal Thinking Template</p> <p>Inferencing Framework</p> <p>Digital Breakout Rooms</p> <p>EduProtocols/Cyber Sandwich</p>	<p>Google Forms Weekly Check-Ups</p>	<p>Direct Instruction:</p> <p>Trans-Atlantic Slave Trade</p> <p>Mercantilism Rap</p>	<p>sensitivities to help them stay engaged during pre-assessments.</p> <p>Assistive Technology:</p> <ul style="list-style-type: none"> ○ Modification: Allow students to use assistive technology devices or software that can read text aloud or provide other necessary accommodations.
<p>WALT assess impact of interactions of conflict between native groups</p> <p>WALT assess impact of interactions of conflict between native groups and settlers</p>		<p>Indigenous Americans Webquest</p>	<p>Group work:</p> <p>Different People in the Colonies (1.10 notes)</p> <p>Bacon's Rebellion and Indigenous Conflict/Cooperation</p>	

Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
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<p>Document-Based Question (DBQ) Essay:</p> <ul style="list-style-type: none"> • Provide students with a set of primary source documents, maps, and secondary sources related to a specific aspect of the unit, such as the impact of colonization on Native American cultures. Ask students to analyze these sources and construct an argumentative essay that addresses a central question related to the topic. 	<p>Extra Time Hard Copies DBQOnline (with scaffolding options)</p>
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Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Colonial America Simulation:</p> <ul style="list-style-type: none"> • Description: Organize a classroom simulation where students take on the roles of various historical figures from the colonial period, such as European colonists, Native American leaders, or colonial governors. They must make decisions and interact based on the historical context of the time. 	<p>Extra Time Hard Copies</p>

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Topic Selection:</p> <ul style="list-style-type: none"> ○ Each student or group selects a specific aspect of Colonial America to research. Topics may include: <ul style="list-style-type: none"> ■ The impact of European diseases on Native American populations. 	<ul style="list-style-type: none"> ○ Teachers may provide a list of approved topics or allow students to propose their own.

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- The role of women in colonial society.
- The economic systems of the colonies.
- The interactions between different Native American tribes and European settlers.
- The causes and effects of key colonial conflicts (e.g., the Pequot War, King Philip's War).
- The development of representative government in the colonies.
- The triangular trade and the Atlantic slave trade.

Extra Time
Hard Copies

Interdisciplinary Connections

Interdisciplinary Connections

Reading Standards for Informational Text (RI):

RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences.

1. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
2. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
3. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

Writing Standards (W):

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.

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11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust**/Genocide Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

ERA 2: Revolution and the New Nation

Unit Title: Era 2 - Revolution & the New Nation

Grade level: 10th Grade Timeframe: 3-4 weeks

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.

- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Guiding Questions

1. How did Great Awakening and Enlightenment ideas in Europe affect the daily lives of British colonists and free and enslaved people in North America? What philosophical ideas inspired the colonists during this period?
2. Describe Peter Zenger's role in the development of freedom of the press in colonial America and how these ideas are represented today.
3. How did land claims in North America affect relationships between French, British, and Indigenous cultures during and after the French and Indian War?
4. What laws did British Parliament pass following the French and Indian War? How did these laws violate the colonists' natural rights? What was meant by the phrase "no taxation without representation"? How did the colonists respond both violently and peacefully?
5. What is the significance of the Boston Massacre? What is propaganda and how was it used to rally British colonists against British Loyalists?
6. What were the beliefs and goals of the patriots, loyalists, and neutral colonists throughout this time period?
7. What were the political, social, and economic grievances mentioned in the *Declaration of Independence*? What Enlightenment principles are included in the *Declaration*? How does the institution of slavery contradict the principles of liberty and freedom, especially in NJ? How is the slave trade affected by this document?
8. What struggles did the Continental Army face? How did George Washington and others address them?
9. How did free African-American societies, women, and indigenous people play a role during the Revolution era?

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10. Why did New Jersey's location play an integral (important) role in the American Revolution?
11. How did the American Revolution become a global conflict? What are the consequences of the Treaty of Paris of 1783? How did this affect American, Indigenous, and European relations?

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>2. Map Analysis: Provide a map of the world in the 18th century, and ask students to identify the continents and</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." <p>2. Map Analysis:</p>

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<p>major civilizations present at the time. This can help you assess their geographical knowledge.</p> <p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p> <p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to the Revolution, or the formation of early forms of government.</p>	<ul style="list-style-type: none"> ○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. <p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> ○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT prepare and articulate the importance of individual rights in the U.S. Constitution</p> <p>WALT prepare and articulate the importance of separation of powers in the U.S. Constitution</p> <p>WALT prepare and articulate the importance of government structure in the 1776 N.J. Constitution and the U.S. Constitution.</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. Primary and Secondary Source Analysis Strategies</p> <p>3. Online Textbook - Peer Edited by College Professors</p> <p>4. ReadWorks</p> <p>5. ActivelyLearn</p> <p>6. NewsELA</p>	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p>

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<p>WALT Explain how judicial review made the Supreme Court an influential branch of government.</p> <p>WALT Construct an argument regarding the continual impact of the Supreme Court today.</p>	<p>note-taking tools.</p> <p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p>7. Digital Museums</p> <p>8. Digital History Database</p> <p>9. Africans in America</p> <p>10. U.S. History Lessons Stanford History Education Group</p>	
<p>WALT Examine the emergence of early political parties and their views on centralized government.</p> <p>WALT Examine the emergence of early political parties and their views on foreign affairs.</p> <p>WALT Compare the positions of today's political parties with that of early political parties.</p> <p>WALT Compare and contrast arguments of the federalists and anti-federalists</p> <p>WALT assess the significance of the ratification debates.</p>	<p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn</p>	<p style="text-align: center;"><u>Unit specific</u></p> <p>1. Revolutionary War Reenactment:</p> <ul style="list-style-type: none"> ○ Resource: National Park Service - American Revolution <p>2. Black Soldier Profiles and Creative Writing:</p> <ul style="list-style-type: none"> ○ Resource: The African American's Role in the American Revolution <p>3. Constitutional Convention Simulation:</p> <ul style="list-style-type: none"> ○ Resource: Constitutional Convention Simulation Lesson Plan 	

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<p>WALT assess the continuing relevance of the ratification debates.</p>		<p>diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>4. Revolutionary War Correspondence:</p> <ul style="list-style-type: none"> ○ Resource: Letters from an American Farmer 	
<p>WALT account for the regional differences of the United States</p>				
<p>WALT analyze how the U.S. accounted for regional differences</p>		<p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>	<p>5. Declaration of Independence Analysis:</p> <ul style="list-style-type: none"> ○ Resource: Declaration of Independence Transcript 	
<p>WALT analyze how the U.S. strived to create a national identity</p>				
<p>WALT evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands</p>		<p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>	<p>6. Founding Documents Gallery Walk:</p> <ul style="list-style-type: none"> ○ Resource: National Archives - Founding Documents 	
<p>WALT evaluate the effectiveness of the Northwest Ordinance in resolving disputes over the expansion of slavery.</p>			<p>7. Revolutionary War Artifacts Study:</p> <ul style="list-style-type: none"> ○ Resource: National Museum of American History - Revolutionary War Artifacts 	
<p>WALT Assess the effectiveness of new states to respond to domestic economic challenges.</p>			<p>8. Biographical Profiles of Founding Fathers and Mothers:</p> <ul style="list-style-type: none"> ○ Biographies of the Founding Fathers and Mothers 	
<p>WALT Assess the effectiveness of the national Government to respond to domestic economic challenges.</p>		<p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>		

