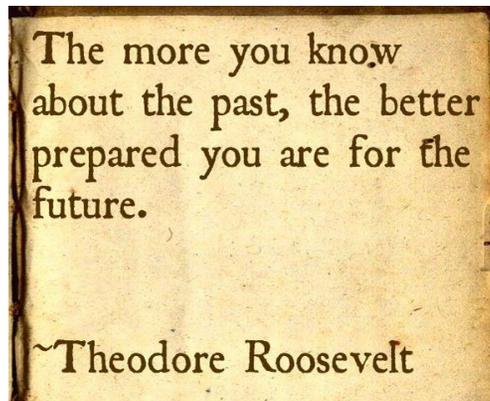


Secaucus  
Board of  
Education

Facing History and Ourselves  
Course Code: 3538  
*Social Studies*



*Born on October 2016*

*Aligned to the NJSLS-ELA adopted 2016*

*Aligned to the Social Studies, Technology, and 21<sup>st</sup> Century Life and Careers Standards adopted 2014*

*Adopted by the Secaucus Board of Education on December 22, 2016*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Objectives**

- ★ Increase awareness and understanding of stereotypes of history and the effects on today.
- ★ Identify qualities and characteristics of effective leaders and compare them to leaders who abused their powers.
- ★ Identify major movements throughout history that changed the world around them.
- ★ Develop knowledge of one's self prejudices and describe why they feel this way.
- ★ Analyze and express one's feelings towards past experiences that we should have changed.
- ★ Express an awareness of global problems today that deal with social, racial, ethnical and political conflicts around the world.
- ★ Make aware of problems that affect the daily lives of people negatively on the local, state, national and world levers.
- ★ Provide tools to identify potential problems and the effects on the world in the next decade.

### **Interdisciplinary Connections**

- ✓ Mass Media
- ✓ Social Networking
- ✓ Finance
- ✓ Literature
- ✓ Religion

### **Potential Course Modifications (ELLs, Special Education, Gifted and Talented)**

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<b>Genocidal/Dictators, Cultural and Religious Toleration</b>	
<b>Timing:</b>	First marking period. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Social Studies</b>	6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8
	<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2
	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>

<ul style="list-style-type: none"> <li>● How do cults and dictators often give rise to oppressive regimes that led to genocides and ethnic cleansing?</li> <li>● How does ignorance led to religious and cultural indifference?</li> <li>● How does religious and cultural indifference lead to massacres and ethnic cleansing?</li> <li>● How does the rise of Israel lead to conflicts in the Middle East?</li> <li>● What do cults and dictators have in common?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Analyze the main causes that led to the Holocaust.</li> <li>❖ Define the ethnic cleansing.</li> <li>❖ Analyze what all leaders have in common throughout history.</li> <li>❖ Identify major incidents genocide in the world and the effects it had on social, political, economic views of the country affected.</li> <li>❖ Explore why history keeps repeating itself over again in negative ways.</li> <li>❖ Identify contributing factors that lead people to abuse their power.</li> <li>❖ Make essential connections between history and the moral choices they confront in their own lives.</li> </ul>	<p>Forms of government</p> <p>Create your own government. Students will come up with a utopian society and government in which everyone can be treated equal and all have the same rights.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>The Forgotten</u></b></p> <p>Genocide cannot be committed by an individual or small group; rather, it takes the cooperation of a large number of people and the state. The genocidal process starts with prejudice that continues to grow. By knowing the stages of genocide, citizens are better equipped to identify the warning signs and stop the process from continuing.</p> <p>In groups, research a “forgotten” genocide (Rwanda, Somalia, Tibet, Darfur, Iraq, etc.) Then read the “<a href="#">Ten Stages of Genocide</a>”: a formula for how a society can engage in genocide. The ten stages of genocide are: classification, symbolization, discrimination, dehumanization, organization, polarization, preparation, persecution, extermination, and denial.</p> <p>Apply these stages to the genocide your group is researching in order to present your findings to the class.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Childhood Remembrances</u></b></p> <p>Watch the movie <i>Beasts of No Nation</i> and write an essay comparing how you grew up compared to the children in the movie.</p>
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<ul style="list-style-type: none"> <li>• What does it take to be a leader?</li> <li>• Under what conditions is abuse of power possible and occur?</li> </ul>		<p>Then read <i>A Long Way Gone</i> and compare it to the movie <i>Beasts of No Nation</i></p>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p><i>A Long Way Gone</i> by Ishmael Beah</p> <p>Movie <i>Beasts of No Nation</i> 2015 film</p> <p>Powerpoints on various topics</p> <p>“The Past Does Not. A link to Israel and the Holocaust”.</p> <p><i>The Boy in the Striped Pajamas</i> 2008 film</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p><a href="#">Ten Stages of Genocide</a></p> <p><a href="#">A Long Way Gone</a></p> <p><a href="#">Teacher’s Guide: A Long Way Gone</a></p>

