



Social Studies Grade 7

Unit 0: Historical Thinking

Content Area: Social Studies

Course & Grade Level: Social Studies: 7th grade

Summary and Rationale

Over many centuries, human societies across the globe have established progressively closer contacts, and, recently, the pace of global integration has dramatically increased. Unprecedented changes in communications, transportation, and computer technology have made the world more interdependent than ever. In today's complex world, it is imperative that educators help create critical thinkers and problem solvers who can carefully evaluate evidence, assess the credibility of sources, and interpret a wide range of media in order to fully understand and positively act on issues. This is the calling of not one, but all content areas.

The Historical Thinking unit of study ensures that students understand the importance of historical context, perspective, bias, and credibility of sources at a level appropriate to their development. The Student Learning Standards adopted by the state of New Jersey emphasize the responsibility of social studies classrooms to provide thoughtful and challenging instruction in analytical reading and writing and critical and creative thinking. These skills are practiced all year long and are explicitly infused within all social studies units of study to meet the rigorous expectations of the New Jersey Student Learning Standards, develop the analytical reasoning required to enable students to 'Think Like a Historian,' and to communicate this historical thinking in a variety of academic realms.

History is, moreover, both a window and a mirror - we can gain insight from the past that helps us contend with the complex issues of today's world. Historical thinking is more deeply understood when students apply these skills to more familiar contemporary issues. To that end, an aligned modern component is present in each historical unit of study to assist students to connect their understanding of history content and critical thinking skills to modern issues of local, national, and international significance. This course seeks to enable students to 'Think Like a Historian' and to 'Engage as a Citizen.' Social studies, therefore, seeks to educate and empower students to assume active roles in their communities, to face and engage local, national, and international challenges, and to proactively contribute toward a more peaceful, just, inclusive, and secure world.

The final performance assessment is 'The IRLA/Social Studies Interdisciplinary Documentary Project.' Students research, plan, and produce a film that makes connections between a historical topic and enduring modern day issues. The culminating presentation provides evidence of student proficiency in the reading, writing, and speaking expectations established by the state of New Jersey, the ability to 'Think Like a Historian,' and student capacity to engage in the world as a competent and compassionate citizen.

Recommended Pacing:	
<p>Recommend 2 weeks for the Historical Thinking Introduction unit.</p> <p>Historical thinking will be infused throughout all units of study.</p>	
State Standards	
<p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
<p>New Jersey Social Studies Skills (Pgs. 51-52 of NJ Social Studies Standards)</p> <p><i>Critical Thinking- Grades 5-8</i></p> <ul style="list-style-type: none"> • Compare and contrast differing interpretations of current and historical events. • Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. • Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.). <p><i>Presentation Skills- Grades 5-8</i></p> <ul style="list-style-type: none"> • Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. 	
Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
WHST.6-8.1	Write arguments focused on discipline specific-content.
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
21st Century Life and Career Standards	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
Educational Technology Standards	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
4.7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
4.7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● Historians study documents and material artifacts to gather an understanding about the past, but that understanding is based on a logical interpretation of the evidence. ● Historians use a variety of skills as they read about the past.
Unit Essential Questions
<ul style="list-style-type: none"> ● How do we know about the past? ● How do we know if we can trust what we read about the past? ● How were people of the past different than the people of today?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> ● Before reading a text historians source that text to inform how it should be understood. ● The textbook is one account of the past and as such, needs interrogation and close reading. ● Reading and analyzing texts is central to understanding and knowing history. <p>Students will be able to:</p> <p><u>Analyzing Historical Evidence</u></p> <p><i>Sourcing:</i></p> <ul style="list-style-type: none"> ● Given source material, determine the relevance, credibility, and/or limitations of a primary or secondary source in answering specific historical questions. <p><i>Close Reading:</i></p> <ul style="list-style-type: none"> ● Identify the author's viewpoint, claims, and evidence based on what is written and what the author chose to include or exclude. ● Cite examples of how the author uses persuasive language and specific words and phrases to influence the reader. <p><u>Chronological Reasoning</u></p> <p><i>Historical Causation:</i></p> <ul style="list-style-type: none"> ● Differentiate between short and long term causes of a specific historical event. ● Explain multiple causes and effects of events. <p><i>Patterns of Continuity and Change:</i></p> <ul style="list-style-type: none"> ● Classify a series of historical events and developments as examples of change and/or continuity. ● Identify and explains how an event serves as a turning point. <p><u>Making Historical Connections</u></p> <p><i>Comparison:</i></p>

- Use similarities and differences to compare and contrast different historical individuals, events, and developments across time periods and/or geographic locations.
- Make connections between the past and present.

Contextualization:

- Use prior and new knowledge to determine the historical setting of sources and use the setting to attempt an interpretation of sources within the historic context as opposed to a present day mindset.