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<p>WALT Assess the effectiveness of the national Government and new states to respond to foreign trade policy issues.</p>			<p>9. American Revolution Debate:</p> <ul style="list-style-type: none"> ○ Resource: Debate Topics for the American Revolution 	
<p>WALT analyze how technological developments transformed the economy</p> <p>WALT analyze how technological developments created international markets</p> <p>WALT analyze how technological developments affected the environment of New Jersey</p>			<p>10. Revolutionary War Propaganda Analysis:</p> <ul style="list-style-type: none"> ○ Resource: Library of Congress - Revolutionary War Posters <p>11. Founding of Political Parties Simulation:</p> <ul style="list-style-type: none"> ○ Resource: Federalists vs. Anti-Federalists 	
<p>WALT Construct responses to arguments in support of new rights and roles for women.</p> <p>WALT Construct responses to arguments explaining the reasons against new rights and roles for women</p>				

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WALT research multiple perspectives on the American identity				
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Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Comparative Essays:</p> <ul style="list-style-type: none"> ○ Assign comparative essays that explore the similarities and differences between the American Revolution and other revolutions in world history, like the French Revolution. 	Extra Time Hard Copies DBQOnline (with scaffolding options)

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>2. Revolutionary War Dioramas:</p> <ul style="list-style-type: none"> ○ Encourage students to create dioramas or visual representations of Revolutionary War battles, accompanied by short explanations of the events. 	Extra Time Hard Copies

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Primary Source Analysis Essay:</p> <ul style="list-style-type: none"> ○ Provide students with a set of primary sources from the Revolutionary era and ask them to write an essay that analyzes and interprets these sources, addressing specific questions or prompts. 	Extra Time Hard Copies DBQOnline (with scaffolding options)

ERA 2: Revolution and the New Nation

2. Unit Exam:

- Administer a comprehensive written exam that covers the major events, figures, and concepts of the American Revolution and the early years of the United States.

Extra Time
Hard Copies

Interdisciplinary Connections

Interdisciplinary Connections

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Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: US History / World History _ Era 3: Expansion and Reform

Grade level: Timeframe: __3-4_ weeks

Core Ideas

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2. Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
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4. Historical contexts and events shaped and continue to shape people's perspectives.
5. Examining historical sources may answer questions but may also lead to more questions.
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Guiding Questions

1. Describe the technological innovations that were created during this time period. Why were each created? What effect did they have on America? How did each invention affect different groups of Americans? What are some negative effects of these technological changes and how is the United States adjusting to these problems today?
 7. Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
 8. What decisions were made by Andrew Jackson during his presidency? How did he expand voting rights to Americans during the Jacksonian period? In what ways was Jacksonian Democracy not a true democracy?
 9. What was the debate over the Tariff of Abominations? How did this affect the relationship between the northern and southern United States?
 10. What is Manifest Destiny? What were some arguments for and against Manifest Destiny? How did Manifest Destiny influence America's expansion through annexation, diplomacy, and war? How did the ideals of Manifest Destiny conflict with indigenous people in the United States?
 11. How did the Mexican Cession and creation of the Texas Republic affect the relationship between Mexico and the United States to the present day?
 12. How did America acquire all the land it has today?
 13. Describe the Native American's response to Jackson's Indian Removal policies. What were some ideas and assumptions United States presidents had about indigenous people?
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14. How did advocates work to reform education, women's rights, slavery, and other social issues? What are some of the biggest differences between African American and white women reformers?
15. Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. Explain how the institution of slavery has grown in the Antebellum United States.

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
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Social-Emotional Learning Competencies

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Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none"> 1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. 2. Map Analysis: Provide a map of the world in the 18th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge. 	<ol style="list-style-type: none"> 1. KWL Chart: <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." 2. Map Analysis:

<p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p> <p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to America's expansion, the primary causes of the Civil War, etc.</p>	<ul style="list-style-type: none"> ○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. <p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> ○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT determine the impact of publications on democratic institutions</p> <p>WALT determine the interest groups and party politics on democratic institutions</p> <p>WALT describe the Supreme Court's increased power of the national government;</p> <p>WALT describe the promotion of national</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts</p>	<p>1. Instructional Strategies and Activities</p> <p>2. Primary and Secondary Source Analysis Strategies</p> <p>3. Online Textbook - Peer Edited by College Professors</p> <p>4. ReadWorks</p> <p>5. ActivelyLearn</p>	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p>

<p>economic growth by the Supreme Court</p>	<p>notes, or digital note-taking tools.</p>	<p>with the class.</p>	<p>6. NewsELA</p>	
<p>WALT compare the successes and failures of political movements (abolition) in the Antebellum period.</p> <p>WALT contrast the successes and failures of political movements (abolition) in the Antebellum period.</p> <p>WALT compare and contrast the failures of social movements (women’s rights, temperance) in the Antebellum period.</p>	<p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p> <p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p> <p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p>7. Digital Museums</p> <p>8. Digital History Database</p> <p>9. Africans in America</p> <p>10. U.S. History Lessons Stanford History Education Group</p> <p>Unit Specific</p> <p>Abolitionist Newspapers and Editorials: Resource: The Liberator</p>	
<p>WALT Judge the fairness of government treaties on Native American removal and migration</p> <p>WALT Judge the fairness of government actions on Native American removal and migration</p> <p>WALT Judge the fairness of government policies</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p>Women's Rights Convention Role-Play: Resource: Declaration of Sentiments</p> <p>Immigration Experience Simulation: Resource: Ellis Island Interactive Tour</p> <p>Industrial Revolution Inventions Showcase: Resource: Industrial Revolution Inventions</p>	

<p>on Native American removal and migration</p>		<p>7. Graphic Organizers:</p>	<p>Reform Movement Timeline:</p>	
<p>WALT examine the origins of the anti-slavery movement</p>		<p>Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>Resource: Timeline JS</p>	
<p>WALT examine the impact of events on the anti-slavery movement</p>				
<p>WALT evaluate the impact of Western settlement on the expansion of the U.S. political boundaries</p>		<p>8. Jigsaw Activity:</p>		
<p>WALT Relate the wealth of natural resources to the quality of life of individuals in the U.S.</p>		<p>Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>		
<p>WALT Relate the wealth of natural resources to the economic development of the U.S.</p>		<p>9. One-Minute Papers:</p>		
<p>WALT Analyze the technological developments in NJ and the Nation.</p>		<p>Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT Analyze the creation of international markets in NJ and the Nation.</p>		<p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record</p>		
<p>WALT Analyze the effects of technology on</p>				

<p>the environment in N.J. and the Nation</p>		<p>observations or answers to questions.</p>		
<p>WALT Evaluate the impact of education.</p>				
<p>WALT Evaluate the improvement of economic opportunities</p>				
<p>WALT Evaluate the development of responsible citizens.</p>				
<p>WALT Determine how the expansion created hardships and opportunities for Native Americans/white settlers</p>				
<p>WALT Determine how expansion created hardships and opportunities for Asians and Latin Americans</p>				
<p>WALT Determine how expansion created hardships and opportunities for African Americans</p>				
<p>WALT Examine multiple perspectives on slavery</p>				
<p>WALT Evaluate the claims used to justify arguments.</p>				