<b>Unit:</b>	<b>What is a Civil Right?</b>	
<b>Timing:</b>	Second Marking Period. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.	
<b>Standards:</b>	<b>New Jersey Student Learning Standards</b>	
	<b>Social Studies</b>	6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8
	<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2
	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● What does it mean to be human?</li> <li>● What is a right?</li> <li>● What is a universal right?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Identify contributing factors that lead people to abuse their power.</li> <li>❖ Understand how denying human rights leads to oppression.</li> <li>❖ Identify how individuals and groups</li> </ul>	Class discussion: Consider how the “glass ceiling” effects women in the workplace. What is fast track vs. mommy track mean when it comes to the workplace for women?  View and analyze Martin Luther King’ “ <a href="#">I have a dream...</a> ” speech and discuss the impact it had.  Then, watch parts of <i>Eyes on the Prize</i> and reflect on what you

<ul style="list-style-type: none"> <li>● What is a civil right?</li> <li>● Can separate be equal?</li> <li>● What is freedom?</li> <li>● How does the environment that you grow up in contribute to the hatred for the groups that had to fight for their civil rights?</li> </ul>	<p>can bring about change in society through social action.</p> <ul style="list-style-type: none"> <li>❖ Analyze the way societies react to change in a variety of ways. ,,</li> <li>❖ Understand how the Civil Rights movement furthered the promises of equality for all citizens. ,,</li> <li>❖ Gather evidence from primary documents, and use that evidence to make claims about the past.</li> <li>❖ Research different civil rights' movements in order to understand why they occurred.</li> <li>❖ Explore the past in order to have a better appreciation for the people who fought for equal rights and the hardships they went through.</li> <li>❖ Explore why history keeps repeating itself over again in a negative way.</li> </ul>	<p>thought was the most powerful moment of the African Americans Civil Rights</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Global Research</u></b></p> <p>Write a research paper on a Civil Rights movement. Including who is being oppressed and what are their motives to change.</p> <ul style="list-style-type: none"> <li>● Explore major civil rights violations around the world</li> <li>● Identify how the laws of that particular country allowed for a lack of civil rights for certain groups,</li> </ul> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Women in Politics</u></b></p> <p>Read Madeline Kunin's article in the Huffington Post, "<a href="#">If You're Female and Running for President, You Better Be Perfect</a>"</p> <p>Writing Prompt: Write an essay in which you consider the "double standard" that has existed throughout history between men and women. Consider Kunin's observation that, "boys will be boys, but girls must be goddesses". Use information from the article and your own studies to support your response.</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Take a Stand</u></b></p> <p>Create an advertisement for the IDEA showing how they protect or don't protect the rights of students.</p>
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		Explain why you feel that people who identify as LGBTQ in this country are still considered second class citizens, even though there have been so many civil rights movement prior.
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	Primary Sources Martin Luther’s “I Have a Dream....” speech Tiananmen Square Article. “Hope and Despair: Southern Black Women Pre and Post Civil Rights Era” EBSCO <i>Harriet Jacobs Life of a Slave Girl</i> Power Points. <i>Iron Jawed Angels</i> 2004 film Interactive Whiteboard DVD/video player Laptops with Internet access	<a href="#">Eyes on the Prize dvd</a>  <a href="#">“If You’re Female and Running for President, You Better Be Perfect”</a>  <a href="#">I have a dream...”</a>

<b>Unit:</b>	<b>Prejudices Today</b>							
<b>Timing:</b>	Third Marking Period. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.							
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="632 589 1024 797"><b>Social Studies</b></td> <td data-bbox="1024 589 1921 797">6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8</td> </tr> <tr> <td data-bbox="632 797 1024 883"><b>Technology</b></td> <td data-bbox="1024 797 1921 883">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="632 883 1024 969"><b>Career Ready Practices</b></td> <td data-bbox="1024 883 1921 969">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table>		<b>Social Studies</b>	6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8	<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2							
<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11							
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>						
<ul style="list-style-type: none"> <li>● How does environment lead to prejudices?</li> <li>● Do you feel that prejudices are passed on?</li> <li>● What is the differences between prejudices and</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Examine the meaning and examples of stereotypes, prejudice and discrimination.</li> <li>❖ Examine stereotypes, prejudice and discrimination, as well as their sources, from</li> </ul>	<p><a href="#"><u>Springboards for discussing contemporary racism and prejudice</u></a></p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Stereotypes</u></b></p> <p>Ask students to bring in examples of how music, movies, shows and books reinforce stereotypes. Then have them read the NY Times’ Student Question article: What Do You Think of Beyoncé’s ‘Formation’ and Her Performance at</p>						

