

History's Mysteries, Conspiracies, and So Much More

Elective

Sayreville Middle School

Date Curriculum Approved/ Revised: 2019

Unit 1: Unsolved History

Content Area: **Social Studies**
 Course(s): **Social Studies**
 Time Period: **September**
 Length: **2 Weeks**
 Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about several mysteries throughout history, including the abrupt end of the Mayan civilization, the disappearance of the settlers of Roanoke, and the numerous unexplained anomalies surrounding the Bermuda Triangle. Through the use of both primary and secondary sources, such as maps, quotes, articles, and assorted video clips, students will achieve a more comprehensive understanding of each mystery and be able to draw their own conclusions about each. Students, furthermore, will be required to make inferences, cite textual information, and apply what they have learned about each mystery in the form of several assessments, both handwritten and digital.

Unit Plan

Topic/Selection	Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
The Mayan Civilization	4 Class Periods	SWBAT formulate a claim explaining what happened to the Mayan Civilization by constructing a digital presentation explaining their claim	<p>Students will conduct a CSI investigation into the causes of the end of the Mayan Civilization in which they will have to examine articles containing several theories as to what happened to the Mayans.</p> <p>Students will answer questions regarding each theory and, then, construct a digital presentation explaining what they believe happened to the Mayans.</p>	<p>What Happened to the Mayans Question Packet</p> <p>What Happened to the Mayans Digital Presentation Project</p>
The Colony of Roanoke	4 Class Periods	SWBAT formulate a claim explaining what happened to the settlers of the colony of Roanoke by creating a fictional police report detailing their claim	<p>Students will conduct a CSI investigation into the disappearance of the settlers of the colony of Roanoke in which they will have to analyze both primary and secondary sources, including but not limited to: maps, pictures, articles, etc., in order to formulate a claim explaining what happened to the settlers. Students will be directed to discuss the validity of the Dare Stones.</p> <p>Students will answer questions regarding</p>	<p>The "Lost Colony of Roanoke" Question Packet</p> <p>The "Lost Colony of Roanoke" Police Report Project</p>

			each source and, then, create a fictional police report detailing their claims with both supporting textual evidence and pictures.	
The Bermuda Triangle	2 Class Periods	SWBAT judge whether or not the Bermuda Triangle is supernatural by comparing two articles about historical events involving it in a whole class debate	<p>Students will watch several assorted video clips giving them an overview of the mysteries surrounding the Bermuda Triangle.</p> <p>Students will be divided into groups of 3-4. Each group will be part of 1 of 2 teams. Team 1 will read an article suggesting that the Bermuda Triangle is supernatural and Team 2 will read an article suggesting that the Bermuda Triangle is not supernatural.</p> <p>Students will compose arguments citing textual evidence in a graphic organizer and, then, debate their arguments as a whole class while being evaluated on the inclusion of factual content.</p>	Bermuda Triangle Graphic Organizer

LA.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

LA.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

LA.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LA.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

SOC.6.1.8.A.1.a

Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

SOC.6.1.8.B.1.b

Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6-8.MS-PS2-5.3.1

Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.

6-8.MS-LS1-8.8.1

Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

6-8.MS-LS2-4.7.1

Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

SOC.6.1.8.C.1.b

Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

SOC.6.1.8.B.1.a

Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.

Enduring Understandings

- Students will understand the major accomplishments of the Mayan civilization.
- Students will understand the potential causes that led to the end of the Mayan civilization.
- Students will understand the different theories explaining the disappearance of the Roanoke settlers.
- Students will understand the various historical events that have been attributed to the Bermuda Triangle.
- Students will understand how the use of primary sources enhance our knowledge and understanding of historical events.

Essential Questions

- What were the major accomplishments of the Mayan civilization?
- Why did the Mayan civilization end?
- What happened to the settlers of Roanoke?
- What role does geography play in the historical events associated with the Bermuda Triangle?

Summative Assessment and/or Summative Criteria

What Happened to the Mayans? Question Packet:

Students will answer a series of short answer questions based off articles detailing four possible theories explaining what happened to the Mayan Civilization.

