

ALABAMA DEPARTMENT OF EDUCATION

Makes Sense Strategies Toolkit
applications for
Grades 9-12 Social Studies

Social Studies Content Standards CC- LA Standards for Social Studies

Knowledge of Social Studies Social Studies Content Literacy

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Makes Sense Strategies Toolkit
applications for
Grades 9-12 Social Studies

Part 1 Smart Sheets for Social Studies Content
 Part 2 Vocabulary Smart Sheets
 Part 3 Project-based Learning

Edwin Ellis, Ph.D.
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Types of social studies knowledge...

- Main idea
Critical features } Definition
- Examples of the concept
Non-examples of the concept } Manifestations & Applications
- Relationships to other concepts
Factors that affect the concept
Things the concept affects } Relational understanding
- Comparison to other concepts
- Concept as part of a series or sequence

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Types of social studies knowledge...

- Main idea
Critical features
Examples of the concept
Non-examples of the concept } HIERARCHIC
- Relationships to other concepts
Factors that affect the concept
Things the concept affects } CAUSE / EFFECT
- Comparison to other concepts } COMPARE / CONTRAST
- Concept as parts of a series or sequence } SEQUENCE

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Social Studies Content Standards

High-frequency Social Studies topics...

- PEOPLE
- GROUPS / CULTURES / ORGANIZATIONS
- PLACES / GEOGRAPHY
- EVENTS
- PROCESSES
- IDEAOLOGIES / BELIEFS
- ISSUES / DEBATES
- PROBLEMS / CONFLICTS / WARS
- POLICIES / LAWS / GOVERNMENT STRUCTURES
- INVENTIONS
- ERAS / MOVEMENTS
- ECONOMY

Highly likely that any given social studies lesson will be mostly about one of these topics

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High-frequency Social Studies topics...

PEOPLE

Describe American writers- characterization of the 1920s, including F. Scott Fitzgerald, H.L. Lewis, and Ernest Hemingway

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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Describe American writers- characterization of the 1920's, including F. Scott Fitzgerald, H.L. Lewis, and Ernest Hemingway
HIERARCHIC

Box-frame

American Authors

Characterization of the 1920's

F. Scott Fitzgerald	Ernest Hemingway	H.L. Lewis

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High-frequency Social Studies topics...
PEOPLE

Compare the presidential leadership of T. Roosevelt, W. Taft, and W. Wilson

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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Compare the presidential leadership of T. Roosevelt, W. Taft, and W. Wilson
COMPARISON

3 X 3 Conclusions

	T. Roosevelt	W. Taft	W. Wilson	Conclusion
Foreign Policy				
Domestic Policy				
Leadership style				

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High-frequency Social Studies topics...
PEOPLE

Describe the impact of social changes and the influence of key figures in the US from World War I through the 1920s, including Susan B. Anthony, Margaret Sanger, and Elizabeth Candy Stanton

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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Describe the impact of social changes and the influence of key figures in the US from World War I through the 1920s, including Susan B. Anthony, Margaret Sanger, and Elizabeth Candy Stanton
CAUSE / EFFECT

Convergent 3 Main-Idea Web

```

    graph TD
      SA[Susan B. Anthony] -- Cause --> C[Changes in women's roles & rights]
      MS[Margaret Sanger] -- Cause --> C
      ECS[Elizabeth Candy Stanton] -- Cause --> C
  
```

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3 X 3 Conclusions

	Goals	Actions	Impact	Conclusion
Susan B. Anthony				
Margaret Sanger				
Elizabeth Candy Stanton				

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

Identify the impact of the muckrakers on public opinion during the Progressive Movement

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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Identify the impact of the muckrakers on public opinion during the Progressive Movement

CAUSE / EFFECT

Start with... Add this... Frame

Muckrakers
Authors and public speakers who advocated for social change

Start with... Unhealthy & unsafe practices	+	Add this... Biased laws & policies	=	Results in... Muckrakers advocating changes

So what? What is important to understand about this?

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

Explain Alabama's participation in World War II, including the Tuskegee Airmen

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

Compare short- and long-term effects of changing boundaries in pre- and post- World War I Europe on European nations

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

Explain Alabama's participation in World War II, including the Aliceville POW camp, the growth of the port of Mobile and Birmingham steel.

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

Explain the entry by the US into World War II and major military campaigns in the European and Pacific Theaters

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

Describe the **impact** of TVA, the Agriculture Adjust Administration (AAA) and the Civilian Conservation Corps (CCC) on Alabama and the Southeast.

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

PROCESSES

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

Explain how the mobilization of the US for World War I affected the population of the US.

