

Cliffside Park Middle School
History Through Film
August 2018

GRADE: 8th Grade Social Studies

Unit Name: Ancient Rome

Duration: 4-6 weeks

Enduring Understanding:

- Students will be able to view the ancient history of the Roman Empire through primary sources, secondary sources, Hollywood films, and various literacy activities.

Essential Questions:

- How was the lower class of the Roman Empire impacted by the wealthy?
- Why were gladiators treated the way in which they were depicted in movies?
- How was the main character in *Gladiator* treated by the wealthy as well as other gladiators?

Topics Covered:

- Geography of Ancient Rome
- Economy of Ancient Rome
- Roman class system
- Roman culture
- Roman military
- Gladiators
- Roman education system

Assessments:

Formative:

- Daily notes on *Gladiator*
- *Gladiator* question and answer daily assignment
- Movie critique of *Gladiator*
- Movie poster assessment of *Gladiator*--poor perspective vs. wealthy perspective
- Observation of student responses during whole-group and small-group discussion

- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Ancient History of Rome Guide Book* by Cicero, *Journals by Tacitus* written by Tacitus, *Deeds of Augustus* by Caesar Augustus
- Secondary sources: Hollywood movie posters, *Gladiators and their Impact* secondary source reading, *Wealthy vs. Poor in Ancient Rome* secondary source reading

Summative:

- Unit test

Benchmarks:

- Ancient Rome benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Create a movie poster that depicts how Gladiators were viewed in society--poor perspective and wealthy perspective

Relevant Standards:

NJSLS--Social Studies

- 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves.
- 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Activities and Connections:

- Social Studies teachers will consult with the Art teachers to create a movie poster assessment that focuses on the depiction of gladiators in Ancient Rome

Core Instructional Materials/Resources/Digital Tools:

- *World History: Ancient Civilizations* by McDougal Littell 2006
- Film: *Gladiator*
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

| <p>Modifications to Support Gifted and Talented Students</p> | <p>Modifications to Support English Language Learners</p> | <p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p> |
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| <ul style="list-style-type: none"> ● Students will research one important Ancient Roman leader and identify how they viewed the poor citizens of Rome as well as gladiators. ● Amplify learning by providing more challenging texts ● Create Google Slide presentation on pertinent topics from within the unit | <ul style="list-style-type: none"> ● ELL students will create a timeline of Ancient Rome that examines how the poor were treated differently throughout the Empire's existence. ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help | <ul style="list-style-type: none"> ● Students with IEPs and 504s will list vocabulary terms from the movie <i>Gladiator</i> that are important within the unit. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting |

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| <ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship | <p>student with language difficulties</p> <ul style="list-style-type: none">● Allow ELL students the opportunity illustrate one of the scenes from the movie● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation | <ul style="list-style-type: none">● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| | and explain information in their native language | |
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GRADE: 8th Grade Social Studies

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| <p>Unit Name: Colonization in the Americas</p> <p>Duration: 4-6 weeks</p> |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The positive and negative impacts on the indigenous people of the early Americas |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why did Europeans want to colonize in the New World? • How were the Natives impacted by the colonization of their land? • Why did religion play an important role in early American colonization? |
| <p>Topics Covered:</p> <ul style="list-style-type: none"> • Christianity • Colonization in North America • Colonization in South America • Economic implications of colonization • Social impacts of colonization • European monarchy and its role in colonization |
| <p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • 5 daily movie facts from <i>The Mission</i> • Timeline of how Robert de Niro’s character changed throughout the film • Venn Diagram of truths and lies between <i>The Mission</i> and other documentaries • Observation of student responses during whole-group and small-group discussion • Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses |

- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Colonial State Papers* primary source documents, *American Bibliography* by Charles Evans, *Cultural Contracts* by various Spanish explorers
- Secondary sources: *Christianity in the New World* secondary source reading, *The Role of the Priest in Early America* secondary source reading

Summative:

- Unit test

Benchmarks:

- Colonization benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Students will create a comic book that recreates the movie, *The Mission*, with an alternate ending.

Relevant Standards:

NJSLS--Social Studies

- 6.2.8.B.4.f Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies
- 6.2.8.D.4. a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- 6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Activities and Connections:

- Social Studies teachers and Art teachers will create movie posters that examine the character of Robert de Niro. Students will create two movie posters: one depicts the character in the beginning of the movie and one depicts the character at the end of the film.

