**Name**: Felicia Alexander

**Title of Unit Plan**: Visual Primary Sources and Historical Comparison with Current Global Events

**Course and Grade:** Grade 7 Social Studies (American History)

**Length of time dedicated to Unit Plan**: Integrated over the course of one semester- 5 individual lessons utilized during two units- Jackson’s Presidency and the Civil War

**Overview of Unit Plan**: Visual primary sources will be used to apply the concepts of propaganda, perspective and bias through the following topics: Cherokee Trail of Tears, Wounded Knee Massacre, Andersonville Prison and Civil War battles . These will be compared/contrasted with the following modern global events: WWII Nazi Death Marches, Joseph Kony and LRA, Syrian Refugee camps in Turkey and Darfurian camps in Chad, modern war photography including Srebrenica, gassing of Syrian and Kurdish civilians, etc.

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| **Stage 1 Desired Results** |
| *From Global Competence Matrix for Social Studies* (source: Educating for Global Competence: Preparing our Youth to Engage the World)Recognize perspectives:Students recognize and understand their own and others’ perspectives:* Recognize and express their own perspective on situations, events, issues and identify the cultural, social, economic, political, geographic and historical influences that inform that perspective.
* Explore and describe how geopolitical differences, as well as access to knowledge, resources and technology, affect the options, choices and quality of life of people around the world

-------------------------------------------------------------------------*From NJ Core Curriculum*SOC.5-8.6.1 - [Strand] - All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics:* SOC.5-8.6.1.8 A.1 - [*Cumulative Progress Indicator*] - Analyze how events are related over time.
* SOC.5-8.6.1.8 A.2 - [*Cumulative Progress Indicator*] - Use critical thinking skills to interpret events, recognize bias, point of view, and context.
* SOC.5-8.6.1.8 A.3 - [*Cumulative Progress Indicator*] - Assess the credibility of primary and secondary sources.
* SOC.5-8.6.1.8 A.4 - [*Cumulative Progress Indicator*] - Analyze data in order to see persons and events in context.
* SOC.5-8.6.1.8 A.5 - [*Cumulative Progress Indicator*] - Examine current issues, events, or themes and relate them to past events.

SOC.5-8.6.2.8 E - [*Standard*] - International Education: Global Challenges, Cultures, and Connections:* SOC.5-8.6.2.8 E.1 - [*Cumulative Progress Indicator*] - Analyze ways in which nation-states interact with one another through trade, diplomacy, cultural exchanges, treaties or agreements, humanitarian aid, economic incentives and sanctions, and the use or threat of military force.
* SOC.5-8.6.2.8 E.2 - [*Cumulative Progress Indicator*] - Discuss factors that lead to a breakdown of order among nation-states (e.g., conflicts about national interests, ethnicity, and religion; competition for territory or resources; absence of effective means to enforce international law) and describe the consequences of the breakdown of order.
* SOC.5-8.6.2.8 E.7 - [*Cumulative Progress Indicator*] - Analyze how the life, culture, economics, politics, and the media of the United States impact the rest of the world.
* SOC.5-8.6.2.8 E.8 - [*Cumulative Progress Indicator*] - Discuss how global challenges are interrelated, complex, and changing and that even local issues may have a global dimension (e.g., environmental issues, transportation).
* SOC.5-8.6.2.8 E.11 - [*Cumulative Progress Indicator*] - Discuss the impact of the Internet and technology on global communication.
* SOC.5-8.6.2.8 E.13 - [*Cumulative Progress Indicator*] - Analyze how prejudice and discrimination may lead to genocide as well as other acts of hatred and violence for the purposes of subjugation and exploitation.

