Grade 8 Social Studies
Content Module

United States History and Geography: Colonization of North America to Reconstruction

Module Goal

The goal of this module is to provide information that will help educators increase their knowledge of grade-appropriate social studies concepts, knowledge, and skills to support effective planning or modification of their existing social studies instructional units for students with significant cognitive disabilities. The module includes important concepts, knowledge, and skills for the following instructional units:

- Colonization (1607–1750): Jamestown, the first permanent English colony, was established on the east coast of North America. The location had deep water for docking ships and was surrounded by water on three sides. The settlers built a fort, traded with the American Indians, and learned to grow corn. Between 1607 and 1732, thirteen colonies were established on the east coast of North America.

- The American Revolution (1700–1783): The British imposed many taxes on the colonists (e.g., the Stamp Act, 1765, the Townshend Acts, 1767). The colonists and British had several conflicts (e.g., Boston Massacre, 1770, Boston Tea Party, 1773) due to the colonists' opposition to taxes. Taxes were a major cause of the American Revolution. The colonists established the Continental Army that had to deal with many hardships (e.g., lack of food, clothing, equipment, training, and money). The Battle of Saratoga and the Battle of Yorktown were significant battles during the Revolutionary War.

- The New Nation (1775–1800): The Constitution was developed to establish the national government of the United States. The Preamble to the Constitution is the opening statement of the Constitution and explains the purpose of the federal government. The principles in the Constitution include separation of powers and checks and balances. The three branches of the federal government (i.e., executive, judicial, and legislative) each limit the power of the other branches.

- Sectionalism and Reform (1790s–1850s): The American Industrial Revolution developed due to technological advances such as Eli Whitney's use of interchangeable parts and Samuel Slater's development of the American factory system. These developments helped produce goods more quickly, lowered the cost of goods, and helped the economy grow. The American Industrial Revolution strengthened the lower and middle classes, which helped to change the assumption that slavery was a natural part of the class system. This, along with other factors, strengthened the abolitionist movement. Frederick Douglass and Harriet Tubman were significant leaders in the abolitionist movement.

- Expansion and Division of the Nation (1820s–1860s): Manifest Destiny is a term used to describe the idea that the United States should continue to expand until the country covered North America from the Atlantic Ocean to the Pacific Ocean. The American people wanted to spread their political, social, and economic traditions westward. Westward expansion provided economic opportunities for the American people.

- The Civil War (1860–1865): The Civil War between the North and the South was led by generals Ulysses S. Grant (Union Army) and Robert E. Lee (Confederate Army). Key battles of the Civil War included the Battle of Shiloh and the Battle of Gettysburg. The Battle of Shiloh had high casualties on both sides, with the Union winning the battle. This battle showed that Ulysses S. Grant would fight to win. The Battle of Gettysburg was considered a turning point in the war because it stopped Robert E. Lee's invasion of the Union.

- Reconstruction (1865–1877): The 13th, 14th, and 15th Amendments to the Constitution are referred to as the Reconstruction Amendments. The 13th Amendment abolished slavery. The 14th

Amendment said anyone born or naturalized in the United States was a citizen, which made former slaves citizens of the United States. The 14th Amendment also promised that the laws would give equal protection to everyone. The 15th Amendment prohibited the federal government and states from denying U.S. citizens (males only) the right to vote based on race, color, or past servitude, therefore giving former male slaves the right to vote.

Module Objectives

The content module supports educators' planning and implementation of instructional units in social studies by:

- Developing an understanding of the concepts and vocabulary that interconnect with information in the module units.

- Learning instructional strategies that support teaching students the concepts, knowledge, and skills related to the module units.

- Discovering ways to transfer and generalize the content, knowledge, and skills to future school, community, and work environments.

The module provides an overview of the social studies concepts, content, and vocabulary related to United States History and Geography: Colonization of North America to Reconstruction and provides suggested teaching strategies and ways to support transference and generalization of the concepts, knowledge, and skills. The module does not include lesson plans and is not a comprehensive instructional unit. Rather, the module provides information for educators to use when developing instructional units and lesson plans.

The module organizes the information using the following sections:

I. Tennessee Social Studies Standards and Related Knowledge and Skills Statements (KSSs) and Underlying Concepts (UCs);

II. Connecting Concepts;

III. Vocabulary and Background Knowledge information, including ideas to teach vocabulary;

IV. Overview of Units' Content;

V. Universal Design for Learning (UDL) Suggestions;

VI. Transfer and Generalize Concepts, Knowledge, and Skills;

VII. Concepts and Vocabulary Multi-Age Planning: Grades six through eight; and

VIII. Tactile Maps and Graphics.

Section I

Tennessee Social Studies Standards and Related Knowledge and Skills Statements and Underlying Concepts

It is important to know the expectations for each unit when planning for instruction. The first step in the planning process is to become familiar with the identified academic standards and related Knowledge and Skills Statements (KSSs) and Underlying Concepts (UCs) covered in the module. The KSSs are specific statements of knowledge and skills linked to the grade-specific social studies academic standards. The UCs are entry-level knowledge and skills that build toward a more complex understanding of the knowledge and skills represented in the KSSs and should not be taught in isolation. It is important to provide instruction on the KSSs along with the UCs to move toward acquisition of the same knowledge and skills.

P – Politics/Government

T – Tennessee

Table 1 includes the Grade 8 Tennessee Social Studies Standards and related KSSs and UCs addressed by this module, United States History and Geography: Colonization of North America to Reconstruction, and organizes them by the units of study. While only the social studies standards targeted for the Tennessee Comprehensive Assessment Program/Alternate (TCAP/Alt) are included, instruction on additional standards will aid in student understanding. Standards that are not included still represent important content for students to master. Therefore, the KSSs and UCs included in the table do not cover all the concepts that can be taught to support progress and understanding aligned to the standards.

The Tennessee Social Studies Standards include the following codes:

C – Culture
E – Economics
G – Geography
H – History
P – Politics/Government
T – Tennessee

Table 1. Tennessee Social Studies Standards and Related KSSs and UCs [1]

Academic Standards	Knowledge and Skills Statements (KSSs)	Underlying Concepts (UCs)
Colonization (1607-1750)		
8.01: Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people.	**8.01.a:** Ability to identify descriptions of the location where Jamestown was founded (e.g., surrounded by water on three sides, easy to defend, deep water for docking ships) **8.01.b:** Ability to recognize that trade with American Indians (e.g., corn for beads, metal tools) helped the settlers survive during Jamestown's early years **8.01.c:** Ability to identify factors that contributed to the success of Jamestown (e.g., built a fort for protection, developed peaceful relations with the American Indians, learned how to grow corn)	**8.01.UC:** Recognize that the English wanted a settlement in North America.
8.08: Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development.	**8.08.a**: Ability to recognize that the Thirteen Colonies were located on the east coast of North America **8.08.b:** Ability to identify the Thirteen Colonies on a map	**8.08.UC:** Recognize that the Thirteen Colonies were English settlements in North America.

The American Revolution (1700-1783)		
8.15: Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Acts, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; Intolerable/Coercive Acts, 1774; Sons of Liberty.	**8.15.a:** Ability to recognize that the colonists opposed many British taxes (e.g., taxes on tea, glass, paper) **8.15.b:** Ability to recognize examples of conflict between the colonists and the British (e.g., The Boston Massacre, 1770, The Boston Tea Party, 1773) **8.15.c:** Ability to identify British taxes that were major causes of the American Revolution (i.e., The Stamp Act, 1765, The Townshend Acts, 1767)	**8.15.UC:** Recognize that unpopular British laws helped cause the American Revolution.
8.20: Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army; Battles of Trenton and Princeton; Battle of Kings Mountain; Battle of Saratoga; Battle of Yorktown; Guerrilla warfare.	**8.20.a**: Ability to recognize that the Continental Army had to deal with many problems (e.g., lack of food, clothing, equipment, training, and money) **8.20.b**: Ability to identify battles of the American Revolution (i.e., Battle of Saratoga, Battle of Yorktown) **8.20.c**: Ability to recognize the significance of battles (i.e., Battle of Saratoga, Battle of Yorktown)	**8.20.UC**: Recognize that the American colonists formed an army to fight against the British.
The New Nation (1775-1800)		
8.23: Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028).	**8.23.a:** Ability to identify the Preamble as the part of the Constitution that describes the purposes of the federal government **8.23.b:** Ability to recognize that the principles in the Constitution establish a democracy and protect the rights of the people **8.23.c**: Ability to identify some of the principles in the Constitution (i.e., the separation of powers, checks and balances) **8.23.d:** Ability to identify the separation of powers as the principle that divides the powers of the government into three branches (i.e., executive, judicial, legislative) to prevent any branch from becoming too powerful **8.23.e:** Ability to identify checks and balances as the principle that gives each branch of government the power to check or limit the actions of the other two branches to prevent any branch from becoming too powerful	**8.23.UC:** Recognize that the Constitution established the national government of the United States.

Sectionalism and Reform (1790s-1850s)		
8.37: Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts, Emergence of trade unions, Lowell System, Role of the textile industry, Samuel Slater.	**8.37.a:** Ability to recognize technological advances during the American Industrial Revolution (i.e., the use of interchangeable parts, the development of the American factory system) **8.37.b:** Ability to recognize the contributions of individuals to the American Industrial Revolution (i.e., Eli Whitney's use of interchangeable parts, Samuel Slater's development of the American factory system **8.37.c:** Ability to identify the significance of the use of interchangeable parts (i.e., could produce large numbers of parts quickly at a lower cost, made repair and replacement of parts easier) **8.37.d:** Ability to identify the significance of the factory system (i.e., power-driven machinery produced goods more quickly and at lower costs than goods could be produced in homes or small shops; people moved from rural areas to cities to find jobs, the economy grew)	**8.37.UC:** Recognize that goods were produced in factories during the Industrial Revolution.
8.43: Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.	**8.43.a:** Ability to identify leading abolitionists (i.e., Frederick Douglass, Harriet Tubman) **8.43.b:** Ability to recognize how Frederick Douglass supported abolition (e.g., gave speeches, wrote books, published the abolitionist newspaper *The North Star*, supported equal rights for everyone) **8.43.c:** Ability to recognize how Harriet Tubman supported abolition (e.g., helped slaves escape to the North)	**8.43.UC:** Recognize that a movement to end slavery in the United States helped slaves gain their freedom.