What Happened to the Mayans? Digital Presentation Project:

Students will create a digital presentation, using either PowerPoint or Google Slides detailing their claims explaining what happened to the Mayans. Presentations will include both textual evidence and pictures to support their claims.

The "Lost Colony of Roanoke" Question Packet:

Students will answer a series of short answer questions based off information collected from both primary and secondary sources, including but not limited to: maps, pictures, articles, etc..

The "Lost Colony of Roanoke" Police Report Project:

Students will create a fictional police report detailing their claims explaining what happened to the settlers of the colony of Roanoke. Reports will include both textual evidence and pictures to support their claims.

Bermuda Triangle Graphic Organizer:

Students will cite textual evidence from an article either claiming that the Bermuda Triangle is supernatural or that it is not.

Resources

Online Resources:

The Mayans Got it Done: <https://www.youtube.com/watch?v=3odJDGKPPTU>

Why Did the Maya Civilization Collapse: <https://www.youtube.com/watch?v=SxwxTgFVUDE>

Mystery at Roanoke: <https://www.history.com/topics/colonial-america/mystery-roanoke-video>

Archaeologists Find New Evidence of Lost Colonists: <http://outerbanksvoice.com/2015/04/12/archaeologists-find-new-evidence-of-lost-colonists-on-hatteras/>

Map's Hidden Marks Illuminate and Deepen Mystery of Lost Colony: <https://www.nytimes.com/2012/05/04/us/map-markings-offer-clues-to-lost-colony.html?auth=login-smartlock>

Bermuda Triangle Mysteries: <https://www.youtube.com/watch?v=23pcN--XdJk>

Bermuda Triangle: What Happened to Flight 19: <https://www.youtube.com/watch?v=FfsQBeXWktU>

Top 5 Facts About the Bermuda Triangle: <https://www.youtube.com/watch?v=aBN6jvPmZGs>

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Students will be allowed to submit assignments using additional time per IEP modifications.
- Students will be given preferential seating as per IEP modifications.
- Directions will be repeated or reworded based on need.
- Students will be given small group or one to one instruction.
- Students will be given multiple visual and auditory cues during lessons.
- Students will be encouraged to use different size and type of font in order to avoid print confusion.
- LEP students will be allowed to use an Internet translator or language glossary in order to translate vocabulary and assignments properly.
- LEP students may be allowed to work with another student who is fluent in their native language.
- Independent projects will be assigned on the basis of ability level.
- Supplementary books and learning tools will be provided to encourage independent learning.
- High order thinking questions will be utilized during lessons.

Suggested Technological Innovations/Use

Instructional technology should be used to present and assess lessons such as:

- PowerPoint or Prezi presentation software for dissemination of notes
- Google Classroom for the submission of paperless assignments
- Chromebooks for researching historical topics

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English Language Arts:

- Composing both short paragraphs and extended essays at home and in class
- Analyzing and citing informational text from both primary and secondary sources in support of claims, statements, and arguments
- Defining new vocabulary while examining sources

Science:

- Conducting investigations and formulating conclusions based on scientific evidence
- Assessing the causes and effects of climate change, specifically its impact on the Mayan civilization
- Evaluating the roles weather and location have played in several historical events involving the Bermuda Triangle

Math:

- Collecting statistical data in support of claims, statements, and arguments
- Measuring and calculating distances with maps and other geometric tools to determine the fate of the Roanoke settlers

Unit 2: Conspiracies

Content Area: **Social Studies**
Course(s): **Adv. Concepts in Com. Sci. (s), Social Studies**
Time Period: **September**
Length: **2 Weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about the various conspiracies surrounding several historical events, including the sinking of the U.S.S. Maine, the attack at Pearl Harbor, the founding of the government facility known as Area 51, the moon landings, and the terror attacks on 9/11/01. Through independent research involving the use of both primary and secondary sources, such as maps, quotes, newspaper editorials, letters, and assorted video clips, students will judge whether or not any of these conspiracies are accurate. Students will be required to engage in multiple debates, both in small groups and as a whole class, in order to develop strong, evidence-based arguments supporting their positions on each conspiracy theory. Additionally, students will take part in activities, such as escape rooms and museum walks, to develop a deeper understanding of the impact of important historical events like the founding of Area 51 and the terror attacks on 9/11/01. Throughout the unit, students will be assessed both through short-term assignments, such as graphic organizers and charts, and longterm projects like a creating a complete diagram of Area 51 based on pictures and textual information.