LA.7.3.1.7 G - [Strand] - Comprehension Skills and Response to Text:* LA.7.3.1.7 G.3 - [Progress Indicator] - Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.
* LA.7.3.1.7 G.6 - [Progress Indicator] - Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.
 | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make connections between propaganda and primary sources.
2. Identify the perspective of visual primary sources and propaganda.
3. Discover similarities among experiences of targeted groups of people in different places and at different times.
4. Develop critical thinking skills by asking relevant questions and seeking the answers.
5. Recognize bias and how it impacts interpretation of visual primary sources.
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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*1. Propaganda has been used as a tool to justify and gain support of certain actions by the US federal government.
2. Governmental actions that result in tragedy are not limited to one time period or one nation’s government.
3. Mass media may be used in a such a way as to promote a particular political idealogy or action.
4. Photography has evolved since the time of the Civil War to document atrocities and battles and may include bias.
5. Photographs of particularly discomforting events may have been withheld/censored by our federal government and discovered at a later date.
6. Photographs can be used as a neutral source to inform the public about a particular situation such as Brian Steidle’s photos of Darfur.
7. There are many websites students can utilize which include well documented photographs.
 | ESSENTIAL QUESTIONS 1. How have political leaders’ perceptions of indigenous people resulted in their persecution?
2. What similarities can be found in the treatment of Cherokees by the US government and the treatment of recent refugees as in Syria, **Srebrenica** and Darfur?
3. In what ways have photographs and/or political cartoons informed the public about the Trail of Tears, the Wounded Knee Massacre, the chemical gas attacks on Syrian civilians by their own government and that of the Darfurians by government agents like the Janjaweed?
4. How can photographs and other graphic images impact popular support of acts of genocide or ethnic cleansing?
5. What are some of the ways that visual primary sources can be evaluated for authenticity or inaccuracy?

 1. How can visual images be used positively by students?
2. What sites can be used by students to gather visual primary sources that are not politically sponsored?
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| ***Acquisition*** |
| *Students will know…* 1. Propaganda has been used as a tool to justify and gain support of certain actions by the US federal government.
2. Governmental actions that result in tragedy are not limited to one time period.
3. Mass media may be used in a such a way as to promote a particular political ideology or action.
4. Photography has evolved since the time of the Civil War to document atrocities and battles and may include bias.
5. Photographs of particularly discomforting events may have been withheld and/or censored by our federal government and discovered at a later date.
6. Photographs can be used as a neutral source to inform the public about a particular situation such as Brian Steidle’s photos of Darfur.
7. There are many websites students can utilize which include well documented photographs.
 | *Students will be skilled at…* 1. Identifying propaganda.
2. Comparing when and where historical events occur
3. Cite evidence to support whether a particular graphic image is bias free or has an underlying agenda.
4. Evaluating different types of photography for its time frame .
5. Providing an accurate caption renaming pictures that have come to light after the fact.
6. Utilizing photographs to “tell the true story”.
7. Know here they can go on the internet to gather photographic evidence when researching.
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| C.5-8.6.1.8 A.7 - [*Cumulative Progress Indicator*] - Use effective information. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| List, describe, observe, give examples, show, generalize, compare and contrast | * Introduction to unit: during larger unit “Jackson’s Presidency” –
* Large group instruction: What is bias? Making connection to prior learning: Students will be brought back to a previous lesson on the Boston Massacre. On Starboard, students will be shown Ben Franklin’s famous sketch famous of this incident. How did we recognize bias in this piece? Students will circle key features on this source that indicate bias. Students will brainstorm titles for this source.
* Pairs work: Students will be shown Robert Lindneux (1942)iconic painting *Trail of Tears* on the Starboard. Students will work in pairs to examine this painting for bias. Questions for pairs: Does the painter seem sympathetic to the Cherokees? Why? What would have been important about a painting like this? When do you think this was painted? Who do you think the painter was? How might this shape people’s opinions about the Cherokee people when it was painted? Of American policy toward Indians 100 years earlier?
* Students will receive a photocopy of the 1843 portrait of John Ross. In this portrait, titled *John Ross, Cherokee Chief* he is painted holding a document entitled *Protest and Memorial of the Cherokee Nation Sept. 1836*. Students will return to large group discussion to brainstorm ways that this painting is different from the scene painted by Lindneux. Students should describe Ross as completely as possible. What surprises you about this painting? How does the timing influence the use of each as a primary source?
* Essential question: Do events like the Trail of Tears take place in modern times? How do we know? What types of primary sources are available today to prove this that were not available in 1838-1839?
* In ISSN: set up T chart on right hand page: Primary Sources: 1830’s and Primary Sources: 2013. Ask students to reflect on the Trail of Tears. If there had been our mass communications of 2013, in the 1830’s, could the Trail of Tears have been prevented? Students will record their ideas for each then jot down some Tweets on left page that could be used to spread the word about the Cherokees plight.