Creating and Supporting a Historical Argument

Claim/Thesis:

- Utilize questioning strategies to develop a research question that leads to a historical claim.
- Generate a focused historical claim that can be supported or refuted.

Corroboration:

- Analyze multiple accounts or perspectives of the same event or topic identifying areas where sources agree and disagree.

Evidence:

- Provide clearly identifiable evidence to support an argument incorporating multiple types of evidence (direct and indirect).
- Interpret and explain how the evidence supports the claim, acknowledging evidence that contradicts the claim and using logical reasoning to explain the apparent contradiction.

Taking Action

Identify Opportunities for Personal or Collaborative Action:

- Participate in collaborative opportunities for action to address a situation, event, issue or phenomenon.

Assess Options and Plan Actions:

- Plan actions based on evidence and the perceived potential for impact.

Act Creatively and Responsibly:

- Acts individually or collaboratively, in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.

Reflect on Actions:

- Reflect on the appropriateness of own actions and advocacy for improvement.

Evidence of Learning

Performance Tasks:

- **IRLA/Social Studies Interdisciplinary Documentary Project:** Students will create a unique documentary film based off of a topic from American history. Students will research, plan, and produce a film that informs the audience about their chosen topic. While writing their scripts, students will develop a claim and a plot line to organize their ideas. Students will

create their documentary using archival images, infographics, video clips, sound, and music to support their claim and inform their audience. Students are challenged to make connections between their historical topic and enduring modern day issues. The documentary is taught by both 7th grade IRLA and social studies teachers as an interdisciplinary unit.

Other Evidence:

- Historical Thinking Formative Assessments developed by the 'Beyond the Bubble' project at Stanford University.
- Civic Online Reasoning Assessments developed by the 'Civic Online Reasoning' project at Stanford University.

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

<http://achievethecore.com/> - Achieve the Core
<http://historymatters.gmu.edu/> - Historical Thinking Matters
<http://sheg.stanford.edu/us> - Reading Like a Historian Curriculum materials
<http://teachinghistory.org/> - National History Education Clearinghouse
<http://beyondthebubble.stanford.edu/> - Beyond the Bubble
<https://sheg.stanford.edu/civic-online-reasoning> - Online Civic Reasoning

Unit 1 The American Revolution, The Founding of the Constitution & The Challenges of our Democracy Today
Content Area: Social Studies
Course & Grade Level: American Studies Grade 7
Concept & Skill Focus
<p>Focus of the unit: Throughout the course students will anchor their thinking around the core question, “Are we the nation we set out to become?” In this unit of study students will consider: 1) what circumstances justify violent revolutions? 2) what makes revolutions successful? and 3) what makes an effective government? Such questions require students to explore the founding of our government and what it promised to its citizens. In this unit student historians will evaluate the grievances enumerated in the Declaration of Independence and determine whether the American Revolution was justified. When studying the American Revolution student historians can evaluate multiple historical and contemporary perspectives on why the colonists really won independence from Great Britain. Students will also compare the government under Great Britain to the Articles of Confederation and to the Constitution to gain an understanding of the importance of democracy, federalism, separation of powers, and the Bill of Rights in creating an effective government.</p> <p>Connection to Historical Thinking Skills: This unit will help student historians to develop historical thinking skills by practicing, reviewing and refining the four read like a historian skills: sourcing, close reading, contextualization and corroboration. Learning to Read Like a Historian will help students analyze text and non-print media to judge the people of the past. To do so students will practice describing, selecting and evaluating evidence from diverse sources to draw conclusions.</p> <p>Students will develop critical analytical skills by evaluating propaganda techniques used by the Patriots i.e. Revere’s depiction of the Boston Massacre. Aside from reading the Declaration of Independence, students will practice close reading for argument and evidence with primary sources from both patriots and loyalist perspectives. Students will also analyze French, British, and American depictions of the American Revolution.</p> <p>20th century / Modern connection: Rise of American Consumer Culture 1920s-1950s, Social Revolutions of the 1960s, Reagan Revolution, Banking Revolution of the 1980s and the Rise of the IMF (known as a silent Revolution) Computing Revolution-1970s, 1979 Iranian Revolution, 1989 Tiananmen Protests, Egyptian, Tunisian, and the Velvet Revolution (Ukraine 2014), Occupy Wall Street</p> <p>Students can apply the question “When are violent revolutions justified?” and “What makes revolutions successful?” to modern revolutions in Syria and countries around the world. When studying the Constitution and effective democracies students can look at current events related to the United States government.</p>