Expansion and Division of the Nation (1820s-1860s)		
8.49: Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion.	**8.49.a:** Ability to recognize that Manifest Destiny was the idea that the United States should continue to expand until the country covered North America from the Atlantic Ocean to the Pacific Ocean **8.49.b:** Ability to recognize that one goal of westward expansion was to spread the traditions (e.g., political, social, and economic) of the United States **8.49.c:** Ability to identify that westward expansion provided economic opportunities (e.g., people could own good land, find gold, have a better life)	**8.49.UC:** Recognize that people in the United States moved west to find new lands and new opportunities.
The Civil War (1860-1865)		
8.63: Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run; Battle of Shiloh; Battle of Antietam; Battle of Gettysburg; Battle of Vicksburg; Sherman's March to the Sea; Surrender at Appomattox Court House; David Farragut; Nathan Bedford Forrest; Ulysses S. Grant; Thomas "Stonewall" Jackson; Robert E. Lee.	**8.63.a:** Ability to identify Civil War battles (i.e., Battle of Shiloh, Battle of Gettysburg) **8.63.b:** Ability to identify the significance of Civil War battles (i.e., Battle of Shiloh, Battle of Gettysburg) **8.63.c:** Ability to identify leaders of the Civil War (i.e., General Ulysses S. Grant of the Union Army; General Robert E. Lee of the Confederate Army) **8.63.d:** Ability to identify contributions by General Ulysses S. Grant (e.g., leader of the Union Army, won important battles, led the Union Army to victory) **8.63.e:** Ability to identify contributions by General Robert E. Lee (e.g., commander of the Army of Northern Virginia, won many battles, defeated larger Union armies, commander of all Southern armies)	**8.63.UC:** Recognize that generals lead armies in a war.

Reconstruction (1865-1877)		
8.68: Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.	**8.68.a:** Ability to recognize that the 13th Amendment abolished slavery in the United States **8.68.b:** Ability to recognize that the 14th Amendment made former slaves citizens of the United States **8.68.c:** Ability to recognize that the 14th Amendment states the laws give equal protection to everyone, including former slaves **8.68.d:** Ability to recognize that the 15th Amendment granted the right to vote to African American men	**8.68.UC:** Recognize that amendments were made to the U.S. Constitution to guarantee rights for former slaves.

[1] Instruction is not intended to be limited to the concepts, knowledge, and skills represented by the KSSs and UCs listed in Table 1.

Section II

Connecting Concepts

Grade-level social studies content includes Connecting Concepts, concepts that connect information between different people, places, events, and time periods. Helping students make connections between these types of concepts and new content information supports comprehension of the concepts, knowledge, and skills as well as transference and generalization (see Section VI for more information). Connecting Concepts that are specific to this module connect to content across the units within the module as well as across modules and across grades.

A Connecting Concept is a common link between multiple standards and units of study. The Connecting Concepts, by being revisited and linked to multiple units of study, become a strong foundation of understanding and support the students in learning new concepts. For example, understanding how to interpret physical and political features on a variety of maps helps students identify land features in different countries, routes of exploration, expansion of the United States, and locations of settlements and colonies. Some Connecting Concepts may apply across multiple content areas (e.g., reading) and instructional emphases (e.g., An article might be about a Civil War battle.).

Teaching Connecting Concepts

The following strategies, pulled from the principles of UDL (CAST, 2011), are ways in which to teach Connecting Concepts to help students understand the concepts and make connections between different curricular content. During instruction, highlight:

- patterns (e.g., Point out patterns on a map, in the shape of a graph, or a repeating pattern on a chart.),
- critical features (e.g., Provide explicit cues or prompts such as highlighting that help students to attend to the important features.),
- big ideas (e.g., Present and reinforce the "big ideas" that students should take and apply throughout their lives.), and
- relationships (e.g., Make the connection between the unit concepts and how they apply to the students' lives.).

Following are **Connecting Concepts** for this Content Module, United States History and Geography: Colonization of North America to Reconstruction.

Students understand:

- how to think spatially and use a variety of maps
- how to interpret physical and political features on a variety of maps
- how geography affects where people live, trade, and travel
- how geography affects growth of a society
- the effect of exchanging goods on people living in different places (e.g., new products, diseases, etc.)
- the importance and benefits of trading/exchanging goods and services
- benefits, reasons, and ways groups cooperate
- how inventions and new techniques affect production and distribution of goods and services
- reasons people move to different places
- different groups of people have different cultures, religions, and ideas

- how inventions and new techniques affect people's jobs and way of life
- gaining new land can improve economic stability
- how the political and social structure of a place benefits its people, the structure and purpose of government, and its relationship to democracy and citizenry
- citizens of the United States have rights and responsibilities
- causes of disagreements and conflicts between countries and groups of people
- causes and consequences of a division of a kingdom or country
- ways groups of people advocate for rights and freedom
- importance of people's actions in history
- importance of leaders to guide change

Connecting Concept Resources[2]

- Grant Wiggins talks about "big ideas" in this article.
  http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99

- This site provides examples and printable versions of graphic organizers for social studies that can be modified to meet students' needs.
  https://walch.com/samplepages/050078.pdf

- School is Easy has information on teaching young children about maps.
  https://www.schooliseasy.com/2016/02/teaching-young-children-about-maps-to-help-their-learning-development/

- Interactive Sites for Education provides interactive map activities to help students understand how to read maps. http://interactivesites.weebly.com/maps--direction.html

Section III

Vocabulary and Background Knowledge

Vocabulary is critical to building an understanding of social studies concepts, knowledge, and skills. The vocabulary words that students gain through experiences provide ways for students to comprehend new information (Sprenger, 2013). Students can better understand new vocabulary when they have some background knowledge to which they can make connections. In addition, learning new vocabulary increases students' background knowledge. Therefore, it is important to teach vocabulary purposely when introducing new concepts, knowledge, or skills (e.g., Manifest Destiny) and in the context of the specific content (e.g., teach the terms "expand," "traditions," "economic," "political," and "social" in the context of characteristics of the western expansion of the United States).

This module includes two types of vocabulary words, both equally important to teach. The first type, **general vocabulary words,** labels groups of words that address different people, places, events, and time periods. For example, understanding the meaning of the word "conflict" helps students to connect to the different battles and wars such as the Revolutionary War (e.g., Battle of Saratoga and Battle of Yorktown) and the Civil War (e.g., Battle of Shiloh and Battle of Gettysburg). The second type of vocabulary word, **specific content words,** represents groups of words that address a specific person, group of people, place, event, or time period. Specific content words are typically proper nouns, such as "Harriet Tubman," and connect to general words (e.g., "slavery," "abolitionist," and "freedom"). Providing instruction on general words provides background knowledge when introducing corresponding or related specific words.

Key Vocabulary for Instructional Units

Table 2 and Table 3 contain lists of key general vocabulary words and specific content words that are important for the units in this module. Each general vocabulary word should be taught to the student using a student-friendly description of what the word means, an example of the word, and a historical example, as appropriate.

Teach the specific content vocabulary using a student-friendly description of the word meaning and a possible connection to a general vocabulary word. Do not teach memorization of vocabulary words; instead place emphasis on understanding the word. For example, a student should be able to identify a picture of a "colony" or identify that Jamestown was a colony instead of having to memorize the definition of each.

Table 2. General Vocabulary Words

General Vocabulary – words that generalize to different people, places, events, and time periods. Describe the word (e.g., A tax is a fee a government charges its citizens.) and provide examples (e.g., The Stamp Act was a British tax on official papers.).		
• abolish	• equipment	• rights
• abolitionist	• expand	• rural
• battle	• factory system	• separation of powers
• checks and balances	• federal government	• settle/settler/settlement
• citizen	• founded	• slave/slavery
• coast	• freedom	• social
• colony/colonist/colonization	• general	• tax
• commander	• interchangeable parts	• tradition
• conflict	• metal tools	• training
• democracy	• political	• vote
• dock	• power-driven machinery	• war
• east	• principles	• westward/westward expansion
• economy/economic	• protect/protection	

Table 3. Specific Content Words

Specific Content Words—words that are specific to content (e.g., person, place, event). Describe the word and make the connection to a general vocabulary word and a Connecting Concept when possible (e.g., The "13th Amendment" abolished slavery, which made it illegal to make someone a slave. The passing of the 13th Amendment shows the importance of leaders such as Frederick Douglass to guide change.).		
• 13th Amendment	• Britain/British	• No taxation without representation
• 14th Amendment	• Civil War	• North America
• 15th Amendment	• Confederate Army	• *The North Star* newspaper
• African American men	• Continental Army	• Pacific Ocean
• American factory system	• Eli Whitney	• Preamble to the U.S. Constitution
• American Indians	• English	• Samuel Slater
• American Industrial Revolution	• English settlements	• Separation of powers
• American Revolution	• Executive branch	• Southern armies
• Army of Northern Virginia	• Frederick Douglass	• The Stamp Act, 1765
• Atlantic Ocean	• General Robert E. Lee	• The Townshend Acts, 1767
• Battle of Gettysburg	• General Ulysses S. Grant	• Thirteen Colonies
• Battle of Saratoga	• Harriet Tubman	• Underground Railroad
• Battle of Shiloh	• Jamestown	• Union Army
• Battle of Yorktown	• Judicial branch	• United States
• Boston Massacre, 1770	• Legislative branch	• United States Constitution
• Boston Tea Party, 1773	• Manifest Destiny	

Ideas to Support Vocabulary Learning

Table 4 includes ideas and examples for teaching vocabulary in a way to build conceptual understanding of the words.