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| List, describe, observe, give examples, show, generalize , compare and contrast, create | Lesson #2- : immediately following Lesson #1 1. Focus question- (connect to prior lesson) How can people spread a message quickly today?? What kinds of modern technology allow us to get information immediately? Disseminate worksheet with vocabulary terms for students to fill out, with special explanation of propaganda, as we move through the lesson. Terms will also be posted on Quizlet.com.
2. Large group: Introduce students to the KONY 2012 project. Explain the background info. Can anyone find Uganda on a map? What do students know about that part of the world? What is a child soldier? What is a war criminal? Show the film: <http://invisiblechildren.com/media/videos/program-media/kony-2012/>

How did the people behind this campaign use primary sources and modern mass media to inform the world about Joseph Kony? Discuss how the film was able to mobilize so many people so quickly. (If students need help, ask them to think about the music, the graphics, testimony of the children, etc). Was the KONY 2012 project propaganda? 1. Students will brainstorm in groups of 4 to analyze how similar images could be used if the Trail of Tears was taking place today. How might social media be utilized?
2. Students will create a wordle that reflects what they have learned about global mass media/propaganda through this lesson.
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| Locate, identify, compare, infer, analyze, create | Lesson #3 : Now and Then- Why? \*Most students have not had formal instruction in this topic yet, but have learned about the Holocaust in bits and pieces. Connect to prior lesson about KONY 2012. 1. Large group: Can anyone think of a another time in history where civilians were rounded up and forced to give up their homes and livelihoods like the Cherokees, or like the Ugandan children who were taken from parents to be soldiers?