Recommended Pacing	
40-50 days	
State Standards	
Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
This unit of study addresses the NJ Amistad mandate.	
Financial Literacy Standards	
9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> What we know about the past requires application of reading skills to analyze and evaluate the past. Leadership demands thoughtful-informed action, decision making and a vision for the future. Injustice and imbalances in power foster conditions in which human nature will strive for self-determination and freedom. Debate and deliberation defined the founding of our government. Compromise and conflict fuel change, yet changing mindsets is a slow process that occurs over generations. Democratic governance requires structures and systems that permit the incorporation of a diversity of citizens' interests. 	
Unit Essential Questions	Corresponding Guiding Questions
When is a violent revolution justified?	<ul style="list-style-type: none"> Why did the colonists begin to develop an "American" identity? What is a revolution? What motivated the colonists to break away? What basic ideas about government are presented in the Declaration of Independence? Was the American Revolution justified?
What makes a revolution successful?	<ul style="list-style-type: none"> Why did the colonists really win the Revolution?
	<ul style="list-style-type: none"> How does the Declaration of Independence answer the question of "Why we need a new government?" Who is included in the phrase "We the people?" Why was the Constitution written in the first place?

<p>What factors are necessary for an effective democracy to endure?</p>	<ul style="list-style-type: none"> ● What shaped the framer's thinking prior to and during the writing of the Constitution? (Founding philosophers: Locke, Montesquieu, Rousseau, Hobbes) ● Whose ideas of government were best suited for the new nation? ● Which is more of a threat to liberty: a powerful or weak central government? ● How does the Constitution create a framework for our government to operate effectively? ● What is the logic behind the design of the Constitution? ● Does the Constitution fulfill the ideals behind the American Revolution? ● Did compromise help or hinder the creation of the Constitution? ● Should the Constitution have been ratified? ● How have the Bill of Rights helped to create an effective democracy? ● Why has the Constitution endured?
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Objectives

Students will know:

- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- Explain why New Jersey's location played an integral role in the American Revolution.
- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Students will be able to:

- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.
- Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Evidence of Learning

- Connecting the Past and the Present: Students will analyze primary and secondary sources about John Adams and address the question, ‘what character traits do we want to see in our leaders?’ Students will apply contextualization and close reading skills to develop and support an argument.
- Historical Round Table Debate: Students will debate the revolutionary period and address the question, ‘how should the colonists react when they feel their rights are violated?’ Students will be assessed on historical argumentation, analysis of primary and secondary source material, utilization of discussion techniques, development of counterarguments, and presentation style.
- Bill of Rights Virtual Debate-CMS vs. GMS: Students from CMS and GMS will conduct a virtual debate about a modern Bill of Rights. Students will follow research procedures, assess the reliability of sources, and incorporate evidence and reasoning into their arguments.

Resources

Core Text: American Journey, Glencoe McGraw-Hill,

Core Documents: Preamble, Declaration of Independence, Constitution & Anti Federalists - Federalist debate papers

Suggested Resources: Read Like a Historian: Revolution & Early America

Lesson #3 - Stamp Act - Why were the upset about the Stamp Act?

Close Reading, Sourcing, Corroboration & Contextualization/Comparison of Historical Arguments

Lesson #4 - Loyalists - Why did some colonists support England and oppose independence?

Close Reading, Sourcing, Corroboration & Contextualization/Comparison of Historical

Arguments

Lesson #5 - Declaration of Independence - Why did the Founders write the Declaration of Independence?

Crafting historical arguments from historical evidence/ Sourcing

Lesson #6 - Shay's Rebellion - How did Americans respond to Shays' Rebellion?

Multiple Perspectives/Sourcing/Close Reading

Lesson # 7- Federalists vs. Antifederalists - What types of government did the Federalists & Antifederalists prefer?

Comparing points of view/History is a debate/Change & Continuity/Close Reading

Unit 2
Economic & Political Decisions that Shaped the Early Democracy & Decisions that Continue to Impact Democracy Today
Content Area: Social Studies
Course & Grade Level: American Studies Grade 7
Conceptual & Skill Focus
<p>Focus/ Summary of this Unit: After the American Revolution the founding generation faced the challenging task of implementing a democratic system of government. Student historians will continue to explore and anchor their thinking around the core question, “Are we the nation we set out to become?” This question requires students to explore not just the founding of our government, but the decisions early leaders made in politics and economics that continue to define the evolving nation. <i>What did we set out to achieve? How were decisions made? And why were those decisions made at the time?</i> Early administrations were charged with implementing the Constitution, while also keeping the fragile nation safe and secure. This lens provides critical insight to an examination of the time period. This unit focuses on the conflicting ideologies that clashed over the question of the appropriate role of the national government (particularly economic and foreign policy) and the formation of a dominant two party system that shaped the political landscape from the late 18th century to the present. Students will research slavery in the early 19th century and the removal of native peoples to address the anchor question, “Are we the nation we set out to become?”</p> <p>Connection to Historical Thinking: Historians read, examine and weigh relevant evidence from sources that possess conflicting points of view. Student historians will engage the challenge of drawing conclusions about what is known about the past by identifying, comparing and evaluating differing perspectives of the various debates of the historic period: War of 1812 (Primary Sources-War-Hawks; different perspectives on the causes and outcomes of the war-compare international textbook accounts-i.e. Canada, Great Britain, Caribbean nations.), Alexander Hamilton vs. Thomas Jefferson, George Washington’s Farewell Address, the Alien and Sedition Act, Marbury vs. Madison, Gibbons vs. Ogden, Mulloch vs. Maryland and the Bill of Rights. From their conclusions, student historians will craft historical arguments with a claim and supporting analysis of the evidence. This unit, therefore, will assist students to develop important historical thinking skills 1) analysis of historical evidence and 2) crafting and supporting historical arguments.</p> <p>20th century and Modern Connections: Spanish-American War, WWII’s Brain Trust & Arsenal of Democracy, Role of the Federal Reserve Bank, Cold War-Space/Arms Race, Gulf of Tonkin Resolution 1964, Vietnam War, Iraq, USA Patriot Act; New Deal, Great Society, Silent Spring and the Environmental Revolution, Reaganomics, Democratic Party and Republican (GOP) Party today, and the 1928, 1932, 1968, 2000 elections, 2008 Great Recession, TARP and Obama’s American Reinvestment and Recovery act of 2009.</p>