Core Instructional Materials/Resources/Digital Tools:

- *World History: Ancient Civilizations* by McDougal Littell 2006
- Film: *The Mission*
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
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| <ul style="list-style-type: none"> ● Students will write an essay that examines the similarities and differences between Spanish and Portuguese exploration in the New World. ● Amplify learning by providing more challenging texts ● Create Google Slide presentation on | <ul style="list-style-type: none"> ● Students will create a timeline of European colonization in the New World. ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with | <ul style="list-style-type: none"> ● Students will outline the opening 30 minutes of the film, <i>The Mission</i>. ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting |

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| <p>pertinent topics from within the unit</p> <ul style="list-style-type: none"> ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship | <p>language difficulties</p> <ul style="list-style-type: none"> ● Allow ELL students the opportunity illustrate one scene from the movie, <i>The Mission</i> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation | <ul style="list-style-type: none"> ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| | and explain information in their native language | |
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GRADE: 8th Grade Social Studies

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| <p>Unit Name: Revolutionary War</p> <p>Duration: 4-6 weeks</p> |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The Revolutionary War had a positive and negative impact on the people who lived in America during this time period. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why were Americans in favor of the Revolutionary War? • Why were Americans opposed to the Revolutionary War? • How did the Revolutionary War impact people from different class systems in America? • How did the Revolutionary War impact families? |
| <p>Topics Covered:</p> <ul style="list-style-type: none"> • Geography of America • Economy of America • Class system in America during the Revolutionary War period • Role of women in early American history • Role of the family in early America • Battleground maps |
| <p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Complete the 5 movie facts as a daily grade • Create a list of historical inaccuracies from the movie <i>The Patriot</i> • Create a list of historical accuracies from the documentary titled, <i>America: The Story of Us</i> • Observation of student responses during whole-group and small-group discussion |

- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Common Sense* by Thomas Paine, *Declaration of Independence* by numerous founding fathers, *Battleground maps* drawn by generals of the Revolutionary War
- Secondary sources: *Division of Families* secondary source reading, *The Role of Women* secondary source reading, *The Impact on the Child* secondary source reading

Summative:

- Unit test

Benchmarks:

- Revolutionary War benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Students will create a Venn Diagram that compares *The Patriot* to *America: The Story of Us*.

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
- 6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- 6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
- 6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

English/Language Arts and Social Studies/History Literacy Standards

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Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers will recreate a movie poster for *The Patriot* in support of the Revolutionary War and one opposed to the war.

Core Instructional Materials/Resources/Digital Tools:

- *The Americans*, McDougal Littell
- Films: *The Patriot* and *America: The Story of Us*
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
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| <ul style="list-style-type: none"> ● Create a K-W-L chart that examines students knowledge pertaining to the Revolutionary War ● Amplify learning by providing more challenging texts ● Create Google Slide presentation on pertinent topics from within the unit | <ul style="list-style-type: none"> ● Create a word wall that lists terms that may be unfamiliar to students with respect to the American Revolutionary War ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help | <ul style="list-style-type: none"> ● Create a word wall that lists terms that may be unfamiliar to students with respect to the American Revolutionary War ● Create a list of important battles in the Revolutionary War ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers |

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| <ul style="list-style-type: none"> ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship | <p>student with language difficulties</p> <ul style="list-style-type: none"> ● Allow ELL students the opportunity illustrate how the Revolutionary War divided families ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google | <ul style="list-style-type: none"> ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| | Slide presentation and explain information in their native language | |
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GRADE: 8th Grade Social Studies

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| <p>Unit Name: Civil War</p> <p>Duration: 3-4 weeks</p> |
| <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • The Civil War created tensions between Americans living in different regions for a number of reasons. |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the geography impact the outcome of the Civil War? • Why was the north successful against the Confederacy? • How historically accurate was <i>Gone with the Wind</i>? |
| <p>Topics Covered:</p> <ul style="list-style-type: none"> • Economy in the north and south • Politics in the Confederacy • Technology during the 19th century • Role of women during this time period • Role of children during this time period |
| <p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation of student responses during whole-group and small-group discussion • Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses • Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit |

- Primary sources:
- Secondary sources:

Summative:

- Unit test

Benchmarks:

- Civil War benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Students will recreate one of the famous scenes from *Gone with the Wind* and present to their classmates

Relevant Standards:

NJSLS--Social Studies

- 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 Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course 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

English/Language Arts and Social Studies/History Literacy Standards

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Technology Standards

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- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Activities and Connections:

- Social Studies teachers and Art teachers will design movie posters from *Gone with the Wind* from the perspective of southerners vs. northerners.

Core Instructional Materials/Resources/Digital Tools:

- *The Americans*, McDougal Littell
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

| Modifications to Support Gifted and Talented Students | Modifications to Support English Language Learners | Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners) |
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| <ul style="list-style-type: none"> ● Gifted and Talented students will write an essay that features one important | <ul style="list-style-type: none"> ● ELL students will be permitted to create a timeline that dates the important | <ul style="list-style-type: none"> ● Allow ELL students the opportunity illustrate one of the important scenes from <i>Gone with the Wind</i> |

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| <p>general from the North and one important general from the South.</p> <ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship | <p>battles of the Civil War.</p> <ul style="list-style-type: none"> ● ELL students can create a word wall of important terms covered in the Civil War unit ● Allow for peer to peer collaboration within the classroom ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity illustrate one of the important scenes from <i>Gone with the Wind</i> ● Have ELL teacher assist in appropriate modifications and accommodation | <ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student |
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| | <p>s for all assessments</p> <ul style="list-style-type: none">● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language | |
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