Table 4. Ideas to Teach Vocabulary Effectively (Marzano, 2004)[1]

Ideas	Examples
Explain, describe, and/or give examples of the vocabulary word rather than formal definitions.	For example, "An amendment is a change or an addition to a law made to protect the people. The 13th Amendment was added to the Constitution to make slavery illegal."
Have students restate the vocabulary word in their own words. Take this opportunity to help students connect new vocabulary, especially general vocabulary, to prior knowledge.	Have students tell the meaning of "abolish" and "abolitionist" in their own words [Individualization idea: Help students communicate what words mean by answering questions with yes/no responses, one-word responses, phrases, and/or with use of an alternative and augmentative communication (AAC) system.]
Have students represent vocabulary words in a variety of ways (e.g., pictures, symbols, graphic organizers, or pictographs).	Have students use a vocabulary word wheel to study vocabulary related to limited government (See Figure 1. Example Separation of Powers Word Wheel). [Individualization idea: Make the word wheel out of cardstock or laminate it to make it more durable. Add a tab to the top layer on one side and the bottom layer of the other side to ease manipulation.] **P**
Provide multiple exposures to vocabulary words in a variety of ways. This does not suggest mass trials, but rather distributed trials in different ways or contexts. Reference http://projectlearnet.org/tutorials/learning_trials.html for information on learning trials.	- Talk about how technological inventions developed during the American Industrial Revolution helped make jobs easier (e.g., cotton gin) and relate that to how technology used in the school setting makes work easier for teachers and students (e.g., pencil sharpener, computers, telephone, intercom, television, etc.). - Watch a video about interchangeable parts (e.g., https://www.youtube.com/watch?v=dn0G59hXl7g). - Review vocabulary words on the American Industrial Revolution (e.g., https://quizlet.com/8864026/apus-industrial-revolution-flash-cards/).
Ask students to discuss the vocabulary words with each other.	- Have students use a word in a sentence or choose the sentence that uses the word correctly. [Individualization idea: Have students use their preferred mode of communication.] - Have students share their representations (e.g., pictures) of their favorite word with each other.

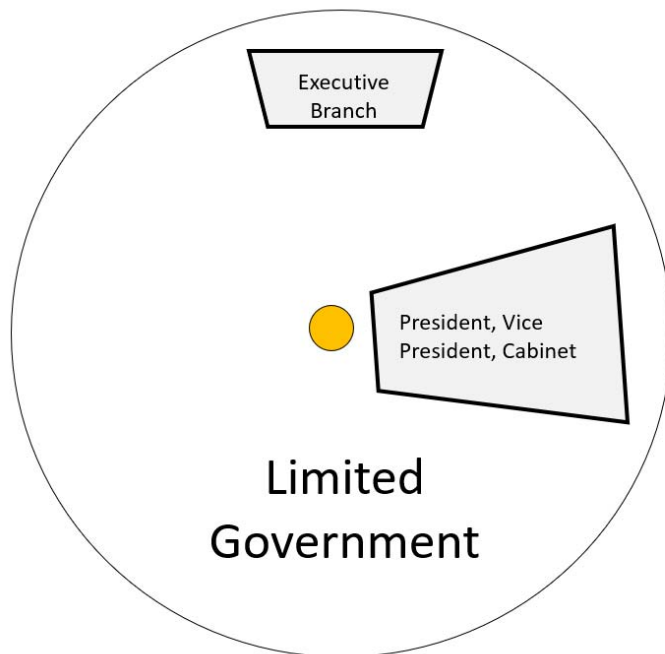| Ideas	Examples
Play vocabulary word games with students.	Play an online vocabulary game on the Constitution (e.g., https://www.quia.com/jg/1018149.html).
Have students watch a dramatization or have them act out the vocabulary term.	Act out the roles/jobs of workers on a factory assembly line.

[1] Refer to Section V, Universal Design for Learning (UDL) Suggestions for additional instructional strategies.

Vocabulary Example

Have students use a vocabulary word wheel to study vocabulary related to Separation of Powers (Figure 1. Example Separation of Powers Word Wheel). To make the word wheel, cut out two identically-sized circles. Cut out a shape on the top for the vocabulary word and one on the side for the definition. Attach the two circles with a brad, placing the one with the cut outs on top. Write a vocabulary word and definition, then turn the top layer of the wheel to the next blank area and write another vocabulary word and definition. Continue until all the blank areas are filled. [Individualization idea. Make the word wheel out of cardstock or laminate it to make it more durable. Add a tab to the top layer on one side and the bottom layer of the other side to ease manipulation.] Two National Center and State Collaborative (NCSC) resources are available and may prove helpful for vocabulary instruction:

- Use systematic instruction as described in the NCSC Instructional Guide. https://wiki.ncscpartners.org

- Reference ideas in the NCSC Vocabulary and Acquisition Content Module. https://wiki.ncscpartners.org

Figure 1. Example Separation of Powers Word Wheel

Vocabulary Resources

- Vocabulary.com provides explanations of words using real-world examples. Once signed in, an educator can create word lists for students. http://www.vocabulary.com/

- TextProject provides Word Pictures that are free for educators to use. It includes word pictures for core vocabulary and various content areas including science and social studies. This link will take you to the Word Pictures page where you can select the category of words you want to use. http://textproject.org/classroom-materials/textproject-word-pictures/

- Education Place provides a variety of graphic organizers to be used for vocabulary instruction that are free to print and copy. http://www.eduplace.com/graphicorganizer/index.jsp

Section IV

Overview of Units' Content

This section of the module contains additional content and references to support educators' understanding and instruction of the instructional units. The information reflects important content to address the KSSs and to build students' knowledge, skills, and abilities; however, it is not exhaustive and should be expanded upon as needed.

Unit 1—Colonization (1607–1750)

Content

- Jamestown:
  - first permanent English colony
  - location (e.g., surrounded by water on three sides, easy to defend, deep water for docking)
  - trade with American Indians (e.g., corn for beads, metal tools) during early years
  - settlers' actions to survive (e.g., built a fort for protection, had peaceful relationships with the American Indians, learned how to grow corn for food)
- Thirteen Colonies
  - location (east coast of North America)
  - location on a map

Unit 2—The American Revolution (1700–1783)

Content

- Taxes on colonists that helped cause the American Revolution:
  - The Stamp Act, 1765 (requiring every legal document to be printed on specially stamped paper)
  - The Townshend Acts, 1767 (series of laws that added taxes to a variety of imports)
- Conflicts between colonists and the British:
  - The Boston Massacre, 1770 (started by a British soldier firing into a rioting mob; five American colonists were killed)
  - The Boston Tea Party, 1773 (colonists raided three British ships and threw containers of tea into the harbor)
  - Reasons for the conflicts (e.g., taxes imposed on the colonists)
- Problems encountered by the Continental Army include lack of:
  - food
  - clothing
  - equipment
  - training
  - money

- Significance of the battles of the American Revolution:
  - Battle of Saratoga (e.g., a turning point in favor of the colonists because France entered the war against Britain; this encouraged the Continental Army, and France provided supplies and support to the colonists)
  - Battle of Yorktown (e.g., last major battle of the American Revolutionary War)

Unit 3—The New Nation (1775–1800)

Content

- The Preamble to the U.S. Constitution (describes the purpose of the federal government):
  - form a more perfect union
  - establish justice
  - insure domestic tranquility
  - provide for the common defense
  - promote general welfare
  - secure the blessings of liberty for ourselves and our posterity
- Principles in the U.S. Constitution:
  - government created by and subject to the will of the people
  - limited government
  - separation of powers (legislative branch, executive branch, judicial branch)
  - checks and balances
  - federalism (i.e., political power split between federal and state government)
- Effects of the principles in the Constitution:
  - establish the rule of law that protects the rights of citizens
  - establish a democracy

Unit 4—Sectionalism and Reform (1790s–1850s)

Content

- Technological advances during the American Industrial Revolution:
  - Use of interchangeable parts:
    - production of large numbers of parts quickly at a lower cost
    - repair and replacement of parts made easier
  - Development of the American factory system
    - increased productivity and lowered costs with power-driven machinery
    - migration from rural areas to cities to find jobs
    - economic growth

- Contributions of individuals to the American Industrial Revolution:

  o Eli Whitney (cotton gin, interchangeable parts)

  o Samuel Slater (development of the American factory system)

- Frederick Douglass, abolitionist:

  o gave speeches

  o wrote books

  o published the abolitionist newspaper *The North Star*

  o supported equal rights for everyone

- Harriet Tubman, abolitionist:

  o helped slaves escape to the North

Unit 5—Expansion and Division of the Nation (1820s–1860s)

Content

- Manifest Destiny goals:

  o expand the country from the Atlantic Ocean to the Pacific Ocean

  o spread the traditions of the United States (e.g., benefits of the American way of life such as democracy)

- Benefits of the spread of traditions and westward expansion:

  o political (e.g., government gave land for railroads and gave free land for farming)

  o social (e.g., religious beliefs, education, modern technology, and civilization)

  o economic (e.g., new land, mining for gold, railroad, trade, industry, increased wealth)

- Consequences of the spread of traditions and westward expansion:

  o political (e.g., increased the debate and division over slavery, conflict with Mexico)

  o social (e.g., displacement of American Indians, Hispanics, and others from their land, racial conflict)

  o economic (e.g., less natural resources and opportunities for American Indians, Hispanics, and others)

Unit 6—The Civil War (1860–1865)

- Key Civil War battles and significance:
  - Battle of Shiloh
    - fought in southwestern Tennessee
    - a surprise attack on the Union Army by the Confederate Army
    - won by the Union Army, which allowed troops to advance to the Mississippi River Valley
    - high casualties on both sides – the highest so far in the war
    - showed that Ulysses S. Grant would fight to win
  - Battle of Gettysburg
    - Attack by the Confederate Army against the Union Army at the town of Gettysburg, Pennsylvania
    - second attack by the Confederate Army in the North
    - Union Army victory
    - turning point in the war (the Confederate Army was forced to retreat, experienced severe losses, and suffered its first major defeat on Northern soil)
- Civil War leaders and contributions
  - General Ulysses S. Grant of the Union Army
    - leader of the Union Army
    - won many important battles
    - led the Union Army to victory
  - General Robert E. Lee of the Confederate Army
    - commander of the Army of Northern Virginia
    - won many battles
    - commander of all Southern armies

Unit 7—Reconstruction (1865–1877)

Content

- The 13th, 14th, and 15th Amendments to the U.S. Constitution:
  - Guaranteed rights and established equality for African Americans (i.e., former slaves)
  - written after the Civil War
  - referred to as the Reconstruction Amendments
  - 13th Amendment—abolished slavery

- o 14th Amendment—stated that anyone born or naturalized in the United States was a citizen of the United States (i.e., former slaves became citizens of the United States)
- o 15th Amendment—prohibited state and federal governments from denying U.S. citizens (male only) the right to vote based on race, color, or past servitude (i.e., men who were former slaves could vote)