Recommended Pacing	
20-30 days	
State Standards	
Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.e	Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.D.4.b	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
This unit of study addresses the NJ Amistad mandate.	
This unit of study addresses the NJ Holocaust and Genocide mandate.	
Instructional Planning	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Elected representatives make choices about balancing collective interest with minority interests. National stability and individual liberty conflict in the governance of a developing nation. Effective governance requires rule of law but yet permits civic debate to occur constructively. Democratic governance calls for citizens to participate in civic discourse and take action. 	
Unit Essential Questions	Guiding Questions

How do political parties reflect the beliefs of the people?	<ul style="list-style-type: none"> • Whose views were best for the new nation: Hamilton or Jefferson? • How did political parties emerge in the United States? • Suggestions of modern connections: Political parties today
How is a new government successfully implemented?	<ul style="list-style-type: none"> • Should the Constitution be “loosely” or “strictly” interpreted? • Were the founders successful in forging a new country that reflected the ideals of the founding documents? • When is going to war justified? • When is the expansion of federal power justified? • Suggestions of modern connections: Government in action today (Spanish-American War, Vietnam War, USA Patriot Act), how different countries view their history

Objectives

Students will know:

- Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.
- Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- Assess the extent to which voting rights were expanded during the Jacksonian period.
- Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
- Explore efforts to reform education, women’s rights, slavery, and other issues during the antebellum period.

Students will be able to:

- Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
- Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Evidence of Learning

- Political Party Campaign Commercials: Students will create campaign commercials that depict Federalist or Democratic-Republican perspectives on various historical events (e.g. Hamilton's economic plan, Alien and Sedition Acts, Louisiana Purchase)
- War of 1812 Plot Mountain and Socratic Discussion: Students compare multiple interpretation on the War of 1812 and create a 'plot mountain' from the differing perspectives that address: the causes of the war, protagonists/antagonists as presented in the sources, and the outcome of the war. After analyzing the various sources, students will conduct a Socratic Discussion regarding the different interpretations of the war, the impact of national identity on historic memory, and the importance of analyzing multiple historical interpretations and perspectives.
- King Andrew the First - Source Analysis: Assessment given at the end of a unit about Jackson and presidential power. Students analyze the political cartoon and conduct a Socratic Circle regarding presidential power.

Resources

Core Text: American Journey, Glencoe McGraw-Hill

Core Documents: War of 1812 (Primary Sources-Warhawks; different perspectives on the causes and outcomes of the war-compare international textbook accounts i.e Canada, Great Britain, Caribbean nations.) The Battle over the Bank: Alexander Hamilton vs. Thomas Jefferson, analyzing George Washington's Farewell Address, examining the Alien and Sedition Act, *Marbury vs. Madison*, *Gibbons vs. Ogden*, *Mcculloch vs. Maryland* and reflecting on the Bill of Rights

Read Like A Historian Units

Revolution & Early America

Lesson # 9 - Hamilton vs. Jefferson - What were the differences between Hamilton and Jefferson?
Sourcing, close reading, contextualization, corroboration, comparing to evaluate the credibility of Sources

Expansion & Slavery

Lesson #2 - Louisiana Purchase - Why did the Federalists oppose the Louisiana Purchase?
Sourcing, Contextualization & Crafting Historical Arguments

Lesson #5 - Indian Removal - Why did the people in the 1830s support Indian Removal?
Sourcing, Assessing Credibility of Sources, Change & Continuity

History Lessons - Comparing Textbook Accounts

Lesson #8 - The War of 1812

Lesson #9- The Monroe Doctrine

Lessons# 11 - Texas and the Mexican-American Wars

All Lessons: Sourcing, Close Reading, Comparing Multiple Perspectives, Historical Interpretation