<p>WALT Demonstrate how states' rights shaped party politics</p> <p>WALT Demonstrate how sectional interests influenced state politics</p>				
<p>WALT Explain the impact of immigration on American society;</p> <p>WALT Explain the impact of immigration on the economy;</p> <p>WALT Explain the responses to increased immigration.</p>				
<p>WALT Evaluate the role of religion in American culture over different time periods.</p> <p>WALT Evaluate the role of music in American culture over different time periods.</p> <p>WALT Evaluate the role of literature in American culture over different time periods.</p>				

WALT Evaluate the role of media in American culture over different time periods.				
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Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
1. <u>Antebellum Period Dioramas:</u> <ul style="list-style-type: none"> ○ Encourage students to create dioramas or visual representations of the Antebellum Period 	1. Work in small groups or pairs 2. Digital dioramas 3. Use AI technology for ideas

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
DBQ Essay/Document Analysis: Mexican-American War Causes of Civil War	Extra Time Hard Copies DBQOnline (with scaffolding options)

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Unit Exam: Administer a comprehensive written exam that covers the major	Extra Time Hard Copies

events, figures, and concepts of the Antebellum Period or the Industrial Revolution

Research Project:

Students research chosen/assigned figure in the Antebellum period

Interdisciplinary Connections

Interdisciplinary Connections

Reading Standards for Informational Text (RI):

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
4. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

Writing Standards (W):

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Unit Title: US History / World History _ Era: 4 - Civil War and Reconstruction

Grade level: **Timeframe: _3-4_ weeks**

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people’s perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Guiding Questions

1. What were the social, political, economic reasons why the south seceded from the Union?
2. What were the characteristics of the regions of the United States (North, South, and West) during the Antebellum period?
3. How did the *Dred Scott Decision* and the United States Supreme Court affect African Americans?
4. What was Lincoln’s primary goal going into the war? How did he feel about slavery?
5. What roles did women, African Americans, and Native Americans serve in the Civil War?
6. How did various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) affect the course and outcome of the Civil War?
7. What were some critical events and battles of the Civil War? How did they contribute to the final outcome of the war?
8. How and why did the Emancipation Proclamation and the Gettysburg Address continue to impact American life?
9. What were the human and material costs of the Civil War in the North and South?
10. How effective were the 13th, 14th, and 15th Amendments to the realities of African American life?
11. What was the economic impact of Reconstruction on the South? Think about the different groups affected by Reconstruction!
12. How did Congress and Presidents Lincoln and Johnson approach reconstruction of the South? What were some similarities and differences?

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.</p> <p>2. Map Analysis: Provide a map of the world in the 18th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.</p> <p>3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review</p>	<p>1. KWL Chart:</p> <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." <p>2. Map Analysis:</p> <ul style="list-style-type: none"> ○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners.

<p>4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to the Civil War and Reconstruction Period</p>	<p>3. Primary Source Analysis:</p> <ul style="list-style-type: none"> ○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (copy table as needed to address clustered SLOs; add rows as needed to each table)

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Compare and contrast historians interpretations of the 13th Amendment on influencing African Americans participation in government.</p> <p>WALT Compare and contrast historians interpretations of the 14th Amendment on influencing African Americans participation in government.</p> <p>WALT Compare and contrast historians interpretations of the</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p> <p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p> <p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. District Textbook</p> <p>3. Primary and Secondary Source Analysis Strategies</p> <p>4. Online Textbook - Peer Edited by College Professors</p> <p>5. ReadWorks</p> <p>6. ActivelyLearn</p>	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p>

<p>15th Amendment on influencing African Americans participation in government.</p>	<p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p>7. NewsELA</p> <p>8. Digital Museums</p> <p>9. Digital History Database</p> <p>10. Africans in America</p> <p>11. U.S. History Lessons Stanford History Education Group</p>	<p>Unit Specific</p> <p>NY Draft Riots Source Analysis</p> <p>Reconstruction Simulation: Freedmen's Bureau: Resource: Freedmen's Bureau</p> <p>Abraham Lincoln's Gettysburg Address Analysis: Resource: Gettysburg Address</p> <p>Reconstruction Amendments Poster Project: Resource:</p>
<p>WALT Analyze the ideas in key documents</p>	<p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p>Unit Specific</p> <p>NY Draft Riots Source Analysis</p> <p>Reconstruction Simulation: Freedmen's Bureau: Resource: Freedmen's Bureau</p> <p>Abraham Lincoln's Gettysburg Address Analysis: Resource: Gettysburg Address</p> <p>Reconstruction Amendments Poster Project: Resource:</p>	
<p>WALT Analyze the demands for equality for all.</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p>Unit Specific</p> <p>NY Draft Riots Source Analysis</p> <p>Reconstruction Simulation: Freedmen's Bureau: Resource: Freedmen's Bureau</p> <p>Abraham Lincoln's Gettysburg Address Analysis: Resource: Gettysburg Address</p> <p>Reconstruction Amendments Poster Project: Resource:</p>	
<p>WALT Draw from multiple sources to explain how prevailing attitudes led to the Civil War.</p> <p>WALT Draw from multiple sources to explain how socioeconomic factors led to the Civil War.</p> <p>WALT Draw from multiple sources to explain how government actions led to the Civil War.</p>	<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p>Unit Specific</p> <p>NY Draft Riots Source Analysis</p> <p>Reconstruction Simulation: Freedmen's Bureau: Resource: Freedmen's Bureau</p> <p>Abraham Lincoln's Gettysburg Address Analysis: Resource: Gettysburg Address</p> <p>Reconstruction Amendments Poster Project: Resource:</p>	
<p>WALT Describe the impact of geography on military decisions during the Civil War.</p> <p>WALT Describe the impact of geography on political decisions during the Civil War.</p>		<p>7. Graphic Organizers: Provide graphic organizers like</p>		

<p>WALT Describe the impact of geography on economic decisions during the Civil War.</p>		<p>timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>Reconstruction Amendments</p>	
<p>WALT Demonstrate the impact of population shifts during the Reconstruction Period.</p>		<p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>		
<p>WALT Demonstrate the impact of migration patterns during the Reconstruction Period.</p>				
<p>WALT Assess the role of economics in the North</p>				
<p>WALT Assess the role of economics in the South.</p>		<p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p>		
<p>WALT Compare and contrast the immediate effects of the Civil War on the economics of the North and South.</p>				
<p>WALT Compare and contrast the long-term effects of the Civil War on the economics of the North and South.</p>		<p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>		
<p>WALT Evaluate the extent of change in the relationship between national and state governments due to the Civil War.</p>				

<p>WALT relate conflicting political perspectives to the resistance of southern individuals and states</p> <p>WALT relate conflicting economic perspectives to the resistance of southern individuals and states</p> <p>WALT relate conflicting sectional perspectives to the resistance of southern individuals and states</p>				
<p>WALT Compare and contrast experiences of African Americans in Union states before the Civil War.</p> <p>WALT Compare and contrast experiences of African Americans in Union states during the Civil War.</p> <p>WALT Compare and contrast experiences of African Americans in Confederate states before the Civil War.</p> <p>WALT Compare and contrast experiences of</p>				

<p>African Americans in Confederate states during the Civil War.</p>				
<p>WALT Compare and contrast the impact of the American Civil War with the impact of past Civil Wars in another country in terms of consequences of costs.</p>				
<p>WALT Compare and contrast the impact of the American Civil War with the impact of past Civil Wars in another country in terms of consequences of people's lives.</p>				
<p>WALT Analyze the debate to reunite the country during Reconstruction.</p>				
<p>WALT Analyze the extent to which Reconstruction policies achieved their goals.</p>				

Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Reconstruction Amendments Debate <i>Objective: Evaluate students' understanding of the 13th, 14th, and 15th Amendments and their ability to engage in a debate on the impact and significance of these amendments during Reconstruction.</i></p>	<ol style="list-style-type: none"> 1. Scaffolded Research: <ul style="list-style-type: none"> ○ Provide a list of reliable sources or excerpts from sources for students who may struggle with independent research. ○ Offer guided questions or prompts to help students structure their research and analysis. 2. Graphic Organizers: <ul style="list-style-type: none"> ○ Provide graphic organizers or templates to assist students in organizing their research findings and analysis. ○ Include sections for key battle details, strategies, outcomes, and significance. 3. Collaborative Groups: <ul style="list-style-type: none"> ○ Allow students to work in small groups to share research responsibilities and discuss their findings collectively before writing their reports or giving presentations.