Unit Resources

Colonization (1607–1750)

- History.com has information on Jamestown.
  https://www.history.com/topics/colonial-america/jamestown

- This site has a primary source from a settler of Jamestown describing life in 1622.
  https://www.gilderlehrman.org/content/jamestown-settler-describes-life-virginia-1622

- Ducksters has information on Jamestown.
  https://www.ducksters.com/history/colonial_america/jamestown_settlement.php

- Historic Jamestown has a variety of information on and images of Jamestown.
  https://historicjamestowne.org/

- Land of the Brave has information on the Thirteen Colonies.
  https://www.landofthebrave.info/american-history-of-13-colonies.htm

- History.com has information on the Thirteen Colonies.
  https://www.history.com/topics/colonial-america/thirteen-colonies

- This site has a map of the Thirteen Colonies. https://www.mrnussbaum.com/13map/

The American Revolution (1700–1783)

- USHistory.org has information on the Boston Massacre, 1770.
  http://www.ushistory.org/declaration/related/massacre.html

- This site has information on the Boston Massacre, 1770.
  https://www.historycentral.com/Revolt/Massacre.html

- Ducksters has information on the Boston Massacre, 1770.
  https://www.ducksters.com/history/american_revolution/boston_massacre.php

- This site has a lesson plan on the Boston Massacre, 1770.
  http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-boston-massacre-you-be-the-judge/

- This site has information on the Boston Tea Party, 1773.
  https://www.bostonteapartyship.com/the-tea-act

- This site has information on the Boston Tea Party, 1773.
  https://www.revolutionary-war.net/boston-tea-party.html

- History.org has a summary of the Stamp Act, 1765.
  http://www.history.org/history/revolution/stampact.cfm

- Ducksters has information on the:
  - Stamp Act, 1765. https://www.ducksters.com/history/american_revolution/the_stamp_act.php
  - Townshend Acts, 1767. https://www.ducksters.com/history/american_revolution/townshend_acts.php
- This site has information on the Townshend Acts, 1767. https://www.history.com/topics/american-revolution/townshend-acts
- Land of the Brave has information on the Continental Army. https://www.landofthebrave.info/continental-army.htm
- Saratoga.com has information on the Battle of Saratoga. https://www.saratoga.com/aboutsaratoga/battle-of-saratoga/
- British Battles has information on the:
  - Battle of Saratoga. https://www.britishbattles.com/war-of-the-revolution-1775-to-1783/battle-of-saratoga/
  - Battle of Yorktown. https://www.britishbattles.com/?s=battle+of+yorktown
- Land of the Brave has information on the:
  - Battle of Saratoga. https://www.landofthebrave.info/battle-of-saratoga.htm
  - Battle of Yorktown. https://www.landofthebrave.info/battle-of-yorktown.htm
- This site has information on the Battle of Saratoga. https://www.saratoga.com/aboutsaratoga/battle-of-saratoga/
- Mr. Donn's site has several lesson plans on the Revolutionary War. https://americanhistory.mrdonn.org/revolution.html
- History is Fun has lesson plans on:
  - The Boston Tea Party. https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/tea-overboard/
  - Continental Army challenges. https://www.historyisfun.org/learn/learning-center/colonial-america-american-revolution-learning-resources/american-revolution-lesson-plans-activities/life-of-a-private-lesson-plan/

The New Nation (1775–1800)
- This site has a lesson plan on understanding the Preamble to the U.S. Constitution. http://www.wethepeoplemovie.com/education/lessonplans/preamble-middleschool/
- This site has a lesson plan on the Preamble to the U.S. Constitution. http://files.civiced.org/lessons/download.php?file=byrd3to4scrn.pdf
- EDSITEment has a lesson plan on the system of checks and balances. https://edsitement.neh.gov/lesson-plan/balancing-three-branches-once-our-system-checks-and-balances
- World History has information on the principles in the U.S. Constitution. https://worldhistory.us/american-history/what-are-the-principles-of-the-us-constitution.php

- This site has information on six principles of government.
  https://theconstitutionpolik6.weebly.com/6-basic-principles.html

- This site has information on the principles in the U.S. Constitution.
  https://www.sutori.com/story/7-principles-of-the-constitution--VSomZrTmo91mdWarELrGrMSh

- This site has a lesson plan on the principles in the Constitution.
  https://www.jamesmadison.gov/lessons/1000_words.pdf

Sectionalism and Reform (1790s–1850s)

- This site has information on the American Industrial Revolution and the American factory system.
  http://www.ushistory.org/us/22a.asp

- Ducksters has information on the American factory system.
  https://www.ducksters.com/history/us_1800s/factory_system_industrial_revolution.php

- Thought Co. has information on Eli Whitney and the American Industrial Revolution.
  https://www.thoughtco.com/significant-stages-american-industrial-revolution-4164132

- Bright Hub has a lesson plan on the American Industrial Revolution.
  https://www.brighthubeducation.com/middle-school-history-lessons/38992-teaching-the-industrial-revolution-with-dr-seuss/

- This site has information on the working conditions during the American Industrial Revolution.
  https://www.ducksters.com/history/us_1800s/working_conditions_industrial_revolution.php

- PBS has information on Samuel Slater.
  http://www.pbs.org/wgbh/theymadeamerica/whomade/slater_hi.html

- Ducksters has information on Eli Whitney.
  https://www.ducksters.com/history/civil_war/eli_whitney.php

- PBS has information on:

  o Frederick Douglass. https://www.pbs.org/wgbh/aia/part4/4p1539.html

  o Harriet Tubman. https://www.pbs.org/wgbh/aia/part4/4p1535.html

- American Battlefield Trust has information on:

  o Frederick Douglass. https://www.battlefields.org/learn/biographies/frederick-douglass

  o Harriet Tubman. https://www.battlefields.org/learn/biographies/harriet-tubman

- The National Women's History Museum has information on Harriet Tubman.
  https://www.womenshistory.org/education-resources/biographies/harriet-tubman

Expansion and Division of the Nation (1820s–1860s)

- History.com has information on Manifest Destiny.
  https://www.history.com/topics/westward-expansion/manifest-destiny

- Khan Academy has a video explaining the benefits and consequences of westward expansion.
  https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/v/manifest-destiny

- U.S. History has information on Manifest Destiny. http://www.ushistory.org/us/29.asp

- Mr. Donn's site has information on Manifest Destiny.
  https://westernexpansion.mrdonn.org/manifestdestiny.html

The Civil War (1860–1865)

- American Battlefield Trust has information on the:

  o Battle of Shiloh. https://www.battlefields.org/learn/civil-war/battles/shiloh

  o Battle of Gettysburg. https://www.battlefields.org/learn/civil-war/battles/gettysburg

- History.com has information on the:

  o Battle of Shiloh. https://www.history.com/topics/american-civil-war/battle-of-shiloh

  o Battle of Gettysburg. https://www.history.com/topics/american-civil-war/battle-of-gettysburg

- This site provides a summary and the significance of Civil War battles.
  https://guides.lib.jjay.cuny.edu/c.php?g=288398&p=4496547

- American Battlefield Trust has information on:

  o Ulysses S. Grant. https://www.battlefields.org/learn/biographies/ulysses-s-grant

  o Robert E. Lee. https://www.battlefields.org/learn/biographies/robert-e-lee

- Virginia Museum of History and Culture has an article about Ulysses S. Grant and Robert E. Lee.
  https://www.virginiahistory.org/collections-and-resources/virginia-history-explorer/lee-and-grant/civil-war

- The National Constitution Center has facts about Robert E. Lee and Ulysses S. Grant.
  https://constitutioncenter.org/blog/10-fascinating-facts-about-robert-e-lee-and-ulysses-s-grant/

Reconstruction (1865–1877)

- This site provides wording of the 13th, 14th, and 15th Amendments.
  https://herb.ashp.cuny.edu/items/show/1524

- History.com has information and a video on the:

  o 13th Amendment. https://www.history.com/topics/black-history/thirteenth-amendment

  o 14th Amendment. https://www.history.com/topics/black-history/fourteenth-amendment

  o 15th Amendment. https://www.history.com/topics/black-history/fifteenth-amendment

- UMBC Center for History Education has a lesson plan on the Reconstruction Amendments.
  https://www.umbc.edu/che/tahlessons/lessondisplay.php?lesson=66

- This site has a lesson plan on the Reconstruction Amendments.
  http://www.dhswolves.com/_cache/files/5/d/5d2ac934-31c4-4dd3-9099-df6a3db982b2/F730AD67836325A68859CAD2C9901B13.the-reconstruction-amendments.pdf

- This site has links to information on the amendments to the U.S. Constitution.
  https://constitutioncenter.org/interactive-constitution#

Section V

Universal Design for Learning (UDL) Suggestions

Three principles of the UDL—multiple means of representation, multiple means of action and expression, and multiple means of engagement—guide development of instruction, instructional materials, and assessments to provide access to learning to the widest range of students. A well-designed lesson using the principles of UDL reduces the need to make accommodations and modifications. However, some students with significant cognitive disabilities, especially students with visual and/or hearing impairments, physical disabilities, and students with complex communication needs, may require additional scaffolds, adaptations, and modifications to access content and support learning. UDL's three guiding principles guide educators in creating instructional materials and activities in a flexible manner to address the needs of different types of learners. Utilizing the three principles of UDL as a framework when designing instruction allows for individualization when needed. Table 5 provides strategies and examples for the UDL Principle I, **Multiple Means of Representation**: presenting information in a variety of ways to address the needs of different types of learners. Table 6 provides strategies and examples for the UDL Principle II, **Multiple Means of Action and Expression**: providing a variety of ways for students to interact with the instructional materials and to demonstrate understanding. Table 7 provides strategies and examples for the UDL Principle III, **Multiple Means of Engagement**: providing a variety of ways to engage and motivate students to learn.