Unit 3 Geographic Expansion, Social Reform and the Ongoing Challenges of a Multicultural Democracy
Content Area: Social Studies
Course & Grade Level: American Studies Grade 7
Conceptual & Skill Focus
<p>Focus of the Unit: As the nation expanded westward and industrialized, early American settlers clashed with other cultures testing the nation’s commitment to its foundational constitutional principles. Geographic, economic, and cultural changes excited reform, resistance and conflict over whom is included in the American democracy. This unit will ask student historians to explore the question, “Are we the nation we set out to be?” by focusing in on the <i>“how did we become who we are?”</i> and <i>“who were the We in We the people?”</i> Students will identify, describe and evaluate the events that defined the early development of our democracy. Next, students will consider, “Do reform movement always have a positive impact on society?” These questions will support student historians as they begin to think about what causes change and what conditions allow for continuities to endure over time.</p> <p>Connection to Historical Thinking: As students study the people of the past, the work of the historian demands avoiding the trappings of ‘presentism’ and the narrow views of the single story. This unit will help students to further engage in close read, sourcing, contextualization and evaluating historical interpretations through an investigation of multiple viewpoints. Honoring the people of the past requires students to contemplate thoughtfully how people viewed their world that shaped their actions, decisions and the lives of others.</p> <p>20th Century/ Modern Connections: Haymarket Riots, Jacob Riis and Child Labor, Triangle Shirtwaist Fire, Fair Labor Standards Act, Dyer Anti-Lynching Law (defeat of), New Deal’s Indian New Deal, Selma March, Freedom Riders and the Voting Rights Act, American Indian Movement, Great Society’s Immigration Reform, Equal Rights Amendment, Nixon’s Philadelphia Plan, glass ceiling, Native American Tribe’s economic troubles, Women Leaning In, prison reform.</p>
Recommended Pacing
40 days
State Standards
<p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
6.1.8.D.4.b	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
This unit of study addresses the NJ Amistad mandate.	
This unit of study addresses the NJ Holocaust and Genocide mandate.	
Instructional Planning	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Inequality and injustice cause reform movements to organize for greater for human rights. Citizens are change agents and foster democratic change. Confrontation brings about the opportunity for change, but lasting change is a process that occurs over time. 	
Unit Essential Questions	Corresponding Guiding Questions
	<ul style="list-style-type: none"> Who is included in this new nation? (Westward expansion, Women's Rights, Native Americans, Slavery, Immigration) How did Americans justify American expansion?

<p>How did the idea of “We the people” evolve over time?</p> <p>Do reform movement always have a positive impact on society?</p>	<ul style="list-style-type: none"> ● How did our move west affect our relationship among the North/South? Other countries? ● How does America change (both in terms of geography and identity) resulting from its territorial expansion? ● What’s the real story of America’s move west? Did it create more opportunity or misfortune? ● Were the Founders successful in forging a new country because of or in spite of the vision the Declaration of Independence and the Constitution laid out? ● How did enslaved people resist the dehumanizing conditions of slavery? ● How did reform movements and conflict address injustice and help make “we the people” more inclusive? ● Suggestions for modern connections: Immigration (Chinese Exclusionary Act, Mexico today), Women’s Right to Vote/ Glass Ceiling today, etc.
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. ● Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. ● Assess the extent to which voting rights were expanded during the Jacksonian period. ● Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States. ● Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation. ● Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. ● Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans. ● Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. ● Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. 	

Evidence of Learning

- Native American Problem Solving Presentations: students research the historical roots of a current problem facing modern Native Americans and then they develop a solution to those problems.
- Expansion Historical Fiction Short Story: Done alongside IRLA historical fiction unit. Students use sources from expansion unit to create an historical fiction short story. They create a plot mountain for their story and keep track of the evidence that they use to create an engaging narrative based on facts and evidence from the time period. Stories must include both American and Native American perspectives/perceptions of each other.
- Slavery Museums: Students will conduct research and then develop a museum display that addresses the question, 'how did enslaved people resist the dehumanizing system of slavery?'
- Era of Reform Photo Essay: Students research a reform movement and then tracked it throughout history to determine how much progress has been made. Students construct a photo essay to share their findings.
- Confederate Era Symbols Podcast: Students research the history of Confederate flags or monuments, develop an evidence based interpretation of the symbols, and record a podcast that shares an interpretation regarding historical memory and the memorialization of the Confederate States of America.