Enduring Understandings

- Students will understand the different theories explaining why the U.S.S. Maine was destroyed.
- Students will understand the causes behind and consequences of the Japanese attack on Pearl Harbor.
- Students will understand the reasons as to why some people believe that President Franklin D. Roosevelt knew about the attack on Pearl Harbor beforehand.
- Students will understand potential purposes of the government facility known as Area 51.
- Students will understand the major events and time-line of the "Space Race" between the United States and the Soviet Union.
- Students will understand the different theories explaining whether or not the moon landings actually happened.
- Students will understand the causes behind and consequences of the terror attacks on 9/11.
- Students will understand how the use of primary sources enhance our knowledge and understanding of historical events.

Unit Plan

Topic/Selection	Timeframe	General Objectives	Instructional Activities	Benchmarks/Asses
The U.S.S. Maine	3 Class Periods	SWBAT formulate hypotheses explaining the sinking of the U.S.S. Maine by assessing both primary and sources from the time of the event	<p>Students will conduct a CSI investigation into the sinking of the U.S.S. Maine in which they will formulate hypotheses that attempt to explain the mysterious event.</p> <p>Students will write their hypotheses in a graphic organizer after assessing and citing evidence from both primary and secondary sources, including but not limited to: maps, letters, newspaper articles, etc..</p>	U.S.S. Maine Graphic

			Students will present their hypotheses in class and be evaluated on factual content, eye contact, and pace/volume.	
Pearl Harbor	3 Class Periods	SWBAT judge whether or not President Franklin D. Roosevelt knew about the attack on Pearl Harbor beforehand by collecting information from both primary and secondary sources and then comparing their claims in a whole class debate	<p>Students will collect information from both primary and secondary sources, including but not limited to: government memos, letters, newspaper editorials, video clips, etc. in order to determine whether or not President Franklin D. Roosevelt knew about the attack on Pearl Harbor before it transpired.</p> <p>Students will be divided into groups of 3-4. Each group will be part of 1 of 2 teams. Team 1 will collect evidence arguing that President Roosevelt knew about the attack beforehand and Team 2 will collect evidence arguing that President Roosevelt did not know about the attack beforehand.</p> <p>Students will debate their arguments as a whole class and be evaluated on factual content.</p>	Pearl Harbor Contr Graphic Organi
Area 51	4 Class Periods	SWBAT explain the purpose of Area 51 by analyzing both primary and secondary sources in an escape room and, then, by creating a diagram illustrating their thoughts	<p>Students will read an article that will give them a general overview of the government facility known as Area 51 and, then, answer questions pertaining to said article.</p> <p>Students will engage in an escape room in which they will have to analyze both primary and secondary sources, including but not limited to: photographs, newspaper articles, letters, etc., and decode the secret message in order to escape.</p> <p>Students will create an Area 51 diagram in which they will illustrate what they believe Area 51 to be based on the information that they gathered from both primary and secondary sources.</p>	<p>Area 51 Article Wo</p> <p>Area 51 Escape R Worksheet</p> <p>Area 51 Diagram F</p>
The Moon Landings	2 Class Periods	SWBAT judge whether or not the moon landings occurred by comparing different viewpoints in a whole class debate	<p>Students will watch a video clip giving them a general overview of the "Space Race" between the United States and the Soviet Union.</p> <p>Students will read articles about the moon landings and, then, formulate an argument, citing textual evidence, as to whether or not the moon landings occurred.</p> <p>Students will debate their arguments using the</p>	Fishbowl Response W

			fishbowl discussion technique and be evaluated on factual content.	
9/11/01 Terror Attacks	2 Class Periods	SWBAT evaluate whether claims about the 9/11/01 Terror Attacks are fact or fiction by comparing each claim to pictures and quotes from the event	<p>Students will engage in a museum walk in which they will look at pictures and quotes about the 9/11/01 Terror Attacks.</p> <p>Students will read through a series of claims about the 9/11/01 Terror Attacks and decide whether each claim is fact or fiction.</p>	9/11/01 Terror Attack Fiction Worksh

SOC.5-8.1.3.1

Compare and contrast differing interpretations of current and historical events.