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Benchmark Assessment 1: Civil War Battle Analysis <i>Objective: Assess students' understanding of key Civil War battles, strategies, and their significance in the context of the war.</i></p>	<p>Extra Time Hard Copies</p>

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Civil War Primary/Secondary Source Analysis Students demonstrate mastery of S.O.A.P.P.S. method of analyzing primary/secondary sources.	Extra Time Hard Copies

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 13. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p>The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Laura Wooten Law: N.J.S.A. 18A:35-41</p>

Era: 5 - Development of the Industrial US

Unit Title: US History / World History _ Era: 5 - Development of the Industrial US

Grade level: _____ **Timeframe:** 3-4 weeks

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Guiding Questions

1. How did the Industrial Revolution transform the economic landscape of the United States in the 19th century?
2. What technological innovations and inventions played a crucial role in the development of industry and manufacturing?
3. How did urbanization and the growth of cities relate to the expansion of industrialization in the United States?
4. What were the key factors that led to the growth of the railroad industry and its impact on westward expansion and the economy?
5. What were the working conditions and labor movements during the Industrial Revolution, and how did they shape labor rights in the United States?
6. What role did immigration play in the labor force and the cultural diversity of industrial cities during this period?
7. How did industrialization impact the lives of women and children, and what were the responses from reform movements?
8. What was the impact of industrialization on agriculture and rural communities in the United States?
9. What were the major economic, social, and political consequences of industrialization, including the rise of big business and monopolies?
10. How did the United States transition from an agrarian society to an industrial and consumer-driven nation, and what were the challenges and opportunities this transformation presented?

Era: 5 - Development of the Industrial US

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Era: 5 - Development of the Industrial US

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none">1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.2. Map Analysis: Provide a map of the world in the 18th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to the Industrial Revolution and Immigration.	<ol style="list-style-type: none">1. KWL Chart:<ul style="list-style-type: none">○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____."2. Map Analysis:<ul style="list-style-type: none">○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners.3. Primary Source Analysis:<ul style="list-style-type: none">○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

Era: 5 - Development of the Industrial US

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Assess the impact of governmental efforts to regulate industrial systems in order to provide economic stability.</p> <p>WALT Assess the impact of governmental efforts to regulate financial systems in order to provide economic stability.</p>	<ol style="list-style-type: none"> Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools. 	<ol style="list-style-type: none"> Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class. 	<ol style="list-style-type: none"> Instructional Strategies and Activities District Textbook Primary and Secondary Source Analysis Strategies Online Textbook - Peer Edited by College Professors ReadWorks ActivelyLearn NewsELA Digital Museums Digital History Database Africans in America 	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p>
<p>WALT Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants.</p> <p>WALT Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination</p>	<ol style="list-style-type: none"> Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions. 	<ol style="list-style-type: none"> Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history. Kahoot or Quizlet Live: Use online quiz 		

Era: 5 - Development of the Industrial US

<p>against Native Americans.</p> <p>WALT Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against African Americans.</p>	<p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p>11. U.S. History Lessons Stanford History Education Group</p>
<p>WALT Explain how the Homestead Act promoted the growth of a nationwide economy and the movement of populations.</p>		<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p style="text-align: center;">Unit Specific</p> <p>Immigrant Living Conditions</p> <p>Industrialization and Urbanization Photo Analysis</p>
<p>WALT Explain how the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p>		<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	<p>Textile Factory Simulation: Description: Simulate a textile factory assembly line to help students understand the impact of industrialization on manufacturing.</p>
<p>WALT Explain how the availability of land and natural resources promoted the growth of a nationwide economy and the movement of populations.</p>		<p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>Inventor Research and Presentation: Description: Assign each student or group an inventor from the Industrial Revolution era and have them research and present on their contributions.</p>
		<p>8. Jigsaw Activity: Divide the class into</p>	

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<p>WALT Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment.</p> <p>WALT Generate/make an evidence-based argument regarding the impact of rapid urbanization on the quality of life in cities.</p>		<p>groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>		
<p>WALT Analyze the economic practices of corporations and monopolies.</p> <p>WALT Analyze the production and marketing of goods, and determine the positive or negative impact of these practices on individuals.</p> <p>WALT Analyze corporate production and marketing of goods and determine the need for regulation.</p>		<p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p> <p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>		
<p>WALT Compare and contrast economic developments of the North and the South.</p>				

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<p>WALT Compare and contrast the long-term effects of the Civil War on the economics of the North and the South.</p>				
<p>WALT Analyze the cyclical nature of the economy.</p>				
<p>WALT Analyze the impact of periods of expansion and recession on businesses.</p>				
<p>WALT Analyze the impact of periods of expansion and recession on individuals.</p>				
<p>WALT Evaluate how events led to the creation of labor and agricultural organizations.</p>				
<p>WALT Determine the impact of labor and agricultural organizations on workers' rights.</p>				
<p>WALT Determine the impact of those organizations on the economy and politics across time periods.</p>				

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<p>WALT Using primary sources, relate varying immigrants' experiences to gender.</p>				
<p>WALT Using primary sources, relate varying immigrants' experiences to race and ethnicity.</p>				
<p>WALT Using primary sources, relate varying immigrants' experiences to occupations.</p>				
<p>WALT Assess the effectiveness of public education in fostering national unity and American values.</p>				
<p>WALT Assess the effectiveness of public education in helping people meet their economic needs and expectations.</p>				

Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Debate:</p> <ul style="list-style-type: none"> ○ Conduct a structured debate where each group presents their arguments, responds to counterarguments, and follows a debate format. 	<p>Written prompts List of topics and ideas Google Translate</p>

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<ul style="list-style-type: none"> ○ Encourage respectful and evidence-based discourse. 	
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Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>1. Newspaper Creation:</p> <ul style="list-style-type: none"> ○ <i>Instruct students to create a fictional newspaper from the 19th century, focusing on the time period of the Industrial Revolution in the United States.</i> ○ <i>The newspaper should include articles, illustrations, and advertisements that reflect the technological advancements, economic changes, and societal shifts of the era.</i> 	<p>Extra Time Hard Copies Google Translate</p>

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Industrialization Documentary Project</p> <p><i>Objective:</i> Assess students' ability to research, analyze, and present the impact of industrialization in the United States through a documentary-style presentation.</p> <p>Task Description:</p> <p>1. Documentary Production:</p> <ul style="list-style-type: none"> ○ Instruct students to work in small groups and create a documentary-style presentation that explores the Industrial Revolution in the United States. ○ Encourage them to use a combination of narration, visuals, and primary source materials 	<p>Extra Time Hard Copies Google Translate</p>

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(photographs, documents, interviews) to tell the story of industrialization.