Resources

Core Text: American Journey, Glencoe McGraw-Hill

Read Like a Historian Units: Expansion & Slavery

Lesson #3 - Lewis & Clark - Were Lewis and Clark respectful to the Native American's They met?
Close reading, Collaborative Teams, Defend a Claim, Persuasive Historical Argumentation

Lesson #4 - Nat Turner - Was Nat Turner a Hero or A Madman?
Sourcing, Analysis, Historical Comparison of Accounts, , Historical Argumentation

Lesson #8 - Irish Immigration - Were the Irish Considered White in the 19th Century?
Analysis of Print & Non-Print Media, Corroboration, Recognizing & Relating Patterns of Change over Time

Lesson #7 - Texas Independence - Why did Texans declare independence in 1836?
Close Reading, Analysis, Develop Historical Claim & Defend It, Distinguish Historical Causation

Teaching American History Project Lessons

- Seneca Falls Declaration Lesson - Comparing Declaration of Independence to the Seneca Falls Declaration_
<http://www.eastconn.org/tah/SenecaFallsDeclarationLessonPlan.pdf>
- "I Can't Vote, but My Voice can Still be Heard". Comparing Biographies vs. Narratives to support Historical Interpretation in an Essay

[https://www.fitchburgstate.edu/uploads/files/TeachingAmericanHistory/doddwomen.p
df](https://www.fitchburgstate.edu/uploads/files/TeachingAmericanHistory/doddwomen.pdf)

Unit 4 The Civil War, Post-War Reconstruction & The Struggle for Civil Rights in the 20th & 21st Century	
Content Area: Social Studies	
Course & Grade Level: American Studies Grade 7	
Conceptual & Skill Focus	
<p>Focus of the unit: This unit will focus on the attempts by leaders and ordinary citizens to keep the country intact in the face of stark economic, social and political differences surrounding the issue of slavery. At this point, students logically wonder, <i>How does a nation continue to achieve its goals despite immense challenges?</i> To address this question, student historians will recognize the relationship between compromises and decisions to keep the country unified that led to a full scale Civil War. Despite the challenge of war and postwar reconstruction, this time period presents pivotal moments in time where the power of leadership was tested to expand or continue to exclude liberties and human rights. Examination and analysis of such decisions made about the use of power, and for what purpose that power was used will help students to identify, describe and evaluate the nuanced process of post conflict problem solving that proved to have lasting effects for all Americans regarding the promise of the American Democracy.</p> <p>Connection to Historical thinking skills: Students will read and analyze multiple interpretations regarding the causes of the civil war. The unit will assist student historians to develop important historical thinking skills: 1) analysis of historical evidence and 2) crafting and supporting historical arguments. In addition to Reading Like a Historian skills, this unit will assist students to develop a more sophisticated understanding of chronological reasoning skills (i.e. continuity and change over time, historical causation, and periodization) by comparing multiple periods in American History-Antebellum, Reconstruction Era, Civil Rights movement, and modern civil rights movements.</p> <p>Modern connection: Race Riots of 1967 (be sure to consider local history- Patterson, Trenton, Camden), Civil Rights Act of 1964, Voting Rights Act of 1965, IDEA, Affirmative Action, Jesse Jackson's Rainbow Coalition, Clinton's 1994 Crime Bill, Instances of Police Brutality, Rodney King to Michael Brown, 1996 DOMA Law, Recent Supreme Court decisions on Affirmative Action, Repeal of DOMA, School to Prison Pipeline</p>	
Recommended Pacing	
40 days	
State Standards	
<p>Standard 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.

6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title IX, Affirmative Action, <i>Brown v. Board of Education</i>) in promoting civil liberties and equal opportunities.
6.1.12.C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
6.1.12.D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
6.1.12.D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
This unit of study addresses the NJ Amistad mandate.	
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> National unity or belonging is strengthened when a diversity of citizens' voices are incorporated into civic life. Maintaining a balance of power is a challenging given regional and social diversity. Conflict presents opportunity for dramatic change. Change isn't a mandate, but a shared vision and responsibility. Leadership wields decisional power that can have far reaching effects over time. 	
Unit Essential Questions	Corresponding Guiding Questions
	<ul style="list-style-type: none"> How did geography cause different economies and societies to develop?

<p>How does a democratic nation remained unified with stark differences?</p> <p>How do democracies create a more inclusive society?</p>	<ul style="list-style-type: none"> ● Why did the compromises fail in preventing a Civil War? ● What was the cause of secession and the Civil War? ● How did the civil war change America? ● Why wasn't Reconstruction a long term success in creating a more inclusive society? ● Were African Americans freed during Reconstruction? ● How was Reconstruction a "civil war" between Congress and the President? ● How successful was the Civil Rights movement in providing equal rights for African Americans?
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. ● Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War. ● Assess the human and material costs of the Civil War in the North and South. ● Examine the roles of women, African Americans, and Native Americans in the Civil War. ● Assess the role that economics played in enabling the North and South to wage war. ● Explain why the Civil War was more costly to America than previous conflicts were. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. ● Analyze the economic impact of Reconstruction on the South from different perspectives. ● Prioritize the causes and events that led to the Civil War from different perspectives. ● Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war. ● Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. ● Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. ● Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. ● Evaluate how political and military leadership affected the outcome of the Civil War. ● Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. ● Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. 	

- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Evidence of Learning

- Civil War Battles - An Investigation: Mini-Research Project where students choose a Civil War Battle and prepare a presentation.
- Civil Right Museum: Students will create a museum display that answers the questions, 'why did activists take a stand for social justice? How did activists make a difference by taking a stand for social justice?' This is a cross curricular project with IRLA.
- Podcast on Civil Rights Movement: Students record a podcast on a topic related to strategies activists used to reform society during the Civil Rights movement.

Resources

Core Text: American Journey, Glencoe McGraw-Hill

From History Lessons -

Lesson #13 - The Civil War - How did the Civil War affect other nations?
Multiple Perspectives, Contextualization, Periodization

RLAH Civil War & Reconstruction Unit - History is a Debate

Lesson #1 - John Brown - Was John Brown A Misguided Fanatic?

Chronological Reasoning, Sourcing, Analyzing Evidence, Historical Argumentation

Lesson #2 - Emancipation Proclamation - Did Lincoln free the slaves or did the slaves free themselves?

Interpretation, Causation vs. Correlation, Historical Comparison & Argumentation

Lesson #3- Radical Reconstruction - Why was the Radical Republican plan for Reconstruction considered "Radical"?

Sourcing, Contextualization, Analysis, Interpretation, and Historical Comparison

Lesson#7 - Reconstruction - Were African Americans Freed During Reconstruction?

Sourcing, Contextualization, Analysis and Historical Comparison, Patterns of Change over Time

Lesson #5 - Thomas Nast's Political Cartoons - How did Northern attitudes towards freed slaves change during Reconstruction?

Sourcing, Analysis, Interpretation, Contextualization, Patterns of Change over Time

Unit 5: Historical Documentary-An Interdisciplinary Project

Content Area: Social Studies and Language Arts

Course & Grade Level: Social Studies and IRLA: 7th grade

Summary and Rationale

Students will create a unique documentary film based off of a topic from American history. Students will research, plan, and produce a film that informs the audience about their chosen topic. While writing their scripts, students will develop a claim and a plot line to organize their ideas. Students will create their documentary using archival images, infographics, video clips, sound, and music to support their claim and inform their audience. Students are challenged to make connections between their historical topic and enduring modern day issues. The documentary is taught by both 7th grade IRLA and social studies teachers as an interdisciplinary unit.

Recommended Pacing:

21 days

State Standards

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Social Studies Skills (Pgs. 51-52 of NJ Social Studies Standards)

Critical Thinking- Grades 5-8

- Compare and contrast differing interpretations of current and historical events.
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Presentation Skills- Grades 5-8

- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Standards	
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST.6-8.1	Write arguments focused on discipline specific-content.
WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST.6-8.9	Draw evidence from informational texts to support analysis reflection, and research.
Interdisciplinary Learning Language Arts Standards	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

	<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection,</p>
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	<p>metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>B. Spell correctly.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Documentary films have a clear claim, but also tell an engaging story. ● Developing a documentary film requires extensive research. ● Creating a topic for a historical documentary involves figuring out how the topic transcends time-- exploring the roots of where the topic began, and connecting it to the modern day. ● Creating a historical documentary claim requires figuring out why the topic matters in the larger picture of history. ● Documentary filmmakers utilize visual storytelling to support the information they present in their films. 	

- Documentary filmmakers understand that music, narration, and sound can support a claim, build mood, and set a film in a particular historical time period.

Unit Essential Questions

- Why does my topic matter in the larger picture of American history?
- How can I find specific information about my topic using the web, databases, and print sources?
- How does my topic connect to the modern day?
- How can I piece together visuals, sound, and text to create a meaningful film that tells a story and supports a claim while also engaging my audience?

Objectives

Students will know:

- Before reading a text historians source that text to inform how it should be understood.
- The textbook is one account of the past and as such, needs interrogation and close reading.
- Reading and analyzing texts is central to understanding and knowing history.

Students will be able to: (Historical Thinking Skills)

Analyzing Historical Evidence

Sourcing:

- Given source material, determine the relevance, credibility, and/or limitations of a primary or secondary source in answering specific historical questions

Close Reading:

- Identify the author's viewpoint, claims, and evidence based on what is written and what the author chose to include or exclude.
- Cite examples of how the author uses persuasive language and specific words and phrases to influence the reader.

Chronological Reasoning

Historical Causation:

- Differentiate between short and long term causes of a specific historical event.
- Explain multiple causes and effects of events.

Patterns of Continuity and Change:

- Classify a series of historical events and developments as examples of change and/or continuity.
- Identify and explains how an event serves as a turning point.

Making Historical Connections

Comparison:

- Use similarities and differences to compare and contrast different historical individuals, events, and developments across time periods and/or geographic locations.
- Make connections between the past and present.

Contextualization:

- Use prior and new knowledge to determine the historical setting of sources and use the setting to attempt an interpretation of sources within the historic context as opposed to a present day mindset.