Does anyone know anything about what happened during WWII to Jewish people in Europe? Field open responses to this prompt to ascertain students’ prior knowledge. Explain as needed.1. Primary source question: Can an interview be considered a primary source? Why or why not? Students will be shown a brief video clip testimony about concentration camps and death marches for background info (<http://www.ushmm.org/outreach/en/media_oi.php?MediaId=2863> and then shown a photograph from the USHMM website on Death Marches. Discuss the following questions with the large group so as to monitor transmission of correct information: How are these both primary sources? Are they believable? How does this information make you feel?
2. Students will work independently to record observations about this photograph like those from the previous lesson. Does the photographer seem sympathetic to the people in the photo? Why? What would have been important about a photo like this of obvious victims? When do you think this was actually published? Who might have been the photographer? How might this photo shape people’s opinions about what was happening to the Jews of Europe?
3. Students will brainstorm in groups of 4 how these images could be used if these events were happening today. Where? How? Why? How might social media be utilized? Have they seen any graphic images about current issues in the world today?
4. Extension Activity: Students may look up recent actions against Roma and Sinti in Eastern Europe and France.
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| Locate, identify, compare, infer, analyze, create | Lesson #4: (During Civil War Unit) Andersonville Prison, Elmira Prison: Civil War Detention Camps (2 days- 1 in computer lab)  Focus Question: When prisoners were taken by the Union or Confederate troops, what happened to them? Remind class that all prisoners were actually Americans, so they would have had to detain them somewhere in this country- in the North or South.1. Large group Day 1: Power Point presentation about Andersonville Prison with actual photos of the camp. PP will include mortality statistics and overall camp facilities, or lack of as well as clips of spoken language testimony from Ken Burns’ The Civil War documentary.
2. Computer Lab Day 2: Students will receive a webquest to research and answer questions about the two most notorious Civil War prisons. <http://www.civilwarhome.com/prisons.htm> and asked to locate primary sources (maps, photos and letters) available through the Library of Congress today. <http://memory.loc.gov/ndlpcoop/nhnycw/aa/aa02/aa02057v.jpg>
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| Locate, identify, compare, infer, analyze, create, produce,  | Lesson #5: Detention Camps Today: Jordan and TurkeyFocus question- Do you think most Americans on either side knew about the prison conditions in NY or GA? Why or why not? Could this take place today? What technology could help to publicize inhumane conditions in the world today? 1. Large group Activity 1: On Starboard, students will be asked to match up the following nations on a map: Uganda, Chad, Sudan, South Sudan, Syria, Turkey and Jordan. Ask students what they already know about these countries—languages spoken, religions, ethnicity of the people, etc. Ask students top raise their hands if they have heard about the kids who have fled Syria’s Civil War or Darfur’s Civil War, which actually ended several years ago.
2. Large Group Activity 2: Introduction to Syria: Show primary source photos of gas attack victims, and news footage of Syrian Civil War fighting. Question to Group: How has mass media been used to make the world aware? Students will watch clip <http://www.youtube.com/watch?v=_IlLwfC2dNc> about life in a refugee camp for a twelve year old Syrian girl.
3. Students will write a journal entry in their ISSN through the eyes of child their own age describing how they would feel about their situation.
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| Locate, identify, compare, infer, analyze, create, predict |  Lesson #6: Detention Camps Today: Chad Focus question: How have primary sources aided in identifying atrocities in other countries? How has mass media been used to make the world aware? 1. Large Group Activity 1: Introduction to Darfur: Primary Sources broke the story of Darfur. Introduce Brian Steidle’s primary source photos of Janjaweed attacks on villages to the class via powerpoint and a brief clip from his film: The Devil Came on Horseback. How might the NY Times use of these primary source photos impact the people of Darfur???? Who would then know about this situation????? Can you predict what a story in the NYT would mean to the people of Darfur?
2. Small Group Jigsaw: Students will examine artwork created by Darfurian children living in refugee camp in Chad. Each piece of artwork will be evaluated as a primary source document. Upon completion of Jigsaw, students will watch film about this artwork: <http://www.youtube.com/watch?v=Ml10CnaICk8>
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| Illustrate, identify, compare, infer, analyze, create | Lesson #7: Culminating Activity of Unit (3 days in computer lab): This activity will be contingent upon pacing of the main unit on Civil War.Objective: Students will create a glogster project in which they select a current issue in either the US or internationally. Requirements: The glog must include factual information, personal commentary as well as a variety of visual primary sources, including external links if desired. Possible topics include:Natural disasters like Hurricane Sandy, Hurricane Katrina, Typhoon in Philippines, drought in SubSahara Africa.Wars: Arab Spring, Civil War in SyriaHuman Interest Issues: child labor, trafficking, drug abuse, poverty, etc. |
| **Stage 3 – Learning Plan** |
| Lesson #1 : Introduction to unit: during larger unit “Jackson’s Presidency” – 1. Large group instruction: What is bias? Making connection to prior learning: Students will be brought back to a previous lesson on the Boston Massacre. On Starboard, students will be shown Ben Franklin’s famous sketch famous of this incident. How did we recognize bias in this piece? Students will circle key features on this source that indicate bias. Students will brainstorm titles for this source.
2. Next students will be shown Robert Lindneux 1942 iconic painting *Trail of Tears* on the Starboard. Students will work in pairs to examine this painting for bias. Questions for pairs to answer on worksheet: Does the painter seem sympathetic to the Cherokees? Why? What would have been important about a painting like this? When do you think this was painted? Who do you think the painter was? How might this shape people’s opinions about the Cherokee people when it was painted? Of American policy toward Indians 100 years earlier?
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4. Essential question: Can events like the Trail of Tears take place without people knowing about it in modern times? How would we know? What types of primary sources are available today to prove this that were not available in 1838-1839?

Lesson #2 : immediately following Lesson #1 1. Focus question- (connect to yesterday) How can people spread a message quickly today?? What kinds of modern technology allow us to get information immediately? Disseminate worksheet with vocabulary terms for students to fill out as we move through the lesson.
2. Large group: Introduce students to the KONY 2012 project. Explain the background info. Show students Uganda on a map? What do students know about that part of the world? What is a child soldier? What is a war criminal? Show the film: <http://invisiblechildren.com/media/videos/program-media/kony-2012/>

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* Requirements: The glog must include factual information, personal commentary as well as a variety of visual primary sources, including external links if desired. Possible topics include:

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