LA.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

SOC.5-8.1.2.2

Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

LA.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

LA.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LA.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

SOC.5-8.1.1.2

Explain how major events are related to one another in time.

Essential Questions

- Why was the U.S.S. Maine destroyed?
- Why did Japan launch a surprise attack on the United States?
- How did the attack on Pearl Harbor influence American foreign policy?
- Did President Franklin D. Roosevelt know about the attack on Pearl Harbor prior to December 7, 1941?
- What is the purpose of the government facility known as Area 51?

Summative Assessment and/or Summative Criteria

U.S.S. Maine Graphic Organizer:

Students will write their hypotheses after assessing three sets of both primary and secondary sources, including but not limited to: maps, letters, newspaper articles, etc.. Students will cite historical evidence to support their hypotheses.

Pearl Harbor Controversy Graphic Organizer:

Students will cite at least three pieces of evidence supporting their claim as to whether or not President Franklin D. Roosevelt knew about the attack on Pearl Harbor beforehand.

Area 51 Article Worksheet:

Students will answer a variety of matching and multiple choice questions about Area 51.

Area 51 Escape Room Worksheet:

Students will answer a variety of multiple choice and short answer questions about Area 51. Students will decode messages related to Area 51

Area 51 Diagram Project:

Students will create a diagram of what they believe Area 51 to be. Diagrams will contain several written descriptions explaining what each section of the facility is used for as well as pictures denoting the things that people would see if they were able to go there.

Fishbowl Response Worksheet:

Students will write down their classmates' statements and, then, write a response either supporting or refuting their classmates' statements based on their own evidence.

9/11 Terror Attacks: Fact or Fiction Worksheet:

Students will read five claims about the 9/11 Terror Attacks and classify each as either fact or fiction while citing primary or secondary sources to support their assessments.

Resources

Online Resources:

Telegram from Captain Charles D. Sigsbee, Commander of the USS Maine, to the Secretary of the Navy, 02/15/1898: <https://catalog.archives.gov/id/300266>

What Destroyed the U.S.S. Maine - An Opinion: <http://www.spanamwar.com/Mainemol.htm>

The Pearl Harbor Controversy Part 1: <https://www.youtube.com/watch?v=9yBd-gZvvsK>

The Pearl Harbor Controversy Part 2: <https://www.youtube.com/watch?v=HESlrW-tYSA&feature=relmfu>

The Pearl Harbor Controversy Part 3: <https://www.youtube.com/watch?v=yI23uHg0QFI&feature=relmfu>

The Space Race (1955-1975): <https://www.youtube.com/watch?v=xvaEvCNZymo>

Debunking the 9/11 Myths - A Special Report - The World Trade Center: <https://www.popularmechanics.com/military/a6384/debunking-911-myths-world-trade-center/>

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Students will be allowed to submit assignments using additional time per IEP modifications.
- Students will be given preferential seating as per IEP modifications.
- Directions will be repeated or reworded based on need.
- Students will be given small group or one to one instruction.
- Students will be given multiple visual and auditory cues during lessons.
- Students will be encouraged to use different size and type of font in order to avoid print confusion.
- LEP students will be allowed to use an Internet translator or language glossary in order to translate vocabulary and assignments properly.
- LEP students may be allowed to work with another student who is fluent in their native language.
- Independent projects will be assigned on the basis of ability level.
- Supplementary books and learning tools will be provided to encourage independent learning.
- High order thinking questions will be utilized during lessons.