Interdisciplinary Connections

Interdisciplinary Connections

Reading Standards for Informational Text (RI):

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
4. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

Writing Standards (W):

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide Education**

The **Amistad Bill** (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35
Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a
Laura Wooten Law: N.J.S.A. 18A:35-41

Era 6: Emergence of Modern America - Progressive Reforms

Unit Title: US History - Era 6: Emergence of Modern America - Progressive Reforms

Grade level: Timeframe: 3-4 weeks

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Guiding Questions

1. What were the key social, economic, and political issues that led to the emergence of the Progressive Era in the United States?
2. Who were the prominent figures and leaders of the Progressive Movement, and what were their major contributions to reforming American society?
3. How did the Progressive Movement aim to address issues such as industrialization, urbanization, and immigration in the late 19th and early 20th centuries?
4. What were the goals and achievements of the women's suffrage movement during the Progressive Era, and how did it impact American politics and society?
5. What were the major legislative reforms of the Progressive Era, including initiatives at the federal, state, and local levels, and how did they change American governance?
6. How did muckraking journalists and writers contribute to the Progressive Movement by exposing corruption, social injustices, and other problems in American society?
7. What was the significance of the Theodore Roosevelt presidency in terms of progressive policies, trust-busting, and environmental conservation?
8. How did the Progressive Era impact labor and worker rights, including the role of labor unions and labor strikes in achieving reform?

Era 6: Emergence of Modern America - Progressive Reforms

9. What role did African Americans and civil rights leaders play in the Progressive Movement, and what were the challenges they faced in advocating for their rights?
10. How did the Progressive Era set the stage for broader social and political changes in the 20th century, including the New Deal and the expansion of the federal government's role in citizens' lives?

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.
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Era 6: Emergence of Modern America - Progressive Reforms

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none">1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.2. Map Analysis: Provide a map of the world in the 18th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to the Progressive Era	<ol style="list-style-type: none">1. KWL Chart:<ul style="list-style-type: none">○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____."2. Map Analysis:<ul style="list-style-type: none">○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners.3. Primary Source Analysis:<ul style="list-style-type: none">○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

Era 6: Emergence of Modern America - Progressive Reforms

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies.</p> <p>WALT Use a variety of sources from multiple perspectives to document the ways in which women organized to address injustice, inequality, and workplace safety.</p> <p>WALT Use a variety of sources from multiple perspectives to document the ways in which women organized to promote abolition, women’s suffrage, and the temperance movement.</p>	<ol style="list-style-type: none"> Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions. 	<ol style="list-style-type: none"> Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history. 	<ol style="list-style-type: none"> Instructional Strategies and Activities District Textbook Primary and Secondary Source Analysis Strategies Online Textbook - Peer Edited by College Professors ReadWorks ActivelyLearn NewsELA Digital Museums Digital History Database Africans in America U.S. History Lessons Stanford History 	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p> <p>Provide subtitles or transcripts for videos</p> <p>Use enlarged prints of cartoons or digital tools with zoom features</p> <p>Allow students to use assistive technology or screen readers for text-based analysis. Pair students with differing abilities together to provide support during the debate.</p>
<p>WALT Relate the creation of African</p>	<ol style="list-style-type: none"> Use of Primary Sources: Familiarize 	<ol style="list-style-type: none"> Kahoot or Quizlet Live: Use online quiz platforms like Kahoot 		<p>Allow for written arguments in addition to verbal debates for</p>

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<p>American advocacy organizations to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p>	<p>yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p>	<p>or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p><u>Education Group</u></p>	<p>students who may struggle with public speaking.</p>
<p>WALT Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms.</p> <p>WALT Use a variety of sources from multiple perspectives to evaluate the effectiveness of preventing unfair business practices and political corruption.</p> <p>WALT Use a variety of sources from multiple perspectives to evaluate the effectiveness of promoting social justice.</p>	<p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	<p>Unit Specific</p> <p>1. Progressive Era Figure Research Mini-Project - Students pick a lesser known figure in the Progressive era (suffragists, Temperists, Prohibitionists, etc.) and create a presentation based on a primary source document.</p> <p>Progressive Era Simulation: Have students participate in a Progressive Era simulation where they take on the roles of various historical figures, such as Theodore Roosevelt, Jane Addams, or Ida Tarbell. They can engage in debates, negotiate reforms, and make decisions reflecting the challenges and opportunities of the era.</p>	
<p>WALT Compare issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect</p>		<p>8. Jigsaw Activity: Divide the class into</p>	<p>2. Muckraker Research Project: Assign students different muckraking</p>	

Era 6: Emergence of Modern America - Progressive Reforms

<p>natural resources during the period of industrial expansion.</p> <p>WALT 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.</p>		<p>groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p>	<p>journalists from the Progressive Era, such as Upton Sinclair, Lincoln Steffens, or Ida B. Wells. Ask them to research and create presentations or reports on the investigative journalism they conducted and the impact it had on society.</p>	
<p>WALT Determine the role geography played in gaining access to raw materials.</p> <p>WALT Determine the role geography played in finding new global markets.</p> <p>WALT Determine the role geography played in promoting trade</p>		<p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p> <p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>	<p>3. Documentary Analysis: Select a documentary or film that focuses on the Progressive Era, such as "The Roosevelts" by Ken Burns. Have students watch the documentary and then lead a class discussion or group analysis of the major themes, events, and figures portrayed.</p>	
<p>WALT Determine how supply and demand influenced price during the Industrial Revolution.</p> <p>WALT Determine how supply and demand</p>			<p>4. Primary Source Analysis: Provide students with primary source documents from the Progressive Era, such as excerpts from speeches, political cartoons, or photographs. Ask them to analyze these sources and discuss how they</p>	

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<p>influenced output during the Industrial Revolution.</p> <p>WALT Analyze the impact of money, investment, credit, savings, debt, on the development of the nation .</p> <p>WALT Analyze the impact of money, investment, credit, savings, debt, on the lives of individuals.</p> <p>WALT Analyze the impact financial institutions have on the development of the nation and the lives of individuals.</p>			<p>reflect the social and political issues of the time. The Library of Congress offers a wealth of primary sources: Progressive Era Primary Sources.</p> <p>5. Women's Suffrage Movement Gallery Walk: Create a gallery walk activity where students explore images, documents, and artifacts related to the women's suffrage movement. Assign groups of students to different stations, and they can discuss the significance of each item and how it contributed to the suffrage movement. Here's a resource to get you started: Women's Suffrage Teaching Resources.</p> <p>6. Political Cartoon Analysis: Show students a series of political cartoons from the Progressive Era, focusing on different aspects of the reforms and social issues. Have</p>	
<p>WALT Explore factors that promote innovation, entrepreneurship, and industrialization.</p> <p>WALT Explore how those factors impacted New Jersey (i.e. Paterson Silk Strike) and the United States during this period.</p>				

Era 6: Emergence of Modern America - Progressive Reforms

<p>WALT compare and contrast foreign policies of American presidents</p> <p>WALT Analyze the contributions of American presidents to the United States becoming a world power.</p>			<p>students analyze the cartoons' symbolism, message, and the emotions they convey. Use the Library of Congress's collection of political cartoons: Political Cartoons of the Progressive Era.</p>	
<p>WALT analyze the successes of efforts to expand women's rights</p> <p>WALT analyze the failures of efforts to expand women's rights</p> <p>WALT analyze the ratification of the 14th Amendment.</p>				
<p>WALT Evaluate the Effectiveness of labor organizations</p> <p>WALT Evaluate the Effectiveness of agricultural organizations</p> <p>WALT evaluate the improvements of opportunities and rights for various groups.</p>				