The strategies and examples provided in Tables 5 through 7 are based on UDL principles and can assist all students in understanding the basic concepts. The strategies and examples, as well as individualization ideas, should serve as a catalyst for ideas that can be individualized to meet the needs of each student. Some of the examples include activities that work exceptionally well for students with vision, hearing, and/or physical limitations as well as all students. Each example has a code to indicate when it includes specific ideas or activities that meet these needs:

V = visually impaired (low vision, blind, or deaf-blind)
H = hearing impaired (deaf, hard of hearing, or deaf-blind)
P = physical disability (limited use of hands)

Table 5. Instructional strategy ideas using the UDL Principle: Multiple Means of Representation

Multiple Means of Representation	
Strategies	**Examples**
Introduce information through a multi-sensory approach (e.g., auditory, visual, tactile).	Share a diagram showing the fort in Jamestown (e.g., https://cellcode.us/quotes/coloring-jamestown-fort-pages.html or https://app.emaze.com/@AORZQQCOC#1). [Individualization idea: Create a tactile version of the diagram. (Refer to Section VIII. Tactile Maps and Graphics and view the following video https://www.youtube.com/watch?v=ZREwnV_XRsA for tips on creating a tactile map.) Have students scan the tactile diagram with both hands from top to bottom to find the title, a key, and labels. After locating the key, students should find the items on the map. They should also find an anchor that allows them to orient to the tactile diagram - http://www.perkinselearning.org/accessible-science/blog/tips-reading-tactile-graphics-science-focus-state-assessment.] **V**
	Share an animation of the cotton gin (e.g., https://www.eliwhitney.org /7/sites/default/files/minisites/cotton/patent.html).
	Present a slide show on the Revolutionary War (e.g., https://americanhistory.mrdonn.org/powerpoints/road-to-revolution.html).
Model content through pictures, dramatization, videos, etc.	Show videos on the: • Boston Tea Party – https://youtu.be/S7qRZmHLobQ • Battle of Yorktown – https://www.mountvernon.org/animated-washington/yorktown/ • Principles in the Constitution – http://www.watchknowlearn.org/ Video.aspx?VideoID=44176&CategoryID=5607 • American Industrial Revolution – https://www.youtube.com/watch?v=nl_-6WPQ4Sg [Individualization idea: Sign the video narration. **H** Provide a brief preview of and purpose for watching each video. Provide a summary of key points after watching the video.]
	Have students study pictures of the Boston Massacre (e.g., http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-massacre_analysis.pdf).
	Have students study the symbolism in John Gast's American Progress painting regarding Manifest Destiny (e.g., https://commons. wikimedia.org/wiki/File:American_Progress_(John_Gast_painting).jpg). [Individualization ideas: Provide students with choices written on cards, on their AAC system, or recorded on a switch in which to discuss the symbolism of the painting.]

Present information using graphic organizers and models.	Have students complete a Venn diagram to compare Frederick Douglass and Harriet Tubman. [Individualization idea: Create a large Venn diagram on the whiteboard and cards with facts about Frederick Douglass and Harriet Tubman. Have students place the cards in the correct place on the diagram.] Create a timeline on the wall and add events as they are taught. [Individualization idea: Use pictures and representative objects when possible.] Have students make a foldable on the Reconstruction Amendments (e.g., https://www.umbc.edu/che/tahlessons/pdf/Helping_to_Move_On_An_Analysis_of_the_Reconstruction_Amendments_RS_06.pdf). [Individualization idea: Have students create the foldable using cardstock to help with cutting.] **P** Use a KWHL to help students make connections between what they already **K**now, **W**hat they want to know, **H**ow they can find out, and finally, what they **L**earn (slide show explaining the use of the KWHL chart and how it was made accessible for students with significant cognitive disabilities: http://www.cehd.umn.edu/nceo/teleconferences/tele14/CourtadeFlowers.pdf). **V/H/P**
Provide appropriate and accessible text on the content for students to listen to or read.	Have students read online texts about the: • Stamp Act of 1765 (e.g., http://www.ushistory.org/us/9b.asp) and • American Industrial Revolution (e.g., https://americanhistory.mrdonn.org/industrial.html). [Individualization idea: Have students use a screen reader.] **V** Have students read an article on the Civil War that has a built-in screen reader (e.g., http://bookbuilder.cast.org/view.php?op =view&book=20084&page=1 free registration required).
Teach information using songs.	Have students listen to songs about: • Taxation without representation (e.g., https://www.youtube.com/watch?v=HZCiBjnxhOM) and • The Boston Tea Party (e.g., https://youtu.be/-h5Nh7mggx0). Have students listen to songs of the: • Underground Railroad (e.g., http://www.harriet-tubman.org/songs-of-the-underground-railroad/ or https://www.youtube.com/watch?v=KIZTJpFDSN8) • Civil War (e.g., https://theimaginativeconservative.org/2016/09/top-ten-american-civil-war-songs-stephen-klugewicz.html).

Table 6. Instructional strategy ideas using the UDL Principle: Multiple Means of Action and Expression

Multiple Means of Action and Expression	
Strategies	**Examples**
Use technology/assistive technology to optimize student access and interaction with the instructional materials and content.	Have students label the Thirteen Colonies on an online map (e.g., https://www.mrnussbaum.com/maptivation-ipad.html or http://www.softschools.com/social_studies/13_colonies_map/). [Individualization ideas: Provide students with an adapted mouse or keyboard. **P** Provide students with a model to follow while labeling the colonies.]
	Have students complete an online quiz on the Revolutionary War (e.g., http://www.pbs.org/ktca/liberty/road_q1.html) or an online map quiz on the Thirteen Colonies (e.g., https://online.seterra.com/en/l/nam.) [Individualization idea: Have students use a screen reader or partner with a general education peer.]
Allow for instructional materials that can be modified to provide access.	Provide a backpack that includes textures, objects, and pictures representing content of a text (e.g., different taxes imposed on the colonists) for students to explore as the text is read to students. **V/P**
	Read articles about the:
	• Boston Massacre (e.g., https://www.ducksters.com/history/american_revolution/boston_massacre.php),
	• Jamestown (e.g., https://www.ducksters.com/history/colonial_america/jamestown_settlement.php),
	• 13th Amendment (e.g., https://www.ducksters.com/history/us_government/thirteenth_amendment.php),
	• 14th Amendment (e.g., https://www.ducksters.com/history/us_government/fourteenth_amendment.php), and
	• 15th Amendment (e.g., https://www.ducksters.com/history/us_government/fifteenth_amendment.php). [Individualization ideas: Have students listen to the recording of the article while viewing the text or related pictures. Have students start the recording using an adapted switch.] **V/P**
	Provide a primary source (e.g., transcript of a speech by Frederick Douglass http://www.historyplace.com/speeches/douglass.htm). [Individualization idea: Adapt the text (e.g., https://teachinghistory.org/teaching-materials/teaching-guides/23560).]
Provide multiple means for students to make choices and select answers.	Record correct answers and distractors on a voice output multiple message switch(s) and have students answer questions using the switch. **V/P**
	Place answer choices on an eye gaze board for the student to select from. **P**
	Have students use three switches with generic labels (e.g., a, b, c; red, blue, green; or three different textures) to which they listen and then select the correct answer. **V/P**
Provide simulation activities.	Have students watch a narrated animation showing the expansion of the United States and the Civil War (e.g., http://www.animatedatlas.com/movie-vers-e.html).

	Have students view animated maps of the:
	• Battle of Shiloh (e.g., https://www.battlefields.org/learn/maps/shiloh-animated-map) and • Battle of Gettysburg (e.g., https://www.battlefields.org/learn/maps/gettysburg-animated-map).
Provide graphic organizers and templates.	Have students complete a timeline on the events of the Civil War (e.g., http://ssecamoreperfectunion.com/PDFs/Roy/Roy_Shifting_Tides_Powerpoint.pdf). [Individualization idea: Help students make a tactile version of the timeline (e.g., http://www.perkinselearning.org/activity/tactile-timelines). **P/V**

Table 7. Instructional strategy ideas using the UDL Principle: Multiple Means of Engagement

Multiple Means of Engagement	
Strategies	**Examples**
Provide a schedule and visual timer.	Have students use a visual activity schedule (e.g., https://dc.etsu.edu/cgi/viewcontent.cgi?article=1304&context=etsu-works).
	Have students use a schedule that is accessible with their individual needs (e.g., http://theautismhelper.com/10-types-visual-student-schedules/). **V/P**
	Adapt the schedule or assignment book used by other students to meet the individual needs of the student.
Vary the challenge and amount of information presented at a time.	Introduce one vocabulary word and one concept and slowly introduce more words and concepts.
Make connections to topics or activities that are motivating.	Make connections between the school code of conduct and the Preamble to the U.S. Constitution and the Reconstruction Amendments.
	Have students complete activities using manual tools (e.g., sharpening pencil with a hand-held sharpener, blending food with a spoon) and then with electric tools (electric pencil sharpener, electric mixer or electric blender). Compare the difficulty and speed of each and make the connection to the innovations during the American Industrial Revolution.
Allow choices as possible.	Provide an independent work menu or choice board for students to choose activities from to complete during independent work time (e.g., a 3-by-3 grid with an appropriate activity in each cell. Student may be required to complete three in a row by the end of the week.).
	Provide a choice of sensory items for a student to use during instruction.
Provide opportunities to work collaboratively with peers.	Provided the necessary supports to the students to allow them to actively work with peers on a unit topic in a general education social studies classroom.
	Have general education students come into the special education classroom to work in groups on a project about characteristics of civilizations. Model how to actively involve the students with identified needs in the project. Then, have the students work in the same group in the general education classroom on the same and future projects.
Teach student self-regulation skills.	Systematically fade adult support to allow the students more independence, which generally increases motivation and engagement.
	Develop and provide a cue to help students know when to request a break or an activity that allows them to regulate their behavior.