Suggested Technological Innovations/Use

Instructional technology should be used to present and assess lessons such as:

- PowerPoint or Prezi presentation software for dissemination of notes
- Google Classroom for the submission of paperless assignments
- Chromebooks for researching historical topics

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English Language Arts:

- Composing both short paragraphs and extended essays at home and in class
- Analyzing and citing informational text from both primary and secondary sources in support of claims, statements, and arguments
- Defining new vocabulary while examining sources

Science:

- Conducting investigations and formulating conclusions based on scientific evidence
- Applying prior knowledge of Astronomy, specifically the concept of gravity and the Earth's and moon's place in the solar system, in a fishbowl debate about the moon landings

Math:

- Collecting statistical data in support of claims, statements, and arguments
- Measuring and calculating distances with maps and other geometric tools to determine the location of Area 51 and the distance between the Earth and the moon

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Unit 3: Assassinations

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September**
Length: **2 Weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about several assassinations throughout history, including those of President Abraham Lincoln, President John F. Kennedy, Malcolm X, and Dr. Martin Luther King Jr. Through engaging in CSI investigations in which they will have to utilize critical thinking skills to analyze both primary and secondary sources, such as photographs, newspaper articles, and court documents, students will assess the roles of the various conspirators of the Lincoln assassination and judge whether or not Lee Harvey Oswald acted alone during the Kennedy assassination. Students, furthermore, will participate in two web-quests in which they will answer a series of NJSLA-based questions regarding the lives, achievements, assassinations, and legacies of Malcolm X and Dr. Martin Luther King Jr..

Enduring Understandings

- Students will understand the roles that John Wilkes Booth and other conspirators played in the assassination of President Abraham Lincoln.
- Students will understand the different theories explaining why President John F. Kennedy was assassinated.
- Students will understand the roles that both Malcolm X and Dr. Martin Luther King Jr. played in the formation and continuation of the Civil Rights Movement.
- Students will understand the impact that the assassinations of President Abraham Lincoln, President John F. Kennedy, Malcolm X, and Dr. Martin Luther King Jr. had on modern society.
- Students will understand how the use of primary sources enhance our knowledge and understanding of historical events.

Essential Questions

- Why was President Abraham Lincoln assassinated?
- Why was President John F. Kennedy assassinated?
- Why was Malcolm X assassinated?
- Why was Dr. Martin Luther King Jr. assassinated?
- How did these assassinations affect different people in different ways?
- Why is it important for us to consider different points of view about a historic event?

Unit Plan

Topic/Selection	Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Abraham Lincoln	3 Class Periods	SWBAT assess the roles of seven people involved in the assassination of President Abraham Lincoln by		

		examining both primary and secondary sources and composing brief statements rating the guilt or innocence of each with supporting evidence	
John F. Kennedy	4 Class Periods	SWBAT judge who was responsible for the assassination of President John F. Kennedy by examining five theories related to the crime and composing a briefing report stating their claim with supporting evidence	John F. Kennedy Assassination Question Packet John F. Kennedy Assassination Briefing Report
Malcolm X	2 Class Periods	SWBAT analyze the life, actions, and eventual assassination of Malcolm X by composing a brief paragraph that explains his contributions to society	Malcolm X Web-Quest Question Packet Malcolm X Paragraph

Martin Luther King Jr.	2 Class Periods	SWBAT evaluate the impact of the assassination of Dr. Martin Luther King Jr. by analyzing photographs and articles of Dr. King's greatest accomplishments	<p>Students will evaluate the contributions of Dr. Martin Luther King Jr. in a museum walk in which they will analyze various photographs and articles documenting Dr. King's actions during the Montgomery Bus Boycott, the Freedom March, and his "I Have a Dream" Speech.</p> <p>Students will listen to the "I Have a Dream" Speech and write 3 things that they take away from it.</p> <p>Students will formulate a list of Dr. Martin Luther King Jr.'s greatest accomplishments and, then, debate their lists in small groups.</p> <p>Students will answer questions about Dr. Martin Luther King Jr.'s assassination in a web-quest and judge the impact of the assassination in a brief written statement.</p>	<p>Dr. Martin Luther King Jr. Quest Question Pack</p> <p>Dr. Martin Luther King Jr. Assassination Paragraph</p>

LA.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

LA.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

LA.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LA.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

SOC.6.1.8.D.5.d

Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

SOC.6.1.8.A.3.b

Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks

and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

SOC.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.