<p>discrimination?</p>	<p>cognitive and affective perspectives.</p> <p>❖</p> <p>❖ Learn a "how to" process for appropriately forming informed opinions which address the importance of sensitivity when interacting with others.</p> <p>❖</p> <p>❖ Review past conflicts between different groups in order to identify the major concerns today.</p>	<p>the Super Bowl?</p> <p>Respond to the following questions after showing Beyoncé's <a href="#">music video</a>:</p> <p>What do you think of Beyoncé in general? This song? Do you agree with some of what the Times critics saw in it? What lyrics or imagery in the <b>song</b> or video stand out for you? Why?</p> <p>What do you think of her performance of the song at the Super Bowl? Is the Super Bowl too "mainstream" an event for a political statement like this? Is it, as Mr. Giuliani implied, not the kind of "decent, wholesome entertainment" that "middle America" wants? Is it anti-cop?</p> <p>In general, do you think political statements have a place at big sporting or entertainment events like the Olympics, the Super Bowl or the Academy Awards? Why or why not?</p> <p>Watch the SNL parody and discuss</p> <p style="text-align: center;"><b><u>Sample Assignment</u></b> <b><u>Nineteen Minutes</u></b></p> <p>Write a letter from Peter to Josie or from Josie to Peter before the trial.</p> <ul style="list-style-type: none"> <li>● Objective: Students analyze two contrasting characters, with freedom to creatively infer what significance the characters have to each other and how they would interact. Students write a correctly constructed letter, with proper sentence</li> </ul>
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		<p>structure and paragraphs. They analyze a character deeply involved in the plot of the story.</p> <p>Students write an interview between a police officer and a victim of the shooting; perform for class</p> <ul style="list-style-type: none"><li>● Objective: Students infer an interaction between a victim and officer of the school shooting. They use details from the book in their explanation of the shooting and transfer these to a dialogue. This is performed for the class in order for each student to learn different interpretations and reactions of the same event in the plot.</li></ul> <p>Set up a mock trial and debate whether Peter should be found guilty or innocent; students write a page responding to their side of the argument.</p> <ul style="list-style-type: none"><li>● Objective: Students analyze all the events and details from the book, and use this to form an opinion about the conflict. They construct an argument for their feelings toward the main character. Students appropriately debate with their classmates over the different arguments and reasons for their opinion. They construct a page response with correct mechanics and structure to appropriately support their argument with details from the text.</li></ul> <p>Write an essay modeling Peter's, "What is a lesson you have learned?"</p> <ul style="list-style-type: none"><li>● Objective: Students take an event from the story and relate it to their own life. They form an answer to the essay prompt and construct an essay telling their own story and lesson they have learned.</li></ul>
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<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
Class participation Class work Creative and analytical writing Essays (As listed under Activities) Homework Quizzes (Graded Open Ended and Multiple Choice Questions)	Primary Sources Images in Rap Music of Stereotypes of Women (EBSCO). <i>Nineteen Minutes</i> by Jodi Picoult Interactive Whiteboard DVD/video player Laptops with Internet access	<a href="#">School Shootings and School Violence</a> <a href="#">Music Video</a> <a href="#">Nineteen Minutes Discussion Guide</a>

<b>Unit:</b>	<b>Political Unrest</b>							
<b>Timing:</b>	Fourth Marking Period. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.							
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="537 587 932 795"><b>Social Studies</b></td> <td data-bbox="932 587 1885 795">6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8</td> </tr> <tr> <td data-bbox="537 795 932 883"><b>Technology</b></td> <td data-bbox="932 795 1885 883">8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2</td> </tr> <tr> <td data-bbox="537 883 932 971"><b>Career Ready Practices</b></td> <td data-bbox="932 883 1885 971">CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</td> </tr> </table>		<b>Social Studies</b>	6.1.12.A.11.e, SOC 6.1.12.D.11.d, SOC 6.2.12.A.4.d, SOC 6.2.12.D.4.i HST RH. 11-12. 1, RH. 11-12. 3, RH. 11-12.5, RH. 11-12.7, RH. 11-12.9 WHST.11-12.1a, WHST.11-12.1c, WHST.11-12.2b, WHST.11-12. 4, WHST.11-12. 8	<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2	<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11
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<b>Technology</b>	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2							
<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11							
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>						
<ul style="list-style-type: none"> <li>● What is the role of a citizen in a democracy?</li> <li>● To what extent should citizens subordinate their personal desires,</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Identify and analyze some of the major court cases that have affected society today.</li> <li>❖ Describe how culture, race, and religion views change the</li> </ul>	<p>Do research into famous court cases of the past and determine which one you think had the biggest lasting impact on society and its laws.</p> <p>Review the immigration policies that the United States has implemented in the past and today and create a timeline of these policies.</p>						