UDL Resources

- The National Center on Universal Design for Learning has a plethora of information on UDL and examples and resources. www.udlcenter.org

- Symbaloo is a free online tool that allows an educator to create bookmarks using icons. It is easy to create and allows an educator to provide students links to sources of information that can be used for specific instructional units. www.symbaloo.com

- This site provides a brief description of Symbaloo and multiple ways to use the online tool. https://www.theedublogger.com/2014/04/09/11-ways-to-use-symbaloo-in-the-classroom/

- Perkins School for the Blind provides information on using tangible symbols to increase communication, create personal schedules, and provide choices. http://www.perkinselearning.org/videos/webcast/tangible-symbols

- Natural Reader provides a free online text-to-speech reader. https://naturalreaders.com/

Section VI

Transfer and Generalize Concepts, Knowledge, and Skills

For learning to be meaningful for all students, including students with significant cognitive disabilities, it is important to intentionally make connections to future content, real-world application, and college and career readiness skills. For example, explain how the student can use maps in their daily lives to determine the location of animals at the zoo, to navigate a walkthrough of exhibits in a museum, or to find transportation to work and stores in the future. In addition, the instruction of social studies concepts, knowledge, and skills may be the catalyst to developing other areas such as needed communication skills, reading/listening comprehension, age-appropriate social skills, independent work behaviors, and skills in accessing support systems. Table 8 provides instructional ideas to help transfer and generalize concepts, knowledge, and skills and suggested opportunities to embed other skills into instruction.

Table 8. Transfer and Generalization Ideas

Area	Instruction	Opportunity to Embed Skills
Communication	While teaching vocabulary, make connections to real-life or future opportunities to use the words (e.g., understanding the Preamble to the Constitution and its amendments helps students know their rights as citizens of the U.S.)	Use the context of the content area instruction to increase language skills, work on articulation, or access alternative and augmentative communication (AAC) systems.
Reading and Listening Comprehension	Provide information through reading books and articles on the colonization and westward expansion of the U.S.	Provide practice on communication skills when students are answering questions about a book or article. Provide practice on fine motor skills by having the student use a trackball to perform drag-and-drop functions on online activities. Provide practice on crossing midline to turn pages on an adapted book (e.g., thick tabs added to pages).
Age-Appropriate Social Skills	Make connections between the Connecting Concepts and real-life experiences (e.g., Discuss how Frederick Douglass worked to make needed changes and how students can work to make needed changes such as protecting the environment or getting equal access to school activities.)	Provide opportunities to work along same-age peers during social studies instruction to practice age-appropriate social skills (e.g., respecting peers' space, appropriate conversations, contributing to the group, etc.).

Independent Work Behaviors	Encourage and reinforce independent completion of tasks to build independent work skills (e.g., completing a graphic organizer).	Have students self-monitor when tasks are completed using provided checklists. Have students work on range of motion while working on independent tasks.
Skills in Accessing Support Systems	Encourage students to ask appropriately for assistance from peers and adults when working on the content.	Use this time to have the student work on appropriate behavior and communication skills.

Section VII

Concepts and Vocabulary Multi-Age Planning: Grades Six through Eight

Multi-age planning requires that instructional decisions address the span of the grade levels of the students in the class. Recognizing the Connecting Concepts and the General and Specific Vocabulary that apply to multiple units within and across a grade span provides information to teach concepts that build a foundation for specific curricular content (i.e., specific people, places, events, and time periods). This section illustrates the grade-level **Connecting Concepts** and the **General and Specific Vocabulary** across grades. This view (see Tables 9–13) allows educators of multi-age and multi-grade classrooms to address the same or similar concepts and vocabulary to all students along with the specific curricular content.

Table 9. Physical and Human Geography Concepts and Vocabulary

Physical and Human Geography		
Geographical features and the spatial organization of people and places impact different stages in the history of culture and civilization. Maps and other representations of places and regions convey the influence of geography on economic development, discovery, and use of resources by various cultures and civilizations.		
Grades 6-8 KSSs and UCs	**Concepts**	**Vocabulary**
6.06.a: Ability to identify the effect of geography and climate on the civilization that lived in the Fertile Crescent (e.g., seasonal rains and river flooding provided fertile soil; the ability to irrigate fields allowed large crops to be grown; plentiful food and the mild climate allowed many animals to live in the area) **6.06.b:** Ability to identify why an area in ancient Mesopotamia was known as the Fertile Crescent (e.g., a green land where many plants grew due to the rich soil and occasional rain; a crescent-shaped region curved like a quarter-moon shape) **6.06.UC:** Recognize geographic features in the region of ancient Mesopotamia (i.e., Tigris and Euphrates Rivers, Mediterranean Sea, Persian Gulf, Zagros and Caucasus Mountains). **6.40.a:** Ability to recognize the geographical features of ancient Greece (e.g., mountainous terrain, the Mediterranean Sea) **6.40.b:** Ability to identify how the geographical features of ancient Greece affected the development of Greek colonies in the regions around the Mediterranean Sea (e.g., needing agriculturally productive land made having colonies desirable; having access to the sea made traveling to found colonies easier) **6.40.UC:** Recognize that a geographical area can have different geographic features (e.g., mountains, sea). **6.52.a:** Ability to identify the important geographic features of ancient Rome (e.g., located next to a river; had access down the river to the Mediterranean Sea; protected by hills and mountains; had good farmland and a mild climate)	**Understand:** - how to think spatially and use a variety of maps - how to interpret physical and political features on a variety of maps - how geography and climate affect exploration - how geography affects where people live, trade, and travel - how geography affects growth of a society - how geography affects a region's economy	**General:** - agriculture - ancient - civilization - climate - colony - crescent shape - crops - dock - economic - explorer - fertile - flood - found/founded - geographic features - goods - homeland - irrigate/irrigation - ocean - physical map - products - protect/protector - region - route - seasonal - settle/settler/ settlement - soil - trade - voyage

Physical and Human Geography		

• **6.52.b:** Ability to identify the benefits of the geographic features of ancient Rome (e.g., fresh water from the river; easy access to routes used for trade and to expand the empire; protection from invasion or attack; easy to grow crops such as grains, olives, grapes and other fruit)
   o **6.52.UC:** Recognize that having good farmland and easy access to trade routes helped ancient Rome be a successful civilization.
• **7.20.a:** Ability to recognize that the development of overland routes increased long-distance trade
• **7.20.b:** Ability to recognize that the development of ocean trade routes increased trade between Asia, Africa, and Europe
• **7.20.c:** Ability to recognize the significance of trade routes (e.g., they enabled the exchange of many types of goods and ideas)
   o **7.20.UC:** Recognize that people traveled on land and across water to conduct trade.
• **7.23.a:** Ability to identify Ghana, Mali, and Songhai as West African kingdoms
• **7.27.a:** Ability to locate major land forms (i.e., Alps) on a physical map of Europe
• **7.27.b:** Ability to locate major bodies of water (i.e., Atlantic Ocean, Mediterranean Sea) on a physical map of Europe
   o **7.27.UC:** Identify the representation of a landform or a body of water on a physical map.
• **7.53.a:** Ability to locate major landforms (i.e., Appalachian Mountains, Great Plains) on a physical map of North America
• **7.53.b:** Ability to locate major bodies of water (i.e., Atlantic Ocean, Caribbean Sea, Mississippi River, Pacific Ocean) on a physical map of North America or a physical map of the Western Hemisphere
   o **7.53.UC:** Ability to identify North America and South America on a physical map.
• **7.54.a:** Ability to locate the homelands of the Southeast and Plains North American Indians on a map
• **7.59.a:** Ability to recognize why explorers made sea voyages (e.g., advances in ship design made travel easier; they wanted to explore new lands to find riches, trade goods, and new trade routes
• **7.59.b:** Ability to identify the contributions of Christopher Columbus (i.e., reached the Americas; his voyages led to further exploration and colonization)
• **7.59.c:** Ability to identify the contributions of Hernando de Soto (i.e., helped conquer Peru; explored the southeastern United States; first European to cross the Mississippi River)
• **7.59.d:** Ability to identify the contributions of Ferdinand Magellan (i.e., sought a western sea route to Asia;
	• the importance of land and sea routes on trade, migration, and colonization	**Specific**:
		• Africa
		• Alps
		• Appalachian Mountains
		• Asia
		• Atlantic Ocean
		• Caucasus Mountains
		• Christopher Columbus
		• Euphrates River
		• Europe
		• Fertile Crescent
		• Ghana
		• Great Plains
		• Greece
		• Hernando de Soto
		• Jamestown
		• Mali
		• Mediterranean Sea
		• Mesopotamia
		• Mississippi River
		• North America
		• Pacific Ocean
		• Persian Gulf
		• Peru
		• Plains American Indians
		• Rome
		• Songhai
		• Southeast American Indians
		• Thirteen Colonies
		• Tigris River
		• Straits of Magellan
		• West African Kingdoms
		• Western Hemisphere
		• Zagros Mountains

Physical and Human Geography		

discovered the Straits of Magellan; first European to cross the Pacific Ocean; one of his ships was the first European ship to sail around the world)
 	
    o **7.59.UC:** Recognize that explorers traveled across the sea to learn about new lands.
• **8.01.a:** Ability to identify descriptions of the location where Jamestown was founded (e.g., surrounded by water on three sides, easy to defend, deep water for docking ships)
    o **8.01.UC:** Recognize that the English wanted a settlement in North America.
• **8.08.a:** Ability to recognize that the Thirteen Colonies were located on the east coast of North America
• **8.08.b**: Ability to identify the Thirteen Colonies on a map
    o **8.08.UC:** Recognize that the Thirteen Colonies were English settlements in North America.		

