**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
| **Content Area Literacy** | |
| Achieve The Core for Social Studies: http://achievethecore.org/dashboard/300/search/1/1/6/7/  8/page/737/history-social-studies-lessons-list-pg | Teachers can access sample lessons for use in middle school  Social Studies classrooms. |
| **Close Reading** | |
| Teaching History.Org section on Close Reading Lessons  in Social Studies: http://teachinghistory.org/teaching-materials/teachingguides/25690 | Teachers can learn more about how to lead their Social Studies students in a close read. |
| **Text Dependent Questioning** | |
| TNCore Text **Dependent** Question in Social Studies:  http://tncore.org/literacy\_in\_social\_studies/instructional\_r  esources/text\_dependent\_questions.aspx | Teachers can use the resources to craft their own text-dependent questions based in Social Studies. |
| **Document Based Questioning** | |
| Teaching History.org on DBQs in Middle School:  http://teachinghistory.org/teaching-materials/teachingguides/  23560 | Documents are plentiful, but many are too difficult for middle school students. This link will help a middle school teacher modify documents for their students so they can employ document based questioning. |

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection. For more information about the definition of each strand go to: <http://tn.gov/education/standards/social_studies/std_ss_coding_document.pdf>
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column (coded in green), as well as sample integrated ELA lesson plans at the end of each quarter.
* A “Tool Kit” of resources can be found on the last page. This section identifies resources found within the document, as well as some additional avenues of information. For a comprehensive list of resources for grades K-5 visit our resources website: <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: 6-8 Reading Economic Trends |  |  |  |  |
| **Entering:**  Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production) | **Beginning:**  Classify economic data based on information in text and charts (e.g., major crops by states or regions) | **Developing:**  Compare economic data based on information in text and charts (e.g., Which crop is produced less today than 5 years ago?) | **Expanding:**  Predict economic data for upcoming years based on information in text and charts (e.g., Which crop will have less production in 5 years?) | **Bridging:**  Interpret economic trend data based on information from grade level text and charts (e.g., Why has there been a decline in profits from this crop in the past 5 years?) |

A Word About Vocabulary Instruction

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

Vocabulary **Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**7th Grade World History & Geography Pacing Guide**

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| **Time** | **1st Quarter** |
| Week 1-3 | The Fall of the Roman Empire |
| Week 4-5 | The Islamic World |
| Week 8-9 | Medieval Africa |
| **Time** | **2nd Quarter** |
| Week 1-4 | Medieval China |
| Week 5-7 | Medieval Japan |
| Week 8-9 | The Middle Ages of Western Europe |
| **Time** | **3rd Quarter** |
|  | The Renaissance |
| Weeks 1-3 | Reformation |
| Weeks 4-9 | The Enlightenment and Scientific Revolution |
| **Time** | **4th Quarter** |
| Weeks 1-3 | The Age of Exploration |
| Weeks 4-5 | TCAP/Standardized Field Test Review |
| Weeks 6-9 | Facing History: Literature Study – Elie Wiesel’s *Night* |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Topic: Medieval China 400 A.D. – 1500 A.D.**  **(Weeks 1-4)** | | |
| **7.19** Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze and Yellow Rivers, the Himalayas, the Plateau of Tibet and the Gobi Desert.  **7.20** Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism.  **7.21** Analyze the role of kinship and Confucianism in maintaining order and hierarchy.  **7.22** Summarize the significance of the rapid agricultural, commercial and technological development during the Song Dynasties.  **7.23** Trace the spread of Chinese technology to other parts of Asia, the Islamic world and Europe including papermaking, wood-block printing, the compass and gunpowder.  **7.24** Describe and locate the Mongol conquest of China including Genghis Khan and Kublai Khan.  **7.25** Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism).  **7.26** Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City, the reconstruction of the Great Wall, the policy of isolationism and the sea voyages of Zheng He. | **7.19** Why was the Silk Road so significant in China?  **7.20** How did China rebuild its empire after years of war?  **7.20** Why did Buddhism become popular in Tang dynasty?  **7.21,** **7.25** Why were Confucian ideas so widely accepted within China?  **7.21** How did Confucian ideas shape China’s government?  **7.20, 7.22, 7.26** What are the Chinese dynasties of this era and what were their accomplishments?  **7.23** How did the Chinese technology spread?  **7.25** Why were Confucian ideas so widely accepted within China?  **7.20** For nearly three centuries China had no centralized government and many Chinese were struggling to survive because farmlands, canals and roads were in ruins.    **7.20, 7.21, 7.25** As China unified again under the Sui and Tang, dynasties were re-established. The Sui lasted only 100 years, the Tang 300 years and they were superseded by the Song which spanned the years AD 960 - 1279.  **7.22, 7.23** During the Tang and Song Dynasties advancements in agriculture, technology and art were developed.  **CONTENT VOCABULARY (Tier 3)**  Neo-Confucianism, porcelain, calligraphy, steppe, terror, census, barbarian, novel  **ACADEMIC VOCABULARY (Tier 2):**  restore, civil, principle, transfer, method, unify, regime, ongoing, convert  (For Vocabulary Strategies- See page 5) | **Textbook References**: Chapter 8, pages 175-211  **Sample Activities**:   1. Create a visual or multimedia display to identify the physical location and major geographical features of China. 2. In an essay referencing information in Chapter 8, describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism. 3. With your group, summarize the significance of the rapid agricultural, commercial and technological development during the Song Dynasties, Pp 178- 191.   **7.19** Use the Common Core for Social Studies Website to incorporate historical literacy projects for students:  [**http://www.socialstudiescms.com/#!china/c1te9**](http://www.socialstudiescms.com/#!china/c1te9)  **7.19** Chinese Map Project  <http://www.ellenjmchenry.com/homeschool-freedownloads/history-games/chinamap.php>  **7.19** Nystrom Atlas - Unit 4, Section 27 - Tang and Song Dynasties of China  **7.19** Nystrom Atlas - Unit 4, Section 28 - The Mongol Empire Spans Eurasia  **7.19** Nystrom Atlas - Unit 4, Section 30 - Ming Dynasty of China  **7.20, 7.22, 726** Create a timeline of the events of the five Chinese dynasties from this era. Students may create their own or students may be placed in groups with each focusing on one dynasty and combining all pieces for a very large timeline. .  **Textbook Reference: Chapter 8, p. 176 - 185.**  **7.20, 7.22, 7.26** Compare and contrast the Tang, Song and Ming dynasties and cite the important accomplishments of each. Textbook Reference Pp. 186- 192.  **7.23** Create a visual display using Foldabes that details the growth of technology. Text Reference Pp. 37, 187, 189-190.  **7.24** Create a map of the Mongol empire including the Silk Road. Write about how and why the Mongols were able to conquer most of Asia in less than a century. Textbook Reference Pp. 180,187,195,198.  **7.26** Create a map tracing the voyages of the Zheng He during the Ming dynasty. Students may write a description of one port he may have stopped at comparing it to what would have been in China at the same time. Textbook Reference Pp. 202-207.  **7.26** Create a list of pros and cons regarding the trading and exploration voyages of Zheng He. Take a position on the issue and write an argument stating reasons why the voyages should or not be continued. Textbook Reference Pp. 205-206.  **Literacy Skills**  **Primary Documents and Supporting Texts for Close Reads:**  excerpts from *The Analects of Confucius*  **Activities to support the reading:**  <http://www.asian-studies.org/EAA/EAA-Archives/12/1/721.pdf>  <https://www.asian-studies.org/eaa/Confucianism_Handouts.pdf>  Explore these sites for…  **DBQ’s on China to use in class:**  <http://afe.easia.columbia.edu/main_pop/ps/ps_china.htm>  **Document Based Essay Question**  <http://www.historyteacher.net/GlobalStudies/msohtml1/DBQs/DBQ-Chinese%20Philosophies.pdf>  **Vanlue Local School**  <http://vanlueschool.org/pluginfile.php/8140/mod_resource/content/0/Ancient%20China%20DBQ.pdf>  **Common Core State Standards**  <http://swmskil.cmswiki.wikispaces.net/file/view/China_DBQ_CCSS.pdf>  **Differentiation**  Learn to make differentiated learning menus for your students for each chapter of the textbook:  <https://www.teachingchannel.org/videos/differentiating-instruction-strategy> |
| **Topic: Japan 400 A.D. – 1500 A.D.**  **(5-7 weeks)** | | |
| **7.27** Compare the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.  **7.28** Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism and the Chinese writing system were adopted.  **7.29** Trace the emergence of the Japanese nation during the Nara and the Heian periods.  **Connection to Language Standards**  **L.7.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **7.30** Describe how the Heian aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as The Tale of Genji, one of the world’s first novels.  **7.31** Analyze the rise of a military society in the late twelfth century and the role of the shogun and samurai in that society. | **7.27** How does Shinto influence Japanese culture?  **7.28** In which ways did the Chinese influence Japan?  **7.28** How are the Japanese and Chinese written languages similar or different?  **7.29** How did the nobles keep control of the land in Japan  **CONTENT VOCABULARY (Tier 3):**  Shamanism, archipelago, animism, constitution, samurai, shogun, vassal, sect, guild, feudalism, martial art, meditation, volcano, tsunami, maritime  **ACADEMIC VOCABULARY (Tier 2):**  Achievement, tribute, isolate, ensure, behalf, labor, network, style, institution  (For Vocabulary Strategies- See page 5)  **Connection to Language Standards**  Greek & Latin Roots and Affixes  ***ism- the act, state or theory of***  Examples from the unit: **Neo-Confucianism, Shamanism, animism, feudalism,**  Other examples: **criticism, optimism, capitalism**  **7.30** Why was the Tale of Genji so significant in Japanese culture?  The Tale of Genji- <http://www.taleofgenji.org/>  **7.30** How did Buddhism and a writing system, Japanese interest the arts?  **7.31** How did the Fujiwara clan become powerful throughout Japan? | **Textbook:**  Chapter 9, pages 211-240  Write a comparison the major features of Shinto, Japan’s indigenous religion, and Japanese Buddhism.  **SUGGESTED ACTIVITIES**  **7.27** Read excerpts from The Ten Foot Square Hut and cite instances of Japanese Buddhist philosophy and teaching. Are the ideas applicable in our world? Express why or why not, Textbook Pp. 183,223,224,226 and 229-230.  **7.27** Investigate the types of materials used for samurai armor. How did it differ from items used in Europe? Identify strengths and weaknesses of both Japanese and European types of armor. Create an image of an ideal Japanese set of armor they would choose to wear and describe each part and its importance. Textbook Pp. 225,227.  **7.27** Compare and contrast a Shinto shrine and a Buddhist temple in Japan. Describe and compare the structure, decorative elements, shrines, design, size and building materials. Textbook pg. 222.  **7.27** Compare and contrast temples/shrines from Japan with mosques, churches and synagogues from other parts of the world. Explain how they are similar or different.  **7.28** Compare and contrast Japanese with Chinese arts of a similar time period. Note and explain similarities and differences.  Textbook pages 191-192.  **7.28** Create a set of pictograms that complete a sentence describing something in your life. The pictograms should be mild representations, not complete sketches of an item. Can others decipher your sentence? How difficult would it be to create an entire language i this form of writing? What would be the benefits and drawbacks of such a form of writing?  **7.28** “Do You Know Japan?” Read the article and watch the movie on Japanese calligraphy and how it was influenced by the Chinese and Buddhism.  [**https://doyouknowjapan.com/calligraphy/**](https://doyouknowjapan.com/calligraphy/)  **7.28** Create Chinese and Japanese calligraphy/poetry scrolls:  <https://www.teachervision.com/tv/printables/CultureSmart_14_16.pdf>  **7.29** Nystrom Atlas - Unit 4, Section 31 - From Imperial to Feudal Japan  **7.29** Create a timeline of Japanese history from this era citing important events and points in the development of Japanese culture. Textbook Reference Pg. 227  **Connection to Language Standards**  **Greek & Latin Roots and Affixes**  <http://www.researchgate.net/publication/230292405_The_LatinGreek_Connection>  **7. 30** Create two diagrams outlining the social structure in imperial and feudal Japan. Compare and contrast the diagrams citing similarities and differences.  The Heian Period- <http://www.kidspast.com/world-history/0257-heian-era.php>  **7.31** Create a training manual for young men who wish to become a samurai. List what they will need to know, how they will need to act, what the benefits and drawbacks may be, what they will need to do to train, what they will need to be successful and how they will be expected to live.  <http://education.asianart.org/explore-resources/artwork/samurai-armor>  **7.31** Read selections from The Tale of the Heike. What can be gleaned about samurai culture from this story? What about Buddhist culture?  <http://www.buddhanet.net/nippon/nippon_partI.html>  **7.31** Create a samurai family crest and flag. Explain the significance of the elements that make up the crest. See Resource #5.  <http://www.history.com/topics/samurai-and-bushido>  <https://www.khanacademy.org/humanities/art-asia/art-japan/heian-period/v/fudo-myoo>  <http://www.asia.si.edu/collections/edan/japanese.cfm>  <http://education.asianart.org/explore-resources/lesson-or-activity/create-your-own-samurai-military-identity-lesson>  <http://education.asianart.org/explore-resources/background-information/origins-samurai-growth-and-development-military-government>  **Literacy Connections**  **Primary Documents and Supporting Texts to Read:**  excerpts from *The Tale of Genji*  <http://www.learner.org/courses/worldlit/the-tale-of-genji/>  <http://education.asianart.org/explore-resources/artwork/scenes-from-tale-genji>  <http://www.kkc.or.jp/english/fellowship/lessonplan/lesson_data13/pdf/10-1.pdf>  **DBQ’s for Medieval Japan:**  <http://teachinginsanity.net/whap/Post-Classical%20Unit/Way%20of%20Samurai%20DBQ.pdf>  <http://athena.stanwichschool.org/upperschool/Wood/Lists/European%20History%20Assigments/Attachments/5/Samurai%20Mini-DBQ.pdf>  <http://athena.stanwichschool.org/upperschool/Wood/Lists/European%20History%20Assigments/Attachments/5/Samurai%20Mini-DBQ.pdf>  Learn to make differentiated learning menus for your students for each chapter of the textbook in the link below  <https://www.teachingchannel.org/videos/differentiating-instruction-strategy>  **ASSESSMENT**  Textbook pages 222-223.  Compose an essay that explains the importance of the Terms below to the Shinto and Buddhist belief systems.    Shinto, Buddhism, kami temples, Order, statues, ritual, art, prayer, offerings, meditation, Shrines, simplicity, tori, non-violence, purity, karma, Community  Based on the lists above and your knowledge of Japanese history compose an essay describing how at least two of the elements from each system affected Japanese culture and development during the years AD 500-1500. |
| **Topic: Middle Ages in Western Europe 400 A.D. – 1500 A.D.**  **Geography of Europe & the Black Plague**  **(Weeks 8-9)** | | |
| **7.32** Identify the physical location and features of Europe including the Alps, the Ural Mountains, the North European Plain and the Mediterranean Sea and the influence of the North Atlantic Drift.  **7.40** Describe the economic and social effects of the spread of the Black Death (Bubonic Plague) from Central Asia to China, the Middle East and Europe, and its impact on the global population. | **7.32** How has geography shaped the development Europe?  **7.32** How did the political boundaries of Europe change after the Fall of Rome and what kingdoms arose to become powerful?  **7.40** How did the Black Death affect Europe during the Middle Ages?  **Big Ideas**  A series of disasters - flooding from too much rain, lack of food due to weather issues, wars and diseases such as the plague - struck Europe starting in the 1300’s.  The plague, also known as the Black Death, spreading via trade from Asia to Europe, killed tens of millions of people and changed medieval society.  **TNSS: 7.40; 7.41**  **CONTENT VOCABULARY (Tier 3):**  Plague, Reconquista    **ACADEMIC VOCABULARY (Tier 2):**  Economy, authority,  (For Vocabulary Strategies- See page 5) | **Textbook Reference**  **Chapter 10, pages 241-245; pages 274-278**  **Suggested Activities**  **7.32/7.40** Nystrom Atlas - Unit 6, Section 41 - Trade Routes and the Plague  **7.32** Use Shepherd’s Software online to learn the geography of Europe  Draw political maps of Europe  Use foldables to present the major landforms of Europe  **7.40** Create a timeline of the advancement of the plague from China to Europe  Create a Weebly or a blog about the Black Death  Use background information from the Big Era 5 to encourage students to write their own journal entries center on the time of the Plague.  <http://worldhistoryforusall.sdsu.edu/units/five/closeup/05_closeup551.pdf>  **Literacy Activities**  Learn to make differentiated learning menus for your students for each chapter of the textbook:  <https://www.teachingchannel.org/videos/differentiating-instruction-strategy>  Writing and analyzing opportunities in this great lesson from San Diego State:  <http://worldhistoryforusall.sdsu.edu/units/five/closeup/05_closeup551.pdf>  Great literacy lesson from EdSitement: The Path of the Black Death:  <http://edsitement.neh.gov/lesson-plan/path-black-death#section-16316>  Primary Source Documents:  *The Decameron* by Giovanni Bocaccio (1348)  Excerpt of the introduction on the plague: <http://www.historywiz.com/primarysources/blackdeath.html>  **Assessment**  Geography quizzes: <http://legacy.fordham.edu/halsall/maps/mapquiz.asp> |

| **Additional Resources** | |
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| **The Fourteenth Amendment: Part I**   * <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fourameni/the-fourteenth-amendment-part-i/>   **The Fourteenth Amendment: Part II**   * <http://www.pbslearningmedia.org/resource/vtl07.la.ws.style.fouramenii/the-fourteenth-amendment-part-ii/>   **Freedom’s Bureau**   * <http://betterlesson.com/community/lesson/19586/lesson-2-freedmen-s-bureau> * <http://www.schooltube.com/video/75888ce022b24d968ac1/Freedman'sBureau>   **The Road to Impeachment**   * <http://civclients.com/nehint/impeach/>   **Andrew Johnson**   * <http://tn.pbslearningmedia.org/resource/3340f0ba-8fce-4990-9ab7-350c915414d1/andrew-johnson-60-second-presidents/>   **Civil War Reconstruction**   * <http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1385/5_HealingWounds.pdf> * <http://www.teachingushistory.org/pdfs/Flip-FlapBooklet.pdf> * <http://www.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/> * 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