SOC.6.1.8.A.3.g

Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6-8.MS-PS2-5.3.1

Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.

6-8.MS-LS1-8.8.1

Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

6-8.MS-LS2-4.7.1

Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

Summative Assessment and/or Summative Criteria

Abraham Lincoln Assassination Primary/Secondary Source Analysis Worksheet:

Students will examine letters, court transcripts, and written statements of seven individuals connected to the assassination of President Abraham Lincoln, and then answer questions regarding each.

Abraham Lincoln Assassination Guilty or Innocent Statements:

Students will compose brief, 4-6 sentence statements judging the guilt or innocence of each while citing evidence to support their claim.

John F. Kennedy Assassination Question Packet:

Students will answer questions relating to five theories (Lee Harvey Oswald, The "Magic Bullet", the Cubans, the Russians, and the CIA) pertaining to the assassination of President John F. Kennedy.

John F. Kennedy Assassination Briefing Report:

Students will compose a briefing report in which they will state who they believe to be responsible for the assassination while citing historical evidence to support their claim.

Malcolm X Web-quest Question Packet:

Students will answer questions regarding Malcolm X's connection to and impact on the Civil Rights Movement.

Malcolm X Paragraph:

Students will compose a brief, 6-8 sentence paragraph explaining Malcolm X's assassination, specifically focusing on analyzing its impact and his contributions to society.

Dr. Martin Luther King Jr. Web-quest Question Packet:

Students will answer questions about Dr. Martin Luther King Jr.'s assassination, specifically focusing on the circumstances (i.e. date, location, time, motive, etc.) of the assassination.

Dr. Martin Luther King Jr. Assassination Paragraph:

Students will compose a brief, 6-8 sentence paragraph explaining the impact the assassination of Dr. Martin Luther King Jr. had on the Civil Rights Movement and society as a whole.

Resources

Online Resources:

Dr. Samuel Mudd Photographs and Biography: <http://law2.umkc.edu/faculty/projects/ftrials/lincolnconspiracy/mudd.html>

Assassination of John F. Kennedy: https://www.youtube.com/watch?v=PfSXkfV_mhA

JFK Assassination : Conspiracy Myths (2003): <https://www.youtube.com/watch?v=EMc-1lf7qH4>

Trauma Doctor Recalls When JFK was Taken to Parkland Hospital: <https://www.youtube.com/watch?v=6jHWTXIMKx4>

Lee Harvey Oswald Assassination: <https://www.youtube.com/watch?v=r6PcVCqg3tg>

What Better Forensic Science Can Reveal About the JFK Assassination: <https://theconversation.com/what-better-forensic-science-can-reveal-about-the-jfk-assassination-88224>

Malcolm X Biography: <https://www.biography.com/activist/malcolm-x#synopsis>

Malcolm X Assassination Article: <https://www.history.com/this-day-in-history/malcolm-x-assassinated>

Dr. Martin Luther King Jr. Assassination Article: <https://www.history.com/topics/black-history/martin-luther-king-jr-assassination>

1968 King Assassination Report: <https://www.youtube.com/watch?v=cmOBbxgXKvo>

Suggested Modifications for Special Education, ELL and Gifted Students

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Science:

- Conducting investigations and formulating conclusions based on scientific evidence
- Discussing forensic techniques, such as the Compositional Analysis of Bullet Lead, which was commonly used by the FBI during the JFK Assassination

Math:

- Collecting statistical data in support of claims, statements, and arguments
- Measuring and calculating distances with maps and other geometric tools to determine if it was possible for Lee Harvey Oswald to assassinate President Kennedy from where he was situated

Unit 4: Unsolved Crimes

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September**
Length: **2 Weeks**
Status: **Not Published**

Summary of the Unit

Within this unit, students will learn about several unsolved crimes throughout history, including the Jack the Ripper murders, the kidnapping of Charles Lindbergh III, the disappearance of Amelia Earhart, and the D.B. Cooper robbery. Through independent research and analyzing both primary and secondary sources, such as maps, witness statements, time-lines, letters, and various newspaper articles, students will not only develop a clear understanding of the history of each crime but, moreover, be able to build valid arguments solving each one. Additionally, students will be required to present their arguments in a number of different ways, including creating a mini-lapbook containing information on what they believed happened to Amelia Earhart and constructing a collage compiling details on who they believe D.B. Cooper was.

