

**HOPATCONG BOROUGH SCHOOLS  
SOCIAL STUDIES CURRICULUM  
GRADE 7  
SUMMER 2005**

**Grade 7  
Social Studies  
2005**

**Course Description:**

This course explores the ancient world. It traces the development of civilization from prehistoric times up to and including the Renaissance. The course not only focuses on the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome, but also makes connections to the contributions these civilizations have given us today. The course ends with a study of the Middle Ages, and the European Renaissance which are surveyed with emphasis on culture, political structure, and geography. Students will gain an appreciation of other cultures as well as a greater understanding of the relationships between physical geography and civilizations, social structures, and governments.

**CORE CURRICULUM CONTENT STANDARDS**

- 6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**
- 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**
- 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**
- 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.**
- 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.**
- 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT**

## CORE CURRICULUM CONTENT STANDARDS

- 6.1 Social Studies Skills
- 6.2 Civics
  - A. Civic Life, Politics, and Government
  - B. American Values and Principles
  - C. The Constitution and American Democracy
  - D. Citizenship
  - E. International Education: Global Challenges, Cultures, and Connections
- 6.3 World History
  - A. The Birth of Civilization to 1000 BCE (BC)
  - B. Early Humans Societies to 500 CE (AD)
  - C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)
  - D. The Age of Global Encounters (1400-1750)
  - E. The Age of the Revolutionary Change (1740-1914)
  - F. The Era of the Great Wars (1914-1945)
  - G. The Modern World (1945-1979)
  - H. Looking to the Future (1980-present)
- 6.4 United States/New Jersey History
  - A. Family and Community Life
  - B. State and Nation
  - C. Many Worlds Meet (to 1620)
  - D. Colonization and Settlement (1585-1763)
  - E. Revolution and the New Nation (1754-1820)
  - F. Expansion and Reform (1801-1861)
  - G. Civil War and Reconstruction (1850-1877)
  - H. The Industrial Revolution (1850-1877)
  - I. The Emergence of Modern America (1890-1930)
  - J. The Great Depression and World War II (1929-1945)
  - K. Postwar Years (1945-1970)
  - L. Contemporary America (1968 –present)
- 6.5 Economics
  - A. Economic Literacy
  - B. Economics and Society
- 6.6 Geography
  - A. The World in Spatial Terms
  - B. Places and Regions
  - C. Physical Systems
  - D. Human Systems
  - E. Environment and Society

## **CUMULATIVE PROGRESS INDICATORS:**

### **6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

**Descriptive Statement:** The purpose of this standard is to develop the requisite skills needed to fully appreciate, comprehend, and apply knowledge of the other five social studies standards: civics, world history, United States and New Jersey history, geography, and economics. These skills must be integrated across all five standards. Students must understand basic concepts such as time, location, distance, and relationships and must be able to apply these concepts to the study of people, places, events, and issues. These skills focus on the importance of historical research as well as the need to distinguish fact from fiction and to understand cause and effect. These skills should not be taught in isolation; rather, students must use these skills in the study of all social studies disciplines.

**Building upon the knowledge and skills gained in the previous grades, by the end of Grade 8, students will:**

#### **A. Social Studies Skills**

1. Analyze how events are related over time.
2. Use critical thinking skills to interpret events, recognize bias, point of view, and context.
3. Assess the credibility of primary and secondary sources.
4. Analyze data in order to see persons and events in context.
5. Examine current issues, events, or themes and relate them to past events.
6. Formulate questions based on information needs.
7. Use effective strategies for locating information.
8. Compare and contrast competing interpretations of current and historical events.
9. Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
10. Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
11. Summarize information in written, graphic, and oral formats.

**Suggested activities may include but are not limited to the following:**

- **Strands 6.1A (1-11)** Reinforce indicators from previous grades. (Expanding on the foundation from the sixth grade curriculum, the Social Studies Skills component of the core curriculum content standards may be incorporated into several aspects of the curriculum.)