Era 6: Emergence of Modern America - Progressive Reforms

Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Progressive Era Research Project</p> <p>Objective: To assess students' research, critical thinking, and presentation skills related to the Progressive Era.</p> <ul style="list-style-type: none">• Assign each student or group a specific reform movement or figure from the Progressive Era (e.g., women's suffrage, labor reform, Theodore Roosevelt).• Instruct students to conduct in-depth research on their assigned topic, including its historical context, key figures, goals, and impact.	<p>Offer scaffolded research templates or graphic organizers to help students structure their research and gather relevant information.</p> <p>Provide guiding questions for students to answer during their research to keep them focused and on track.</p>

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Progressive Era Essay Exam:</p> <p>Instructions:</p> <ul style="list-style-type: none">• Provide students with a list of essay prompts related to the Progressive Era. Prompts should cover a range of topics, such as political reforms, social issues, and key figures.• Ask students to choose one essay prompt and write a well-structured essay that addresses the question comprehensively.	<p>Scaffold writing process into chunks</p> <p>Guided outlines</p> <p>Group work to analyze documents utilized in essay</p>

Era 6: Emergence of Modern America - Progressive Reforms

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
End-of-Unit multiple-choice exam to assess content and skills of the Progressive Era	Extra Time Hard Copies Google Translate

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading Standards for Informational Text (RI):</p> <ol style="list-style-type: none"> 1. RI.6-8.1: Cite textual evidence to support analysis of what the text says explicitly and to make inferences. 2. RI.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary. 3. RI.6-8.3: Analyze the interactions between individuals, events, and ideas in a text. 4. RI.6-8.4: Determine the meaning of words and phrases as they are used in a text. <p>Writing Standards (W):</p> <ol style="list-style-type: none"> 10. W.6-8.1: Write arguments to support claims with clear reasons and relevant evidence. 11. W.6-8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information. 12. W.6-8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 13. W.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education</p> <p>The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.</p> <p>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Laura Wooten Law: N.J.S.A. 18A:35-41</p>

Era: 7 - Emergence of Modern America - World War I

Unit Title: US History - Era: 7 - Emergence of Modern America - World War I

Grade level: **Timeframe:** 3-4 weeks

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Guiding Questions

1. What were the main causes of World War I, and how did the United States become involved in the conflict?
2. How did the United States prepare for and mobilize its resources to participate in World War I, both on the home front and abroad?
3. What were the major military campaigns and battles involving American forces during World War I, and what impact did they have on the outcome of the war?
4. How did the experience of trench warfare and modern weaponry change the nature of warfare during World War I, and how did it affect the soldiers who fought in the conflict?
5. What was the significance of the Treaty of Versailles in shaping the post-World War I world, and how did it impact the United States and its role in international affairs?
6. How did World War I impact American society, including changes in politics, economics, and social dynamics, such as the Great Migration and the women's suffrage movement?
7. What were the challenges and controversies surrounding civil liberties and freedom of speech in the United States during World War I, particularly in light of the Espionage Act and Sedition Act?
8. How did the experiences of various ethnic and racial groups, such as African Americans, Native Americans, and immigrants, differ during World War I, and what role did they play in the war effort and post-war developments?

Era: 7 - Emergence of Modern America - World War I

9. What was the role of propaganda in shaping public opinion and mobilizing support for the war effort, and how did it influence the perception of the enemy and the war's objectives?
10. How did World War I set the stage for subsequent developments in American foreign policy, including the emergence of the United States as a global superpower and the challenges of maintaining peace and stability in the post-war world?

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.
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Era: 7 - Emergence of Modern America - World War I

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none">1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it.2. Map Analysis: Provide a map of the world in the 20th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge.3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to U.S. involvement in World War I.	<ol style="list-style-type: none">1. KWL Chart:<ul style="list-style-type: none">○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____."2. Map Analysis:<ul style="list-style-type: none">○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners.3. Primary Source Analysis:<ul style="list-style-type: none">○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

Era: 7 - Emergence of Modern America - World War I

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT We are learning to/that	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>WALT Evaluate the impact of government policies to promote patriotism during times of war on individual rights.</p> <p>WALT Evaluate the impact of government policies to protect national security during times of war on individual rights.</p> <p>WALT Assess the immediate and long-term impact of women entering the workforce in large numbers during World War I.</p> <p>WALT Assess the immediate and long-term impact of African Americans entering the workforce in large numbers during World War I.</p>	<ol style="list-style-type: none"> 1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions. 2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools. 3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions. 4. Use of Primary Sources: Familiarize 	<ol style="list-style-type: none"> 1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom. 2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class. 3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history. 4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot 	<ol style="list-style-type: none"> 1. Instructional Strategies and Activities 2. District Textbook 3. Primary and Secondary Source Analysis Strategies 4. Online Textbook - Peer Edited by College Professors 5. ReadWorks 6. ActivelyLearn 7. NewsELA 8. Digital Museums 9. Digital History Database 10. Africans in America 11. U.S. History Lessons Stanford History 	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p> <p>Google Lens (Translate)</p> <p>Provide subtitles or transcripts for videos</p> <p>Use enlarged prints of cartoons or digital tools with zoom features</p> <p>Allow students to use assistive technology or screen readers for text-based analysis. Pair students with differing abilities together to provide support during the debate.</p> <p>Allow for written arguments in addition to verbal debates for</p>

Era: 7 - Emergence of Modern America - World War I

<p>WALT Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during WWI.</p> <p>WALT Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership immediately after WWI.</p> <p>WALT Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership and compare it to another president's wartime leadership.</p> <p>WALT Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion during World War I and compare those factors to contemporary American involvement in another country.</p>	<p>yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and perspectives.</p> <p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p> <p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p> <p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p> <p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p> <p>8. Jigsaw Activity: Divide the class into</p>	<p style="text-align: center;">Education Group</p> <p style="text-align: center;">Unit Specific</p> <p>Interactive WWI Map: National WWI Museum Interactive Map.</p> <p>WWI Propaganda Analysis:</p> <p>Provide students with a selection of WWI propaganda posters from the Library of Congress's collection: WWI Posters.</p> <p>Virtual Trench Warfare Simulation: Use the BBC's interactive trench warfare simulation to immerse students in the experience of soldiers during WWI: BBC Trench Warfare Game.</p> <p>WWI Poetry Analysis: Share poems written during WWI by renowned poets like Wilfred Owen, Siegfried Sassoon, or Rupert Brooke. Have students select a poem, analyze its themes and imagery,</p>	<p>students who may struggle with public speaking.</p>
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Era: 7 - Emergence of Modern America - World War I