Table 10. Culture Concepts and Vocabulary

Culture		
Advancement and growth of human culture and civilization relates to development of literature, the arts, science, mathematics, and engineering in times past and present, and affects how people live in particular places.		
Grades 6-8 KSSs and UCs	**Concepts**	**Vocabulary**
6.16.a: Ability to recognize that people living in ancient Egypt had polytheistic religious beliefs (i.e., believed in many gods) **6.16.b:** Ability to identify why the ancient Egyptians built pyramids (i.e., tombs for pharaohs and their possessions; represented the wealth and power of the pharaohs and Egypt) **6.16.UC:** Recognize that ancient civilizations had different religious beliefs. **6.30.a:** Ability to identify medical advances from ancient India that are used in the world today (e.g., medical textbooks and methods of treating diseases and injuries; study of the body to understand how it works; performing surgery) **6.30.b:** Ability to identify advances in mathematics from ancient India that are used in the world today (e.g., the Hindu-Arabic number system; the concept of zero) **6.30.UC:** Recognize an important use of medicine or mathematics in today's world. **6.49.a:** Ability to recognize that the Acropolis was an important part of Athens (e.g., located on a hill, known for important architecture and art, had many temples) **6.49.b:** Ability to recognize the purposes of the buildings of the Acropolis (i.e., used for religious ceremonies and festivals) **6.49.c:** Ability to identify that the Parthenon was a large temple on the Acropolis **6.49.d:** Ability to identify the purposes of the Parthenon (e.g., a religious center; a place built to honor Athena, the Greek goddess of wisdom and protector of Athens; a city treasury) **6.49.UC:** Recognize that Greek cities used buildings for different purposes. **6.57.a:** Ability to identify how the creation of aqueducts helped support the growth of ancient Rome (e.g., delivered water to cities and towns; provided water for public baths, fountains, homes, businesses, farms, and gardens) **6.57.b:** Ability to identify the importance of the Colosseum (e.g., represented the power of the emperors and the Empire; provided a place for people to gather and enjoy themselves; the construction used new inventions and techniques) **6.57.c:** Ability to identify how the creation of roads helped expand the Roman Empire (e.g., roads were easy	**Understand**: - reasons for and effects of new developments, technology, and inventions on people's lives in the past and present - how learning, art, architecture, and literature affect people's lives - how roads help a civilization grow - purpose and significance of buildings and places - the effect of exchanging goods on people living in different places (e.g., new products, diseases, etc.) - reasons people move to different places - different groups of people have different cultures, religions, and ideas	**General**: - architecture - belief - ceremony - city - clothing - communicate/ communication - construction - culture - disease - economic - emotion - emperor - expand - festival - fort - god/goddess - invention - library - mathematics - medical - nature - political - possession - printing press - protect/protector - public - pyramid - realism (in art) - religion - road - social - soldier - surgery - temple - textbooks - tomb - trade - travel/traveler - university - wealth - western

Culture		

to travel on and lasted a long time; roads were protected to keep travelers safe; roads connected all parts of the large empire; soldiers could travel quickly to protect different parts of the empire)
   o **6.57.UC:** Recognize that ancient Rome was a society that developed innovative ideas and inventions.
 • **7.23.d:** Ability to recognize the significance of culture in Ghana, Mali, and Songhai (e.g., architecture, universities and libraries, trade in books)
   o **7.23.UC:** Recognize that conducting trade will cause the population of cities to grow.
 • **7.43.a:** Ability to recognize how art affects society (e.g., communicates ideas, affects emotions)
 • **7.43.b:** Ability to recognize innovative ideas and attitudes that were represented in Renaissance art (e.g., realism, a focus on the individual, and nature)
 • **7.43.c:** Ability to recognize the contributions of Renaissance artists (i.e., Leonardo da Vinci, Michelangelo)
   o **7.43.UC:** Recognize that art (e.g., paintings, sculptures) is an important part of society.
 • **7.44.a:** Ability to identify a contribution of Johannes Gutenberg (i.e., the invention of the printing press)
 • **7.44.b:** Ability to identify the influence of the printing press on early modern Europe (e.g., enabled the spread of books)
   o **7.44.UC:** Recognize that an invention can improve the lives of people.
 • **7.54.b:** Ability to recognize the cultures (i.e., housing and clothing) of the Southeast and Plains North American Indians
 • **7.54.c:** Ability to identify differences in the cultures (i.e., housing and clothing) of the Southeast and Plains North American Indians
   o **7.54.UC:** Recognize a characteristic of a North American Indian culture.
 • **8.01.c:** Ability to identify factors that contributed to the success of Jamestown (e.g., built a fort for protection, developed peaceful relations with the American Indians, learned how to grow corn)
 • **8.49.b:** Ability to recognize that one goal of westward expansion was to spread the traditions (e.g., political, social, and economic) of the United States
		• wisdom
		 • zero
		 Specific:
		 • Acropolis
		 • American Indians
		 • aqueduct
		 • Athena
		 • Athens
		 • Colosseum
		 • Egypt
		 • Ghana
		 • Greece
		 • Greek
		 • Hindu-Arabic number system
		 • India
		 • Jamestown
		 • Johannes Gutenberg
		 • Mali
		 • Parthenon
		 • pharaoh
		 • Plains Indians
		 • polytheistic
		 • Renaissance
		 • Rome
		 • Songhai
		 • Southeast Indians
		 • United States

Table 11. Economics Concepts and Vocabulary

Economics		
Human and physical capital, natural resources, and technology on a local and global scale impact production, distribution, and consumption of goods and services. Decisions about how to use resources influence the welfare of individuals and societies.		
Grades 6-8 KSSs and UCs	**Concepts**	**Vocabulary**

• **6.38.a:** Ability to identify reasons for the creation of the Silk Road (e.g., to obtain Chinese goods)
 • **6.38.b:** Ability to recognize that the Silk Road enabled countries from ancient China to Europe to exchange ideas, cultural influences, inventions, and other goods (e.g., silk, spices, gold, tea)
 • **6.38.c:** Ability to identify that people from China and Europe wanted to trade because each wanted products the other had (e.g., Europe had linen, glass, gold, and silver; China had silk, porcelain, tea, spices, and paper)
    ○ **6.38.UC:** Recognize why groups of people want to trade (e.g., have products each other wants, want products not available in their area; want to gain wealth).
 • **7.06.a:** Ability to identify the Silk Roads as trade routes between Asia and Europe
 • **7.06.b:** Ability to recognize the significance of the Silk Roads to trade between Asia and Europe (e.g., many types of goods and ideas were exchanged)
 • **7.06.c:** Ability to identify that trade and communications increased between Europe and Asia during the time of the Mongolian empires (e.g., the Mongols protected travelers on the Silk Roads)
 • **7.06.d:** Ability to recognize that Marco Polo's travels increased interest in Chinese culture and in obtaining goods from China
    ○ **7.06.UC:** Recognize that people trade goods to get the things they need or want.
 • **7.23.b:** Ability to recognize that cities in the kingdoms of Ghana, Mali, and Songhai were centers of trade and culture
 • **7.23.c:** Ability to recognize the significance of trade to Ghana, Mali, and Songhai (e.g., became rich from controlling trade; traded many goods including gold and salt)
 • **8.01.b:** Ability to recognize that trade with American Indians (e.g., corn for beads, metal tools) helped the settlers survive during Jamestown's early years
 • **8.37.a:** Ability to recognize technological advances during the American Industrial Revolution (i.e., the use of interchangeable parts, the development of the American factory system)
 • **8.37.b:** Ability to recognize the contributions of individuals to the American Industrial Revolution (i.e.,
	Understand:
	 • types of goods and services
	 • the importance and benefits of trading/exchanging goods and services
	 • how goods and services are exchanged
	 • benefits, reasons, and ways groups cooperate
	 • how natural resources affect a community
	 • how inventions and new techniques affect production and distribution of goods and services
	 • how inventions and new techniques affect people's jobs and way of life
	 • gaining new land can improve economic stability
		General:
		 • city
		 • communicate/ communication
		 • culture/cultural
		 • economy/ economics
		 • expand
		 • goods
		 • interchangeable
		 • invention
		 • linen
		 • metal tools
		 • porcelain
		 • power-driven machinery
		 • product
		 • rural
		 • salt
		 • settle/settler/ settlement
		 • silk
		 • spices
		 • trade
		 • western
		 Specific:
		 • American factory system
		 • American Indians
		 • American Industrial Revolution
		 • Asia
		 • China/Chinese
		 • Eli Whitney
		 • Europe
		 • Ghana kingdom
		 • Mali kingdom
		 • Marco Polo
		 • Mongolian empires
		 • Mongols

Economics		
Eli Whitney's use of interchangeable parts, Samuel Slater's development of the American factory system • **8.37.c:** Ability to identify the significance of the use of interchangeable parts (i.e., could produce large numbers of parts quickly at a lower cost, made repair and replacement of parts easier) • **8.37.d:** Ability to identify the significance of the factory system (i.e., power-driven machinery produced goods more quickly and at lower costs than goods could be produced in homes or small shops; people moved from rural areas to cities to find jobs, the economy grew) ○ **8.37.UC:** Recognize that goods were produced in factories during the Industrial Revolution. • **8.49.c:** Ability to identify that westward expansion provided economic opportunities (e.g., people could own good land, find gold, have a better life)		• Samuel Slater • Silk Road • Songhai kingdom

Table 12. Civics and Politics Concepts and Vocabulary

Civics and Politics		
Responsible and effective citizens understand structures of power and authority and the principles they reflect; their role within a community, a nation, and the world; and develop civic efficacy. Connections to the past and the way governments, principles, and traditions have developed impact current societies.		
Grades 6-8 KSSs and UCs	**Concepts**	**Vocabulary**
6.04.a: Ability to identify that a key characteristic of civilizations is the presence of a stable form of government (e.g., to maintain law and order for its citizens) **6.04.b:** Ability to identify that a key characteristic of civilizations is a stable social structure (e.g., social classes that developed from people doing different jobs) **6.04.c:** Ability to identify that a key characteristic of civilizations is a stable food supply (e.g., the ability to grow and provide enough food for people to eat) **6.04.d:** Ability to identify that a key characteristic of civilizations is a form of writing (e.g., to keep records of economic transactions and daily events, to allow news or ideas to be preserved for other people or carried to distant places) **6.04.UC:** Recognize why rules are important in a society. **8.23.a:** Ability to identify the Preamble as the part of the Constitution that describes the purposes of the federal government **8.23.b:** Ability to recognize that the principles in the Constitution establish a democracy and protect the rights of the people **8.23.c:** Ability to identify some of the principles in the Constitution (i.e., the separation of powers, checks and balances) **8.23.d:** Ability to identify the separation of powers as the principle that divides the powers of the government into three branches (i.e., executive, judicial, legislative) to prevent any branch from becoming too powerful **8.23.e:** Ability to identify checks and balances as the principle that gives each branch of government the power to check or limit the actions of the other two branches to prevent any branch from becoming too powerful **8.23.UC:** Recognize that the Constitution established the national government of the United States **8.68.a:** Ability to recognize that the 13th Amendment abolished slavery in the United States **8.68.b:** Ability to recognize that the 14th Amendment made former slaves citizens of the United States	**Understand:** - importance of a form of writing to a civilization - how the political and social structure of a civilization benefits its people - the structure and purpose of government and its relationship to democracy and citizenry - citizens of the United States have rights and responsibilities	**General:** - abolish - abolitionist - characteristic - checks and balances - citizen - civilization - democracy - economic - federal government - food supply - form of writing - government - power - protect/protection - rights - separation of powers - slave/slavery - social structure - stable - vote **Specific:** 13th Amendment 14th Amendment 15th Amendment - African American men - Executive branch - Judicial branch - Legislative branch - Preamble to the U.S. Constitution - U.S. Constitution

Civics and Politics		
• **8.68.c:** Ability to recognize that the 14th Amendment states the laws give equal protection to everyone, including former slaves • **8.68.d:** Ability to recognize that the 15th Amendment granted the right to vote to African American men o **8.68.UC:** Recognize that amendments were made to the U.S. Constitution to guarantee rights for former slaves.		