**6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**Descriptive Statement:** This standard includes content relating to eight periods of world history, including:

- The Birth of Civilization to 1000 BCE (BC)
- Early Human Societies to 500 CE (AD)
- Developing Human Societies to 1400 CE (AD)
- The Age of Global Encounters (1400-1750)
- The Age of Revolutionary Change (1750-1914)
- The Era of the Great Wars (1914-1945)
- The Modern World (1945 to 1979)
- Looking to the Future (1980-present)

The standards do not outline specific world history content and skills for students in grades K-4. Students in grades K-4 need to develop the social studies skills outlined in Standards 6.1 in order to understand the complex information presented in grades 5-8. Standard 6.2: Civics and Standard 6.4: United States and New Jersey History provide a foundation for the study of home, family, community, culture, international education, and global issues. In addition, as elementary students begin the study of a world language, they will learn about the history and culture of countries where the target language is spoken. Finally, the visual and performing arts standards require that students study works of art from various historical periods and diverse cultures. Thus, K-4 students will have multiple opportunities to study world history from different perspectives through a more integrated approach. The Cumulative Progress Indicators (CPIs) are grouped primarily in two grade clusters, grades 5 to 8 and grades 9 to 12. In order to study the periods of history in more depth, students in grades five through eight study the first four periods, from the development of human civilization in prehistory to the beginning of the post-medieval world. Students in grades 9 through 12 study the last five periods from global encounters to the contemporary world. Throughout the teaching of history, teachers are encouraged to connect events being studied to similar occurrences at different times in history and to current events. Teachers should endeavor to address the following critical questions of historical study:

Are there general lessons to be learned from history?

How and why do societies change?

What is civilization and how has it been defined?

Why do civilizations decline and perish?

Why is there political and social conflict?

How does religion influence the development of individual societies as well as global processes?

Are individuals as important as underlying structures in explaining change?

How have social institutions and groups failed to function in a positive way when people have behaved in cruel or inhumane ways?

How have people worked to combat instances of prejudice, cruelty, and discrimination?

The history topics listed for each of the eight eras of world history are organized around the following geographic areas: Eastern Europe, Western Europe, East Asia, Africa, the Middle East, North America, and Latin/Mesoamerica. They are grouped around the following topics:

- Study of a particular civilization
- Specific structures within the civilization (political, social, economic)
- Comparative civilizations/societies
- Connections among civilizations
- Global processes such as trade, conflict, and demographic change
- World religions
- Humanities: arts, sciences, and culture

Students need to learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. There should also be a balanced look at some of

the political, social, cultural and technological changes that occurred in Europe, Africa, the Middle East and Asia and the Americas from earliest times to the present. Students should trace the evolution of selected important ideas, beliefs, practices, and technologies as they shaped major developments.

**BUILDING UPON KNOWLEDGE AND SKILLS GAINED IN THE PRECEDING GRADES, BY THE END OF GRADE 8, STUDENTS WILL:**

**A. THE BIRTH OF CIVILIZATION TO 1000 BCE**

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:

- Early hominid development, including the development of language and writing
- Migration and adaptation to new environments
- Differences between wild and domestic plants and animals
- Locations of agricultural settlements
- Differences between hunter/gatherer, fishing, and agrarian communities

2. Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

3. Compare and contrast the economic, political, and environmental factors (e.g., climate, trade, geography) that led to the development of major ancient civilizations including Mesopotamia (e.g., Hammurabi's Code), Egypt, the Indus Valley, the Yellow River, and Kush (Nubia).

**Suggested activities may include but are not limited to the following:**

- **Standard 6.3A-1:** Venn Diagram: Wild Plants & Animals vs. Domestic Plants and Animals; Creating of a map with key for agricultural settlements; Three-Column T-Chart depicting the differences between hunter/gather, fishing, and agrarian communities

- **Standard 6.3A-2:** Cause and Effect Pictogram illustrating/explaining the relationship between environmental conditions and the development of different human communities
- **Standard 6.3A-3:** Graphic Organizer/Chart comparing & contrasting multiple civilizations; Group Projects & Presentations/Jigsaw Cooperative Learning; students to include map of the geographic areas of their civilizations

## **B. EARLY HUMAN SOCIETIES TO 500CE**

1. Explain the historical context, origins, beliefs, and moral teachings of the major world religions and philosophies, including:

- The origins of Judaism and Christianity and the emergence of the Judeo-Christian tradition
- The influence of Confucianism, Daoism, and Buddhism on the formation of Chinese civilization
- Hinduism, the Aryan migrations, and the caste system in India
- The influence of Buddhism in India

2. Describe the political framework of Athenian society and its influence on modern society, including:

- The influence of Athenian political ideals on public life
- The importance of participatory government
- The role of women in Athenian society, their rights under law, and possible reasons why democracy was limited to males
- Athenian ideas and practices related to political freedom, national security, and justice

3. Describe the social and political characteristics of the Greek city-states, including:

- Similarities and differences between Athenian democracy and Spartan military aristocracy
- Location and political structure of the city-states

- Hierarchical relationships in Greek societies
- Civic, economic, and social tasks performed by men and women of different classes

4. Describe the significant contributions of ancient Greece to Western Civilization, including:

- Characteristics of Classic Greek art and architecture and how they are reflected in modern art and architecture
- Socrates' values and ideas
- Philosophy, including Plato and Aristotle
- Greek Drama, including Sophocles and Euripides
- History, including Herodotus, Xenophon, and Thucydides
- Greek mythology

5. Discuss the cultural influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade.

6. Discuss the origins and social framework of Roman society, including:

- The geographic location of various ethnic groups on the Italian peninsula and their influence on early Roman society
- The legends of the founding of Rome and how they reflect the beliefs and values of its citizens
- Daily life in Rome and Pompeii

7. Describe the political and social framework of Roman society, including:

- Political and social institutions of the Roman Republic and reasons for its transformation from Republic to Empire
- The influence of key Roman leaders

8. Analyze how shifts in the political framework of Roman society impacted the expansion of the empire and how this expansion transformed Roman society, economy, and culture.

9. Discuss the political events that may have contributed to the decline of the Roman Empire, including internal divisions, significant battles, invasions, and political changes.

10. Describe the development of the Mayan civilization from agricultural community to an urban civilization, including the influence of the environment on agricultural methods, water utilization, and herding methods.

11. Describe the significant features of Mayan civilization, including the locations of Mayan city-states, road systems, and sea routes, the role and status of elite men and women in Mayan society and their portrayal in Mayan architecture, the role of religion and ceremonial games in Mayan culture, and the structure and purpose of the Mayan pyramids.

**Suggested activities may include but are not limited to the following:**

- **Standard 6.3B-1:** Create a foldable including a description of the following religions/philosophies: Judaism, Christianity, Confucianism, Daoism, Buddhism, and Hinduism
- **Standard 6.3B-2,3:** “Athens For a Day” or “Sparta for a Day” Role Playing, followed by reaction journal; Persuasive Poster/Brochure, “Why YOU want to live in Athens/Sparta” listing the characteristics of each city-state
- **Standard 6.3B-4:** “Greek Festival” cumulative activity of Greek influences: showcase of independent and group projects, demonstrations of art/music/food/drama/culture, Mock Olympic Games; Field Trip; Compare and contrast slavery in Ancient Greece to slavery in the United States
- **Standard 6.3B-5:** Create a map with a narrative discussing the influences of Greece, Egypt, Persia, and India on Mediterranean cultures through assimilation, conquest, migration, and trade
- **Standard 6.3B-6,7,8,9:** Create a foldable of the key Roman leaders; Create a map of the various ethnic groups on the Italian peninsula, include cultural influences; Science-Social Studies Interdepartmental Study: Pompeii; Mock Roman Trial; Create a large class map of the Roman Empire, tracking battles, acquisitions, conquests & turning points; “Roman Festival” cumulative activity of Roman influences: showcase of independent and group projects, demonstrations of art/music/food/culture/drama; Compare and contrast slavery in Ancient Rome to slavery in the United States
- **Standard 6.3B-10,11:** Create a travel brochure for the Mayan culture that includes the significant features of the society; Create a time-line with pictures and

a narrative describing the advances of the Mayan culture through their rise and fall  
(include all key terms/ideas/themes)