<p>WALT Determine the extent to which propaganda, the media, and special interest groups shaped American foreign policy during World War I and compare those factors to contemporary American involvement in another country.</p> <p>WALT Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.</p> <p>WALT Evaluate the American government's response to the rise of authoritarian regimes between the world wars</p> <p>WALT compare that response to the rise of a modern authoritarian regime</p> <p>WALT Analyze the Treaty of Versailles from</p>		<p>groups, each responsible for researching and presenting a different aspect of a historical event or topic. This encourages collaboration.</p> <p>9. One-Minute Papers: Ask students to write a brief summary or response to a historical question or prompt in one minute.</p> <p>10. Gallery Walk: Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.</p>	<p>and discuss how it reflects the wartime experiences of soldiers. They can present their analyses to the class.</p> <p>Role-Playing Treaty of Versailles Negotiations: Organize a role-playing activity where students take on the roles of world leaders involved in the Treaty of Versailles negotiations.</p> <p>Provide historical context and primary source documents related to the treaty, and have students simulate the diplomatic negotiations and debates.</p>	
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Era: 7 - Emergence of Modern America - World War I

the perspectives of different countries.				
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Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Propaganda Posters Compare and Contrast</p> <ul style="list-style-type: none"> Students assess their continuity and change skills by analyzing various forms of propaganda from the early colonial period through the First World War 	<p>Provide physical copies of posters instead of digital copies</p> <p>Google Lens to translate/interpret text</p>

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Benchmark Activity: WWI Timeline and Reflection</i></p> <ul style="list-style-type: none"> To assess students' knowledge and understanding of the key events, figures, and impacts of World War I and their ability to analyze and reflect on the historical significance of the war. 	<p>Shared digital copies of interactive timelines</p> <p>Work collaboratively in groups or teacher-led sessions</p>

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Inquiry-Based Research Project:</p> <ul style="list-style-type: none"> Assign students different research topics related to WWI, such as the role of women in the war effort, the impact of technology on warfare, or the aftermath of the war. 	<p>Extra Time</p> <p>Hard Copies</p> <p>Google Translate</p>

Era: 7 - Emergence of Modern America - World War I

- Provide access to digital research databases like JSTOR or ProQuest, or use online resources from the National WWI Museum's Research Resources page: [WWI Research Resources](#).

Interdisciplinary Connections

Interdisciplinary Connections

Reading Standards for Informational Text (RI):

1. **RI.6-8.1:** Cite textual evidence to support analysis of what the text says explicitly and to make inferences.
2. **RI.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary.
3. **RI.6-8.3:** Analyze the interactions between individuals, events, and ideas in a text.
4. **RI.6-8.4:** Determine the meaning of words and phrases as they are used in a text.

Writing Standards (W):

10. **W.6-8.1:** Write arguments to support claims with clear reasons and relevant evidence.
11. **W.6-8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
12. **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
13. **W.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

N.J.S.A. 18A:35-28, **Holocaust/Genocide** Education

The **Amistad** Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Laura Wooten Law: N.J.S.A. 18A:35-41

Era: 8 - Emergence of Modern America - The Roaring Twenties

Unit Title: US History - Era: 8 - Emergence of Modern America - The Roaring Twenties

Grade level: **Timeframe:** 3-4 weeks

Core Ideas

In this unit of study, disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments

This unit is based on [NJDOE SS Standard: 6.1.12. U.S. History](#)

Essential Questions

1. How did the end of World War I shape the cultural and economic landscape of the United States during the Roaring Twenties?
2. What were the major social and cultural changes that characterized the 1920s, including the rise of consumerism, mass media, and the "flapper" culture?
3. How did advancements in technology and transportation, such as the automobile and radio, impact American society and culture in the 1920s?
4. What were the causes and consequences of Prohibition, and how did it lead to the rise of organized crime and the speakeasy culture?
5. How did the Harlem Renaissance contribute to a flourishing of African American art, music, and literature during the 1920s, and what impact did it have on the broader civil rights movement?
6. What were the economic factors and government policies that contributed to the prosperity of the 1920s, and how did this era set the stage for the Great Depression?
7. How did political and social movements, such as the women's suffrage movement and the Red Scare, reflect the tensions and conflicts of the Roaring Twenties?
8. What were the key events and consequences of the Scopes Monkey Trial, and what did it reveal about the clash between science and religious fundamentalism in America?

Era: 8 - Emergence of Modern America - The Roaring Twenties

9. How did immigration and nativism play a role in shaping American society and politics during the 1920s, including the passage of immigration restriction laws?
10. In what ways did the economic boom and cultural changes of the Roaring Twenties both unite and divide American society, and what lessons can we draw from this era in terms of societal progress and challenges?

Performance Expectations

Standards (Taught and Assessed)

- 6.1.12.CivicsPI.2.a - Civic and Political Institutions
- 6.1.12.CivicsPD.2.a - Participation and Deliberation
- 6.1.12.GeoPP.2.a - Population Patterns
- 6.1.12.HistoryCC.2.a - Continuity and Change
- 6.1.12.HistoryCA.2.a - Claims and Argumentation
- 6.1.12.HistorySE.2.a - Sourcing and Evidence

Social-Emotional Learning Competencies

1. Classroom Discussions:

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.

Highlighted Career Ready Practices and 21st Century Themes/Skills

Social-Emotional Learning Competencies

- Create a safe and inclusive space for classroom discussions where students can share their viewpoints and listen to others. Teach active listening skills and respectful communication.
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Era: 8 - Emergence of Modern America - The Roaring Twenties

Instructional Plan

Pre-Assessment and Reflection

Possible Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<ol style="list-style-type: none"> 1. KWL Chart: Have students create a KWL (Know, Want to know, Learned) chart. In the "Know" column, they list what they already know about the topic. In the "Want to know" column, they write down questions they have about it. 2. Map Analysis: Provide a map of the world in the 20th century, and ask students to identify the continents and major civilizations present at the time. This can help you assess their geographical knowledge. 3. Unit Sheets: Intro to vocab terms and essential questions; Students create Quizlet flashcards for review 4. Discussion or Debate: Organize a class discussion or debate on a controversial topic related to the interwar years and especially the Roaring Twenties. 	<ol style="list-style-type: none"> 1. KWL Chart: <ul style="list-style-type: none"> ○ Modification: Provide sentence starters or templates for students who may struggle with organizing their thoughts. For example, you can give them prompts like, "I know that _____," "I want to learn more about _____," and "I learned that _____." 2. Map Analysis: <ul style="list-style-type: none"> ○ Modification: Offer simplified maps with labels to assist students who may have difficulty identifying continents or civilizations. Provide color-coding for visual learners. 3. Primary Source Analysis: <ul style="list-style-type: none"> ○ Modification: Provide guided questions or prompts alongside the primary source excerpts to help students analyze and understand the text. Offer a choice of sources with varying levels of complexity to match individual reading abilities.