<p>beliefs, and interests to the "common good?"</p> <ul style="list-style-type: none"> <li>● How do political movements have a tendency to favor the upper classes?</li> <li>● When should an individual take a stand against what he/she believes to be an injustice?</li> <li>● What are the factors that create an imbalance of power within a culture?</li> <li>● What does power have to do with fairness and justice?</li> <li>● When is it necessary to question the</li> </ul>	<p>“American Dream” concept.</p> <ul style="list-style-type: none"> <li>❖ Analyze the struggles of immigrants both in history and today in the United States and the world.</li> <li>❖ Identify major political platforms and the different groups that discuss them.</li> <li>❖ Identify major social issues that affect us daily.</li> <li>❖ Analyze how a successful democracy requires an active citizenship.</li> <li>❖ Examine how in a system of government, the balance of power changes over time.</li> <li>❖ Political parties provide structure for citizen participation in government.</li> </ul>	<p style="text-align: center;"><b><u>Sample Assignment</u></b></p> <p style="text-align: center;"><b><u>Immigration: Debating Various Points of View</u></b></p> <p>Distribute the handout <a href="#">From My Point of View Part 1</a> to each student. Select students to read about each different group’s point of view on immigration and reforming the current laws. As you complete the section about each group of people, take 2-3 minutes to discuss their point of view and summarize their main ideas about illegal immigrants.</p> <ol style="list-style-type: none"> <li>1) Divide the class into 4 groups. Using Internet resources or other primary sources, have students work as a group to research the common opinions of the people they are representing. They should use the questions on From My Point of View Parts 2-3 handout to guide their research.</li> <li>2) When research has been completed and each group has a clear understanding of what the people they represent believe about illegal immigrants, direct students to Part 3 of the From My Point of View handout. Give groups 15-20 minutes to create and practice their role-play.</li> <li>3) Have each group present their role-play to the class. Students should pay careful attention to each group presentation to learn how each group feels about the issues surrounding illegal immigrants.</li> <li>4) When all groups have completed their role play demonstrations, distribute current information about the laws governing illegal immigrants and/or the legislation being considered by lawmakers to reform immigration laws and policies. This information can be found using the Related Links section included below.</li> </ol>
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<p>status quo? Who decides?</p> <ul style="list-style-type: none"> <li>• What are the benefits and consequences of questioning / challenging social order?</li> </ul>		<p>5) Bring all of the groups together as a class to present their proposals and discuss and debate the various points of view related to immigration. Encourage groups to use their Pros/Cons charts and their written proposals to support the point of view they are representing.</p> <p>6) As a final activity, have each student draft a letter, persuasive essay, or letter to the editor that describes what they believe should be done to solve the problem of illegal immigrants in the U.S. Students should utilize what they have learned from their research and class discussion and debate activities to formulate a plan that addresses the point of view provided by each of the groups they learned about. Encourage students to share their work by e-mailing state lawmakers or submitting their writing to the school or local newspaper.</p> <p>Read, analyze and reflect the <a href="#">abuse of power in politics</a></p> <p>Watch 20/20 special on bullying on write in your journal the effects it had on you.</p> <p>Write a research paper on the causes and effects on a major school or workplace shooting.</p> <p>Finish reading <i>Nineteen Minutes</i> by Jodi Picoult.</p>
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Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Research	“Days that Shook the World: JFK Assassination”. The Road to Dallas the Truth of JFK .  The Social Impact of the Columbine High School Shooting.  DVD <i>Gangs of New York</i>  Primary Sources  PowerPoint Interactive Whiteboard DVD/video player Laptops with Internet access	Huffington Post: <a href="#">The Abuse of Power in Politics</a>  <a href="#">From My Point of View Part 1</a>  <a href="#">From My Point of View Parts 2-3</a>