### **C. EXPANDING ZONES OF EXCHANGE AND INTERACTION TO 1400 CE**

1. Discuss how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples.
2. Discuss the spread of Islam in Southwest Asia, the Mediterranean region, and Northern Africa and the influence of Islamic ideas and practices on other cultures and social behavior, including:
  - The origin and development of Islamic law
  - The significance of the Quran and the Five Pillars of Islam
  - The diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule
  - The split into Sunni and Shi'ite factions
  - The importance of Muslim civilization in mediating long-distance commercial, cultural, intellectual, and food crop exchange across Eurasia and parts of Africa
3. Discuss the significance of the developing cultures of Asia, including the Golden Age in China and spread of Chinese civilization to Japan, Korea, and Southeast Asia and the rise of the Mongol Empire and its impact on the Kievan Rus.
4. Analyze the rise of the West African Empires of Ghana, Mali, and Songhay and compare with changes in Asia, Europe, and the Americas.
5. Analyze the relationships between Mesoamerican and Andean societies, including:
  - The growth of urban societies and urban planning
  - Religions and rituals
  - Governing structure and economy
  - The construction of the Mesoamerican calendar
  - Similarities in agriculture, societal structures, and artisan crafts

6. Explain the medieval origins of constitutional government in England (e.g., Edward I, Magna Carta, Model Parliament of 1295, Common Law).

7. Discuss the evolution of significant political, economic, social and cultural institutions and events that shaped European medieval society, including Catholic and Byzantine churches, feudalism and manorialism, the Crusades, the rise of cities, and changing technology.

**Suggested activities may include but are not limited to the following:**

- **Standard 6.3C-1:** Explore the culture of assigned northern European peoples using the Internet and text resources then create a poster/essay/presentation (differentiated choice activity) that identifies the Christian or Greco-Roman influences.
- **Standard 6.3C-2:** In cooperative groups, create an “All about Islam” graphic organizer/poster/lesson/video/skit that identifies key elements of the religion and culture the present final product to class.
- **Standard 6.3C-3:** Students will be able to “Get Facts from Artifacts,” using pictures of artifacts or replicas, students will work in cooperative groups to predict what the culture was like for China, Japan, Korea and Southeast Asia during a designated time period.
- **Standard 6.3C-4:** Read the poem "Ozymandias," by Percy Bysshe Shelley, which may be found on the Internet, to introduce the rise and fall of African nations; discuss the imagery to compare and contrast it with the United States; Write a first-person journal taking the role as either a child or an adult in one of the West African cultures
- **Standard 6.3C-5:** Construct a "profile" of a Central American country. They will be given directions to assemble an informative summary which is suitable for display and comparison with others in a series.
- **Standard 6.3C-6:** After studying how the Magna Carta placed the King under the law and checked royal power, students will create their own Magna Carta that can be applied to the school/classroom/sports team, etc; Create a law-making organization within the school modeled after Parliament.
- **Standard 6.3C-7:** Create a cause and effect graphic organizer outlining the political, economic, social, and cultural institutions and events that shaped European medieval society (include Catholic Church, Byzantine Church, Feudalism, Manorialism, Crusades, Rise of Cities, Technology as headings)

**D. The Age of Global Encounters (1400-1750)**

1. Discuss factors that contributed to oceanic travel and exploration in the 15<sup>th</sup> and 16<sup>th</sup> centuries, including technological innovations in ship building navigation, naval warfare, navigational inventions such as the compass, and the impact of wind currents on the major trade routes.
2. Describe the significant contributions of the Renaissance and Reformation to European society, including major achievements in literature, music, painting, sculpture, and architecture.
3. Compare the social and political elements of Incan and Aztec societies, including the major aspects of government, the role of religion, daily life, economy, and social organization.

**Suggested activities may include but are not limited to the following:**

- **Standard 6.3D-1,2:** Research Report: Students choose an invention or technological advancement of the 15<sup>th</sup> and or 16<sup>th</sup> century. Describe how the invention developed, who is credited with the discovery, explain the effects this invention had on the global community, how the invention evolved into what it is today, how used today, how manufactured today. Renaissance festival: students describe the significant contributions of the Renaissance such as major achievements in literature, music, painting, sculpture, and architecture through a “festival” that can be presented school wide.
- **Standard 6.3D-3:** Jigsaw cooperative groups to analyze and discuss the following features of the Aztec and Incan Civilizations: government, the role of religion, daily life, economy, and social organization.

**STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

**Descriptive Statement:** The study of geography is based on the principle that thinking in and understanding spatial terms will enable students to understand the many relationships of place, people, and environments. By taking an active, questioning approach to the world around them, students learn to devise their own mental world-view. As students engage in critical thinking to interpret patterns in the evolution of significant historic events and the movement of human populations on the Earth’s surface, their understanding of geography, history, economics, and civics deepens. Furthermore, the use of geographic tools and technology assists students to understand the reasons for, and the economic, political and social consequences of, human impact on the environment in different areas of the world. This section is organized around five strands adapted from the National Geography Standards.

A. The World in Spatial Terms

- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:**

**A. The World in Spatial Terms**

1. Distinguish among the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Explain the spatial concepts of relative and absolute location and distance.
4. Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
5. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
6. Distinguish among the major map types, including physical, political, topographic, and demographic.
7. Explain the distribution of major human and physical features at country and global scales.
8. Use thematic maps to describe places (e.g., patterns of population, diseases, rainfall).
9. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
10. Describe location technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).
11. Describe the significance of the major cities of New Jersey, the United States, and the world.

**B. Places and Regions**

2. Describe how regions change over time.
3. Compare the natural characteristics used to define a region.
4. Explain how regional systems are interconnected (e.g., watersheds, trade, transportation systems).
6. Discuss the similarities and differences among rural, suburban, and urban communities.

**C. Physical Systems**

1. Describe the characteristics and spatial distribution of major Earth ecosystems.
2. Discuss how ecosystems function locally and globally.
3. Predict effects of physical processes and changes on the Earth.
4. Discuss how the community and its environment function as an ecosystem.
5. Describe how the physical environment affects life in different regions (e.g., population density, architecture, transportation systems, industry, building materials, land use, recreation).

## **D. Human Systems**

1. Discuss how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Compare and contrast the primary geographic causes for world trade.
4. Analyze the patterns of settlement in different urban regions of the world.
5. Discuss how and why people cooperate, but also engage in conflict, to control the Earth's surface.
6. Compare the patterns and processes of past and present human migration.
7. Explain and identify examples of global interdependence.
8. Describe how physical and human characteristics of regions change over time.

### **Suggested activities may include but are not limited to the following:**

- **Standards A (1-11); B (2, 3, 4, 6); C (1-5); D (1-8):** Reinforce indicators from previous grades. (Expanding on the foundation from the sixth grade curriculum, the Social Studies Skills component of the core curriculum content standards may be incorporated into several aspects of the curriculum.)

### **INSTRUCTIONAL STRATEGIES:**

*Instructional strategies may include, but are not limited to, the following:*

- Brainstorming
- Webbing and Mapping
- Panel discussions
- Simulations & Role Play
- Lecture, Guided Reading
- Note Taking
- Independent Reading
- Whole-Class Discussion
- Cooperative Groups (Jigsaw, Think-Pair-Share, etc.)
- Instructional Videos
- Teacher-Guided Internet Use
- Guest Speaker(s)

- Library Research

**EVALUATION/ASSESSMENT OF STUDENTS:**

*Means of evaluation and assessment of students may include, but are not limited to, the following:*

- Observation, Questioning
- Interviewing
- Projects
- Essays
- Performance
- Tasks
- Self & Peer Assessments
- Portfolios
- Journals
- Written Work (maps, charts, problem solving)
- Tests
- Quizzes
- Research Reports
- Oral Presentations (individual and or group)

**EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

**RESOURCES/BIBLIOGRAPHY:**

Barnouw, Victor. Anthropology: A General Introduction. Dorsey Press, Homewood, Ill.: 1979.

Greenblatt, Miriam, Lemmo, Peter S. Human Heritage. McGraw-Hill, New York: 1995.

Homer, The Odyssey.

<http://www.teachingenglish.org.uk/try/plans/inca/inca.shtml>

<http://www.members.aol.com/MrDonnHistory>

<http://www.glencoe.com>

<http://www.si.org>

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<http://www.roman-empire.net>

Jackson, Richard H. & Hudman. Lloyd E. Regional Geography. Wiley & Sons, New York: 1990.