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources

SLO – WALT	Student Strategies	Possible Formative Assessment	Possible Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
We are learning to/that				

Era: 8 - Emergence of Modern America - The Roaring Twenties

<p>WALT Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws.</p>	<p>1. Active Reading: Engage with the textbook or assigned readings actively by taking notes, highlighting key points, and asking questions.</p>	<p>1. Exit Tickets: Have students answer a brief question or summarize the day's lesson on an index card as they leave the classroom.</p>	<p>1. Instructional Strategies and Activities</p> <p>2. District Textbook</p> <p>3. Primary and Secondary Source Analysis Strategies</p>	<p>Extra Time</p> <p>Hard Copies</p> <p>Library/Media Center application</p>
<p>WALT Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to the violation of the human rights of individuals and groups.</p>	<p>2. Effective Note-Taking: Develop a note-taking system that works for you, whether it's Cornell notes, outline-style notes, or digital note-taking tools.</p>	<p>2. Think-Pair-Share: Ask students to think about a question related to the lesson, discuss it with a partner, and then share their thoughts with the class.</p>	<p>4. Online Textbook - Peer Edited by College Professors</p> <p>5. ReadWorks</p> <p>6. ActivelyLearn</p>	<p>Google Lens (Translate)</p> <p>Provide subtitles or transcripts for videos</p> <p>Use enlarged prints of cartoons or digital tools with zoom features</p>
<p>WALT Determine the impact of marginal farmlands and other ineffective agricultural practices on people and the environment.</p>	<p>3. Time Management: Create a study schedule to manage your time effectively, and stick to it to ensure consistent study sessions.</p>	<p>3. Concept Mapping: Have students create concept maps to visually represent the connections between key concepts and events in U.S. history.</p>	<p>7. NewsELA</p> <p>8. Digital Museums</p> <p>9. Digital History Database</p> <p>10. Africans in America</p>	<p>Allow students to use assistive technology or screen readers for text-based analysis. Pair students with differing abilities together to provide support during the debate.</p>
<p>WALT Determine the impact of the expansion of agricultural production.</p>	<p>4. Use of Primary Sources: Familiarize yourself with primary source documents, letters, diaries, and speeches to gain a firsthand understanding of historical events and</p>	<p>4. Kahoot or Quizlet Live: Use online quiz platforms like Kahoot or Quizlet Live to create interactive quizzes or flashcard-based games that assess knowledge retention.</p>	<p>11. U.S. History Lessons Stanford History Education Group</p>	<p>Allow for written arguments in addition to verbal debates for students who may struggle with public speaking.</p>
<p>WALT Determine the impact of ineffective agricultural practices on people and the environment.</p>				

Era: 8 - Emergence of Modern America - The Roaring Twenties

<p>WALT Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy.</p>	<p>perspectives.</p> <p>5. Discussion Participation: Actively participate in classroom discussions, sharing your opinions and asking questions to deepen your understanding.</p>	<p>5. Peer Review: Have students review and provide feedback on each other's essays or projects related to U.S. history topics.</p>	<p style="text-align: center;"><u>Unit Specific</u></p> <p>1920s Newspaper Project:</p> <p>Divide students into groups and assign each group a specific year within the 1920s.</p> <p>Flapper Culture Fashion Show:</p> <p style="text-align: center;">Explore the fashion and culture of the 1920s by organizing a Flapper Culture Fashion Show.</p> <p>Jazz Age Playlist Creation:</p> <p style="text-align: center;">Introduce students to the music of the Jazz Age by assigning each student a jazz musician, song, or jazz style from the 1920s.</p> <p>1920s Time Capsule:</p> <p style="text-align: center;">In small groups, have students</p>
<p>WALT Relate social, cultural, and technological changes in the interwar period to the changing role and status of women.</p>		<p>6. Socratic Seminars: Conduct student-led discussions where they explore historical topics, ask questions, and engage in dialogue to deepen understanding.</p>	
<p>WALT Analyze the push factors that led to the Great Migration.</p>		<p>7. Graphic Organizers: Provide graphic organizers like timelines, Venn diagrams, or cause-and-effect charts to help students organize historical information.</p>	
<p>WALT Analyze the pull factors that led to the Great Migration.</p>		<p>8. Jigsaw Activity: Divide the class into groups, each responsible for researching and presenting a different aspect of a historical event or topic. This</p>	
<p>WALT Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions.</p>			
<p>WALT Make evidence-based inferences to explain why the Great Migration led to restrictive laws.</p>			

Era: 8 - Emergence of Modern America - The Roaring Twenties

WALT Make evidence-based inferences to explain why the Great Migration led to a rise in repressive organizations, and an increase in violence.

encourages collaboration.

9. **One-Minute Papers:** Ask students to write a brief summary or response to a historical question or prompt in one minute.
10. **Gallery Walk:** Create stations with different historical documents, images, or artifacts related to the lesson. Students rotate through and record observations or answers to questions.

create a "time capsule" for the 1920s.

Prohibition Debate:

Organize a classroom debate on the topic of Prohibition. Assign students to argue either for or against Prohibition.

Harlem Renaissance Art Gallery:

Explore the Harlem Renaissance by having students research and create art galleries featuring prominent artists, writers, and musicians of the movement.

1920s Interactive Timeline:

Assign students different events or cultural phenomena from

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			<p>the 1920s to research.</p> <p>Red Scare and Civil Liberties Role-Playing:</p> <p>Organize a role-playing activity where students take on the roles of individuals affected by the Red Scare.</p> <p>Immigration and Nativism Debate:</p> <p>Divide the class into two groups: one representing proponents of immigration restrictions, and the other representing advocates for open immigration.</p> <p>1920s Documentary Film Festival:</p> <p>Assign small groups of students different topics or themes related to the 1920s, such as the Great Migration, Prohibition, or</p>	
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Era: 8 - Emergence of Modern America - The Roaring Twenties

			technological innovations.	
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Benchmark Assessment 1

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Roaring Twenties Timeline and Analysis</p> <p>Objective: To assess students' understanding of key events and cultural changes during the Roaring Twenties and their ability to analyze their significance.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Provide students with a list of significant events, people, and cultural developments from the 1920s, including social, political, and economic changes. 2. Have students work individually or in pairs to create a chronological timeline of these events, using either poster boards or digital tools. 	<p>Modification 1: Graphic Organizer</p> <p>Instead of a chronological timeline, provide students with a graphic organizer that divides key events and developments of the Roaring Twenties into categories, such as social, political, and economic. This can help students who may struggle with organizing information chronologically.</p> <p>Modification 3: Pre-selected Events</p> <p>Provide a shorter list of key events and developments, or pre-select a portion of the events for students to include on their timelines. This can reduce the research load for students who need additional support.</p>

Benchmark Assessment 2

Possible Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>Jazz Age Multimedia Presentation</p> <p>Objective: To assess students' knowledge of the cultural significance of the Jazz Age during the Roaring Twenties and their ability to communicate this through multimedia presentations.</p> <p>Instructions:</p>	<p>Allow students to work in small groups for the multimedia presentation. Collaborative projects can ease the workload and provide peer support for students who may find the task challenging on their own.</p> <p>Instead of assigning specific topics, allow students to choose from a list of Jazz Age-related subjects that interest them. This enables them to engage with topics they are passionate about.</p>

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Assign each student or group a specific aspect of the Jazz Age, such as a jazz musician, a jazz style (e.g., swing, blues), or a significant jazz venue.

Instruct students to research their assigned topic, including its historical context, cultural impact, and notable figures or musicians associated with it.

Summative Assessments (add rows as needed)

Possible Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>DBQ: The Roaring Twenties and the Transformation of American Society</p> <p>Background: The Roaring Twenties, spanning from the end of World War I to the onset of the Great Depression, was a period of significant cultural, social, economic, and political change in the United States. This DBQ focuses on various aspects of the Roaring Twenties and its impact on American society.</p> <p>Task: Examine the documents provided and answer the questions that follow each document. Use the documents and your knowledge of the Roaring Twenties to construct a coherent and well-organized essay that addresses the following question:</p> <p>To what extent did the Roaring Twenties represent a transformation in American society, and what were the key factors contributing to this transformation?</p>	<p>Choose Your Own Documents</p> <p>Rather than providing all the documents, allow students to choose a subset of documents from a provided list. This modification can give students more control over their research and writing process and can help tailor the task to their individual interests and strengths.</p>

Era: 8 - Emergence of Modern America - The Roaring Twenties

Interdisciplinary Connections

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