Enduring Understandings

- Students will understand the time-line and scope of the Jack the Ripper crimes and investigation.
- Students will understand potential motives of the suspects involved in the Jack the Ripper investigation.
- Students will understand the history and level of notoriety of the Lindbergh family.
- Students will understand how the creation of new technology can both positively and negatively affect the investigation of a crime.
- Students will understand the contributions that Amelia Earhart made to both aviation and the advancement of women.
- Students will understand the different theories surrounding the disappearance of Amelia Earhart.
- Students will understand the different theories surrounding the identity of D.B. Cooper.
- Students will understand how the use of primary sources enhance our knowledge and understanding of historical events.

Essential Questions

- Who was Jack the Ripper?
- Why was Jack the Ripper never caught?
- What happened to Charles Lindbergh III?
- How did the creation of new technology impact the search for Charles Lindbergh III?
- What happened to Amelia Earhart?
- Who was D.B. Cooper?
- Why was D.B. Cooper never caught?

Summative Assessment and/or Summative Criteria

Jack the Ripper Chart:

Students will write 3-5 facts about Jack the Ripper himself and two of the crime scenes of the case. Students will create a list of pros

and cons for seven suspects involved in the case indicating the likelihood that each could be the killer.

Lindbergh Kidnapping Article Questions:

Students will read an article about the Lindbergh kidnapping and answer 5 short answer questions that will give them an overview of the case.

Disappearance of Amelia Earhart Worksheet:

Students will answer several questions related to disappearance of Amelia Earhart in which they will have to make inferences, sequence events, and cite textual evidence.

Disappearance of Amelia Earhart Mini-Lapbook Project:

Students will create a mini-lapbook in which they will state what they believed happened to Amelia Earhart while including 3 pieces of supporting evidence to justify their statements.

D.B. Cooper Robbery Worksheet:

Students will answer six short answer questions related to the D.B. Copper robbery in which they will have to state the main facts of the case and subsequent investigation.

D.B. Cooper Collage Project:

Students will construct a collage in which they will state their prime suspect for the D.B. Cooper robbery and combine any supporting evidence in the form of three pictures complete with written descriptions.

Unit Plan

Topic/Selection	Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessr
Jack the Ripper	3 Class Periods	SWBAT identify Jack the Ripper by collecting evidence from both primary and secondary sources and composing a list of pros and cons for each suspect justifying their claim	Students will conduct a CSI investigation with the purpose of identifying the serial killer known as Jack the Ripper. They will have to examine both primary and secondary sources, including but not limited to: maps, letters, witness statements, newspaper articles, time lines, cab company records, suspect biographies, etc.. Students will compose a list detailing facts about Jack the Ripper himself and two of the crime scenes and, then, create a list of pros and cons for each suspect indicating whether or not each is the killer.	Jack the Ripper Cha