Creating and Supporting a Historical Argument

Claim/Thesis:

- Utilize questioning strategies to develop a research question that leads to a historical claim.
- Generate a focused historical claim that can be supported or refuted.

Corroboration:

- Analyze multiple accounts or perspectives of the same event or topic identifying areas where sources agree and disagree.

Evidence:

- Provide clearly identifiable evidence to support an argument incorporating multiple types of evidence. (direct and indirect)
- Interpret and explain how the evidence supports the claim, acknowledging evidence that contradicts the claim and using logical reasoning to explain the apparent contradiction.

Taking Action

Identify Opportunities for Personal or Collaborative Action:

- Participate in collaborative opportunities for action to address a situation, event, issue or phenomenon.

Assess Options and Plan Actions:

- Plan actions based on evidence and the perceived potential for impact.

Act Creatively and Responsibly:

- Acts individually or collaboratively, in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.

Reflect on Actions:

- Reflect on the appropriateness of own actions and advocacy for improvement.

Project specific tasks:

- Brainstorm topics in American history that are both interesting to them and important to them.
- Focus their topic ideas to make them specific (ex: narrowing the topic of “history of baseball” down to “baseball’s role in the American Civil Rights Movement”).
- Plan the plotline of their story by deciding where the story of their topic begins, what the climax of the story will be, and where the story will end.

- Check to make sure their topic transcends time. They will be able to figure out what the world was like before their topic occurred, what events directly impacted their topic (leading up to it), what the immediate impact of their topic was, and how their topic connects to the modern day.
- Conduct in-depth research on their topic by creating focused research questions to help gather information on their topic.
- Use various research strategies to help them answer their research questions (assessing source credibility, varying search terms, corroborating, etc.).
- Create a system to organize their research. They will also be able to keep track of which research questions they have answered, and which they still need to focus on.
- Decide what information should be directly quoted and what information should be properly paraphrased as they collect their research.
- Use various types of sources when researching, such as websites, databases, videos, books, and interviews.
- Work with other filmmakers to pitch their ideas in order to make sure they understand their purpose for creating a film on their chosen topic
- Develop a focused claim by looking through their research and answering why their topic matters in the larger picture of American history.
- Understand the power of visual storytelling, and carefully select images, videos, and infographics that support their claim while also telling an engaging story.
- Use a variety of resources to find strong visuals and videos (databases, Library of Congress, Bing.com, NYPL, etc.).
- Carefully craft a script to plan the narration behind their film.
- Plan a captivating lead for their script that sets their topic in its historical context, while also posing an open-ended question that their film will answer.
- Keep track of which images they have and which they still need.
- Organize their research into paragraphs that effectively support their claim. They will also be able to use transitional words/phrases, description, and explanation to ensure that they are supporting their claim throughout, while also telling an engaging story.
- Use Google Drawings create infographics to represent important information visually.
- Develop a conclusion that states their claim, connects their topic to the modern day, and ends with a thought-provoking idea/concept.
- Plan where each of their images, videos, and infographics will be paired in their film by taking notes on their script.
- Understand how important it is to be familiar with the filmmaking program that they use.

- Re-plot their scripts using a graphic organizer to help them figure out what their new exposition, rising action, climax, falling action, and resolution would be.
- Begin to create their film by first adding their images and video clips to WeVideo according to the order of their plotline and/or script.
- Create their narration by recording themselves reading their script. They will be able to pay attention to the pacing, inflection, and tone of their voice to add more meaning to their words.
- Create text screens to display important names, dates, labels, and other information. They will be able to understand that information is reinforced when it is presented both visually and audibly.
- Understand the power of music: it can build mood, support content, and set the viewer in a particular time period.
- Use visual and auditory transitions to make sure their film flows cohesively.
- Use the “Ken Burns Effect” to create movement when presenting static images in their films.
- Add sound effects to their film to bring their story to life.
- Consistently share their work with others to ensure that what they are creating is achieving their purpose while effectively engaging their audience.
- Create engaging and meaningful titles for their films that hint at their claim.
- Share their ideas and expertise with other filmmakers.
- Meet formally with their peers and teachers to receive written feedback.
- Implement feedback they receive from peers and teachers by making changes to their own films.
- Create credits and a proper MLA formatted works cited page that will appear at the conclusion of the film.

Evidence of Learning

Performance Tasks:

- As the final performance assessment, students will use primary and secondary sources to create a documentary that makes a historical claim.

Other Evidence:

- Evidence from the process: research questions, source cards/notes, scripts, visuals, etc.

Competencies for 21 st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<p>Past and current Teachers College Curricular Calendars: http://readingandwritingproject.org/7th Grade Language Arts-Social Studies Documentary Handbook</p> <p>Possible Mentor Texts Student work from prior years Award-winning NHD documentary films Ken Burns Films (ex: “The Dust Bowl,” “Jackie Robinson,” “The Statue of Liberty,” etc.) Short clips from professional documentary films</p>			