

1. Alignment of State Goals:

14: Understand political systems, with an emphasis on the United States.

D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

F: Understand the development of United States political ideas and traditions.

15: Understand economic systems, with an emphasis on the United States.

A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

D: Understand trade as an exchange of goods or services.

E: Understand the impact of government policies and decisions on production and consumption in the economy.

16. Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A: Apply the skills of historical analysis and interpretation.

B: Understand the development of significant political events.

C: Understand the development of economic systems.

17. Understand world geography and the effects of geography on society, with an emphasis on the United States.

D: Understand the historical significance of geography.

18. Understand social systems, with an emphasis on the United States.

A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

B: Understand the roles and interactions of individuals and groups in society.

C: Understand how social systems form and develop over time.

2. Pedagogy:

Students will be constructing their own learning by using these historical thinking pedagogical strategies:

- analyzing primary sources through the use of primary documents;
- using images, music, artifacts and technology as sources for historical interpretation;
- historical fact analysis – determining cause-effect relationships;
- answering conceptual questions through team reading analysis;
- evaluating and selecting pertinent sources and technology for research;
- organizing researched and lecture data onto graphic organizers;
- participating in perspective-taking exercises-role-play the impact of the individual on history;
- present-minded responses: journal;
- peer learning through team presentations;
- organizing synthesized knowledge into graphic format.

2. We incorporated these historical vital themes and narratives into our goal and objectives:

- A. Civilization, cultural diffusion and innovation.
- B. Human interaction with the environment.
- C. Conflict and cooperation.
- D. Comparative history of major developments.
- E. Patterns of social and political interaction.

3. Middle School Adjustment:

1. Students will read excerpts from the documents and primary sources.
2. Assessment: Student teams will produce a “Colonial Times” Magazine/booklet.