Virgil, The Aeneid.

## APPENDIX

### Lesson Plan Options

## **Holocaust/Genocide Lesson Plan Options:**

1. **Novel Study:** Inter-disciplinary unit study with Language Arts
  - a. Literature Circle Discussion Groups implementing differentiated instruction across a heterogeneous ability group:
    - i. Number the Stars by Lois Lowry (below grade level)
    - ii. The Devil’s Arithmetic by Jane Yolen (at grade level)
    - iii. The Diary of Ann Frank (at or below grade level)
    - iv. Night by Elie Weisel(grade level)
    - v. Survival in Auschwitz by Primo Levi (advanced)
2. **Time Line:** Students learn about the events that occurred before, during, and after the Holocaust and create a time line showing how those events are connected.
  - a. Research print and online resources, create a time line, and work in collaborative groups.
  - b. Final product for assessment should be used as a bulletin board either in the classroom or in the hallways to promote awareness
3. **Map & Chart Skills Integration:**

Students use a chart showing the locations and number of deaths in Nazi camps to complete map and chart-reading skill work sheets.

  - a. answer questions about an informational chart, use an atlas and other geography resources to locate concentration camps on a regional map
  - b. [http://www.sbgsschool.com/teacher\\_activities/social\\_studies/maps/europe\\_map.html](http://www.sbgsschool.com/teacher_activities/social_studies/maps/europe_map.html))
  - c. Provide each student with a copy of the [Concentration and Death Camps chart](#). Challenge students to use the chart to complete the [chart reading activity](#) and the mapping activity (below) linked to the chart. The chart-reading activity will work well with students in grades 4 and up. [Answer Key](#)

## Amistad Lesson Plan Options:

### 1. Internet Activity with the use of Primary Sources

- a. Students read *Free Men: The Amistad Revolt and the American Anti-Slavery Movement* is a curriculum rich in primary sources from [The Connecticut Historical Society](http://www.chs.org) online at [www.chs.org](http://www.chs.org)
  - i. Differentiated Instruction teaching options include: create a skit to explain the story, write a poem or song, write a two page essay summarizing the story, teach the class using visual aids, take an exam based on facts from the reading

### 2. Make a Timeline

- a. Divide students into pairs. Print out a copy of the story from [www.chs.org](http://www.chs.org): *Free Men: The Amistad Revolt and the American Anti-Slavery Movement* for each pair to read together. Then invite each pair of students to create a timeline that shows the Amistad events of 1839 -- from their capture early in the year in Africa to their arrival in Havana and their eventual jailing in New Haven. Additional dates of importance:
  - *September 23, 1839 -- Court rules that the Africans cannot be tried for murder because the revolt took place on a Spanish ship in Spanish waters.*
  - *January 13, 1840 -- The judge, Andrew Judson, rules that the Africans were brought from Africa to Cuba illegally. Therefore, they are not "property." (The Government appeals the decision.)*
  - *March 9, 1841 -- The Africans are freed by the U.S. Supreme Court.*
  - *November 1841 -- The Africans sail back to Africa.*

*(Older students might create a "History of Slavery Timeline" that includes many of the events that are part of the Amistad story plus other important events. Possible resources include [Slavery and Religion in America: A Timeline 1440-1866](#) and [Slavery Timeline.](#))*

### 3. Map Skills

- a. Students might do this activity in small groups. Print out a copy of the [world map \(www.chs.org\)](http://www.chs.org) that shows the trail of the Mende Africans from Mendeland to New Haven via Cuba. Invite students to use an atlas to locate on their maps these important places in the story of the Africans on board the *Amistad*: Mendeland, Lomboko, Cuba, Havana (Cuba), Port Principe (Cuba), Long Island (New York), New London (Connecticut), and New Haven (Connecticut).

*\*\*Activity and map courtesy of The Connecticut Historical Society (CHS). For more information about the CHS-designed Amistad curriculum, see this week's Education World CURRICULUM story, [So You Want to Teach About the Amistad?](#)*