Table 13. History: Change, Continuity, and Context Concepts and Vocabulary

History: Change, Continuity, and Context		
Historical events, the processes of change and continuity over time, the context within which events occur, and the significance of the contributions by individuals from various ethnic, racial, religious, and socioeconomic groups impact the development of civilizations and societies around the world.		
Grades 6-8 KSSs and UCs	**Concepts**	**Vocabulary**

• **6.24.a:** Ability to identify reasons why the Kingdom of Israel split into two kingdoms (e.g., harsh leadership by the king; economic hardships; unequal treatment of the tribes; only some tribes supported the king)
 • **6.24.b:** Ability to recognize the consequences of the breakup of the Kingdom of Israel (e.g., two weaker, smaller kingdoms that were less able to defend themselves)
   o **6.24.UC:** Recognize that the Kingdom of Israel was established by the ancient Israelites.
 • **7.36.a:** Ability to recognize that the Black Death (i.e., Bubonic Plague) spread along trade routes from Asia to Europe
 • **7.36.b:** Ability to identify the effect of the Black Death (i.e., Bubonic Plague) on the population (e.g., about one-third of the population in Europe died; the world population decreased)
   o **7.36.UC:** Recognize a way the plague changed life in the Middle Ages.
 • **8.15.a:** Ability to recognize that the colonists opposed many British taxes (e.g., taxes on tea, glass, paper)
 • **8.15.b:** Ability to recognize examples of conflict between the colonists and the British (e.g., The Boston Massacre, 1770, The Boston Tea Party, 1773)
 • **8.15.c:** Ability to identify British taxes that were major causes of the American Revolution (i.e., The Stamp Act, 1765, The Townshend Acts, 1767)
   o **8.15.UC:** Recognize that unpopular British laws helped cause the American Revolution.
 • **8.20.a:** Ability to recognize that the Continental Army had to deal with many problems (e.g., lack of food, clothing, equipment, training, and money)
 • **8.20.b:** Ability to identify battles of the American Revolution (i.e., Battle of Saratoga, Battle of Yorktown)
 • **8.20.c:** Ability to recognize the significance of battles (i.e., Battle of Saratoga, Battle of Yorktown)
   o **8.20.UC:** Recognize that the American colonists formed an army to fight against the British.
 • **8.43.a:** Ability to identify leading abolitionists (i.e., Frederick Douglass, Harriet Tubman)
	Understand
	 • causes of disagreements and conflicts between countries and groups of people
	 • causes and consequences of the division of a kingdom or country
	 • ways groups of people advocate for rights and freedom
	 • importance of people's actions in history
	 • importance of leaders to guide change
		General:
		 • abolish
		 • abolitionist
		 • battle
		 • colony/colonist/ colonization
		 • commander
		 • economic
		 • equipment
		 • general
		 • population
		 • route
		 • tax
		 • trade
		 • training
		 Specific:
		 • American Revolution
		 • Army of Northern Virginia
		 • Asia
		 • Battle of Gettysburg
		 • Battle of Saratoga
		 • Battle of Shiloh
		 • Battle of Yorktown
		 • Black Death
		 • Boston Massacre, 1770
		 • Boston Tea Party, 1773
		 • British
		 • Bubonic Plague
		 • Civil War
		 • Confederate Army
		 • Continental Army
		 • Europe
		 • Frederick Douglass
		 • General Ulysses S. Grant
		 • Harriet Tubman
		 • Israel/Israelites
		 • Kingdom of Israel
		 • Middle Ages

History: Change, Continuity, and Context		
8.43.b: Ability to recognize how Frederick Douglass supported abolition (e.g., gave speeches, wrote books, published the abolitionist newspaper the North Star, supported equal rights for everyone) **8.43.c:** Ability to recognize how Harriet Tubman supported abolition (e.g., helped slaves escape to the North) **8.43.UC:** Recognize that a movement to end slavery in the United States helped slaves gain their freedom. **8.49.a:** Ability to recognize that Manifest Destiny was the idea that the United States should continue to expand until the country covered North America from the Atlantic Ocean to the Pacific Ocean **8.49.UC:** Recognize that people in the United States moved west to find new lands and new opportunities. **8.63.a:** Ability to identify Civil War battles (i.e., Battle of Shiloh, Battle of Gettysburg) **8.63.b:** Ability to identify the significance of Civil War battles (i.e., Battle of Shiloh, Battle of Gettysburg) **8.63.c:** Ability to identify leaders of the Civil War (i.e., General Ulysses S. Grant of the Union Army; General Robert E. Lee of the Confederate Army) **8.63.d:** Ability to identify contributions by General Ulysses S. Grant (e.g., leader of the Union Army, won important battles, led the Union Army to victory) **8.63.e:** Ability to identify contributions by General Robert E. Lee (e.g., commander of the Army of Northern Virginia, won many battles, defeated larger Union armies, commander of all Southern armies) **8.63.UC:** Recognize that generals lead armies in a war.		- North Star newspaper - Northern Kingdom/Israel - Robert E. Lee - Southern armies - Southern Kingdom/Judah - Stamp Act, 1765 - Townshend Acts, 1767 - Tribes of Israel - Union Army

Section VIII

Tactile Maps and Graphics

The maps and graphics guidelines will help create tactile versions of instructional maps, diagrams, models, and timelines to use with students who are blind or deaf-blind. The tactile maps and graphics may be beneficial to other students as well. A tactile graphic is a representation of a graphic (e.g., picture, drawing, diagram, map, etc.) in a form that provides access through touch. It is not an exact copy of the graphic. The section provides basic guidance and links to more comprehensive resources.

Importance of Tactile Maps and Graphics

It is important to provide tactile graphics for young readers (BANA, 2010). It helps students understand and gain information when presented with social studies concepts, knowledge, and skills. Social studies instruction often uses maps and timelines to illustrate where and when people existed and events occurred. The following guidance includes information to build upon when creating tactile graphics.

Tactile Graphic Guidance

1. **Determine need for graphic:** When encountering graphics in instructional materials, determine if the graphic is essential to understanding the concept. The Braille Authority of North America (2010) provides a decision tree to help in this determination. It can be accessed online at http://www.brailleauthority.org/tg/web-manual/index.html by selecting "Unit 1 Criteria for Including a Tactile Graphic."

2. **Consult with the local educator trained to work with students with visual impairments**.

3. **Determine the essential information in the graphic.** Read the surrounding information and the caption to determine which information in the graphic to exclude. For example, a map to illustrate location of key countries would not need state lines and capital cities and may not need all of the surrounding countries.

4. **Reduce unnecessary detail in the graphic.** Identify details that are not necessary for interpreting the information in the graphic. For example, a graphic of landforms may show crevices on the mountains, leaves on a tree, and waves in an ocean. Eliminate unnecessary details, as they are difficult to interpret tactilely.

5. **Remove frames or image outlines if they serve no purpose.** Ensure that all lines are necessary (e.g., line that indicates a body of water), and remove any that are not.

6. **Modify the size of the graphic.** Modify the graphic as needed to reduce clutter and allow a blank space between adjacent textures. In addition, consider the size of the student's hand.

7. **Use solid shapes as feasible.** When solid shapes do not clearly represent the information, use clear solid lines.

8. **Systematically teach exploration and interpretation of tactile graphics.** Systematic instruction and repetition are important when teaching a student to understand a tactile graphic. Pairing the tactile graphic with a 3-dimensional object may help (e.g., pair a raised line drawing of a T-shirt, an example of clothing as a need, with a T-shirt).

Specific Graphic Type Guidance

Following is information for specific types of graphics that may support instruction in science and social studies.

Graphic Organizers/Concept Maps

- It is best to present information to compare or make connections in a tactile graphic. A tactile graphic presents the information in a spatial display and aids in comparison better than a list.

Diagrams/Models

- Limit the number of areas, lines, and labels. Having more than five makes interpretation difficult.

- Consider pairing a tactile graphic with a 3-dimensional model.

Timelines

- Present timelines in the same direction every time (i.e., horizontal or vertical).

Maps

- Distinguish water from land using a consistent background texture for the water.

- Align the direction of the compass rose arrows with the lines of longitude and latitude on the map.

Creating Tactile Graphics

Following are some ways to create tactile graphics. Additional information can be found at www.tactilegraphics.org.

Commercial products
- Capsule paper or swell paper—print
- Thermoform

Textured shapes can be made from:
- Sticky back textured papers found at craft stores,
- Corrugated cardboard,
- Fabric with texture (e.g., corduroy, denim),
- Silk leaves,
- Cork,
- Felt,
- Vinyl,
- Mesh tape (used for drywall), and
- Sandpaper.

Raised lines can be made from:

- Glue (best not to use water-based glue), and
- Wax pipe cleaners.

Resources

- The American Foundation for the Blind provides basic principles for preparing tactile graphics. http://www.afb.org/info/solutions-forum/electronic-files-and-research-work-group/tactile-graphics/345

- The Texas School for the Blind and Visually Impaired provides basic principles for Preparing Tactile Graphics, element arrangement on a tactile graphic, resources for preparing quality graphics, etc. http://www.tsbvi.edu/graphics-items/1465-basic-principles-for-preparing-tactile-graphics

- Perkins School for the Blind has short videos that explain the importance of tactile graphics and information on spatial relationships and graphic literacy, moving from models to graphics, and strategies for reading tactile graphics. http://www.perkinselearning.org/videos/webcast/teaching-tactile-graphics

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[2]All resources provided for this module only. Mention does not imply endorsement, recommendation, or approval by the Tennessee Department of Education.

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