The Lindbergh Kidnapping	2 Class Periods	SWBAT judge whether or not six statements about the Lindbergh kidnapping are fact or fiction by examining an article about the case	<p>Students will examine an article and answer questions about the kidnapping of Charles Lindbergh III.</p> <p>Students will analyze six statements about the Lindbergh kidnapping and research each one with a chromebook to determine whether each statement is fact or fiction.</p>	Lindbergh Kidnapping Questions
The Disappearance of Amelia Earhart	3 Class Periods	SWBAT propose theories as to what happened to pilot Amelia Earhart by examining both primary and secondary sources and creating a mini-lapbook detailing their findings	<p>Students will examine an article on the disappearance of Amelia Earhart and answer several questions related to the article.</p> <p>Students will conduct a CSI investigation with the purpose of figuring out what happened to Amelia Earhart. They will have to examine both primary and secondary sources, including but not limited to: maps, letters, newspaper articles, time lines, etc..</p> <p>Students will create a mini-lapbook stating what they believe happened to Amelia Earhart and containing all the evidence supporting their theories.</p>	<p>Disappearance of Amelia Worksheet</p> <p>Disappearance of Amelia Mini-Lapbook Project</p>
D.B. Cooper Robbery	3 Class Periods	SWBAT choose who was responsible for the D.B. Cooper robbery by constructing a collage containing their prime suspect and any corresponding evidence	<p>Students will examine an article about the D.B. Cooper robbery and subsequent investigation and, then, assess several suspect involved with the case. Next, students will answer several questions associated with the case.</p> <p>Students will construct a suspect board collage in which they choose their prime suspect for the robbery and combine any evidence supporting their theory.</p> <p>Students will present their collages in class and be evaluated on factual content, eye contact, and pace/volume.</p>	<p>D.B. Cooper Robbery Worksheet</p> <p>D.B. Cooper Collage Project</p>

	question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6-8.MS-PS2-5.3.1	Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.
6-8.MS-LS1-8.8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
6-8.MS-LS2-4.7.1	Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

Resources

Online Resources:

Lindbergh Baby Kidnapped: <https://www.history.com/this-day-in-history/lindbergh-baby-kidnapped>

Amelia Earhart Lost Evidence: <https://www.youtube.com/watch?v=gj3YDnymMn8>

Does This Photo Show Amelia Earhart After Her Plane Disappeared?: <https://www.history.com/news/does-this-photo-show-amelia-earhart-after-her-plane-disappeared>

Did Amelia Earhart Survive Crash? New Photo May Offer Tantalizing Clue: <https://www.livescience.com/59714-amelia-earhart-photo-marshall-islands.html>

Top Three Theories for Amelia Earhart's Disappearance: <https://news.nationalgeographic.com/2017/07/amelia-earhart-disappearance-theories-spd/>

The Cooper Identity: <https://www.youtube.com/watch?v=7tRGP7t1U6s>

The Incredible Story of D.B. Cooper: <https://www.youtube.com/watch?v=J2NVzcK3EaI>

D.B. Cooper: Mystery Solved?: <https://www.youtube.com/watch?v=NRDEF6fJcko>

D.B. Cooper: Where Are You?: <https://www.youtube.com/watch?v=eiuYyfG7-P0>

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

- Students will be allowed to submit assignments using additional time per IEP modifications.

- Students will be given preferential seating as per IEP modifications.
- Directions will be repeated or reworded based on need.
- Students will be given small group or one to one instruction.
- Students will be given multiple visual and auditory cues during lessons.
- Students will be encouraged to use different size and type of font in order to avoid print confusion.
- LEP students will be allowed to use an Internet translator or language glossary in order to translate vocabulary and assignments properly.
- LEP students may be allowed to work with another student who is fluent in their native language.
- Independent projects will be assigned on the basis of ability level.
- Supplementary books and learning tools will be provided to encourage independent learning.
- High order thinking questions will be utilized during lessons.

Suggested Technological Innovations/Use

Instructional technology should be used to present and assess lessons such as:

- PowerPoint or Prezi presentation software for dissemination of notes
- Google Classroom for the submission of paperless assignments
- Chromebooks for researching historical topics

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.3: 21st Century Life and Career Skills: Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English Language Arts:

- Composing both short paragraphs and extended essays at home and in class
- Analyzing and citing informational text from both primary and secondary sources in support of claims, statements, and arguments
- Defining new vocabulary while examining sources

Science:

- Conducting investigations and formulating conclusions based on scientific evidence
- Discussing the concept of DNA in terms of what it is and how it can be used to identify someone

Math:

- Collecting statistical data in support of claims, statements, and arguments
- Measuring and calculating distances with maps and other geometric tools to determine Amelia Earhart's flight pattern