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

PROCESSES

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

Explain the transition of the US from an agrarian society to an industrial nation prior to World War I

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

PROCESSES

IDEOLOGIES / BELIEFS

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

Describe Cold War policies and issues, including the domino theory and McCarthyism and their consequence

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

PROCESSES

IDEOLOGIES / BELIEFS

ISSUES / DEBATES

PROBLEMS / CONFLICTS / WARS

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
 CAUSE / EFFECT
 SEQUENCE

Describe major foreign events and issues of the Kennedy Presidency, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban Missile Crises.

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High-frequency Social Studies topics...

PEOPLE

GROUPS / CULTURES / ORGANIZATIONS

PLACES / GEOGRAPHY

EVENTS

PROCESSES

IDEOLOGIES / BELIEFS

ISSUES / DEBATES

PROBLEMS / CONFLICTS / WARS

POLICIES / LAWS / GOVERNMENT STRUCTURES

Best way to structure this information?
 HIERARCHIC (Main Idea & Details)
 COMPARE / CONTRAST
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 SEQUENCE

Describe the impact of the Smith-Hawley Tariff Act on global economy

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Organizer SMARTsheets

HIERARCHIC 2 Main Ideas

1 Main idea 2 Main ideas 3 Main ideas 4 Main ideas 5 Main ideas 6 Main ideas

1 Main Idea

2 Main Ideas

3 Main Ideas

4 Main Ideas

5 Main Ideas

6 Main Ideas

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EVENTS

HIERARCHIC (Main Ideas & Details)

Impact of World War II on the Depression is about...

World War II united society and promoted economic reconstruction.

MP: 2011 **MP: 2011**

Unity of Society **Promotion of Economics**

People became more involved and caring for their community.

The increased demand for military supplies created more jobs for Americans.

People rallied together and supported their political leaders.

The government created more positions in the military forces.

Women usually worked in the industries at home, while the men fought the war.

Stocks in military supplies began to increase with productivity.

More jobs were created resulting in a greater amount of money circulation.

So what? What is important to understand about this?

World War II effected society's lifestyles and the growth of our economy.

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GROUPS / CULTURES / ORGANIZATIONS

HIERARCHIC (Main Ideas & Details)

PICKETING - a way informing the public about conditions

CLOSED SHOP - a business closed to nonunion workers

BOYCOTT - refusal to buy a product or service

STRIKE - refusal to work until demands are met

LABOR UNION tactics used against management

MANAGEMENT tactics use against labor unions

Tactics labor & management use against each other

SCABS - hired strikebreakers (replacement workers)

LOCK-OUT - close the doors & keep workers until they agree

INJUNCTIONS - getting the courts to order workers back to work

OPEN SHOP - workers can work without joining the union

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GROUPS / CULTURES / ORGANIZATIONS

HIERARCHIC (Main Ideas & Details)

The split of the Republican Party is about...

Attitudes and actions that led to the split of the Republican Party

CONSERVATIVES **PROGRESSIVES**

The conservatives did not seek change

Stuck to the values and standards of the Republican Party

The Progressives sought change

Sought and used the help of the Democratic Party for political support

Did not support President Taft

Used by the Democratic Party so that democrats could regain control

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EVENTS

HIERARCHIC (Main Ideas & Details)

Rise of Consumerism is about... By Kate Collins

A period of time following World War II when owning lots of stuff became a primary goal of most Americans

An Automobile Culture

Migration of farm families to the city. Americans were on the move

Development of an extensive interstate highway system encouraged travel

Advertisements created desire for cars

Population shift - migration of white Americans from cities to suburbs

Farms Become Big Business

Transformation from family business to corporate enterprise

Farm size increased, large scale farming lowered the cost of production

Few farmers benefited from these changes by finding new jobs

Many farmers suffered from these changes. Many had to move to cities in search for jobs

Persuading the Consumer

Advertising became the fastest growing economy

New marketing techniques were carefully planned to what the consumer's appetite

Increased popularity of television played a major role in the development of advertising

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PROBLEMS / CONFLICTS / WARS

HIERARCHIC (Main Ideas & Details)

PROBLEM

U.S. Unions Threatened is about...

Why Union membership is dropping in the U.S.

Part of the Problem **Part of the Problem** **Part of the Problem**

Loss of Jobs **Changing Labor Market** **Outsourcing**

Job loss in manufacturing, construction, hotels, restaurants, and the airlines

Growing number of workers who work part-time

Many large corporations outsource, or send work to other countries for cheaper labor

Since 2001, the U.S. has lost 1.85 million manufacturing jobs

More women and teenage workers

These workers tend to have a negative view of unions

Financial services co. predict 500,000 U.S. jobs will leave U.S. in the next 5 years

1991-4 million union members in manufacturing 2005-fewer than 2.5 million

Service sector of economy is growing while manufacturing section is shrinking

U.S. technology firms pay foreign countries \$10 billion a year to handle data entry, analysis etc.

New Technology, such as computer & robots, has replaced some workers

Management offering employees wages and working conditions similar to union shops

Overseas workers are generally paid less than Americans

So what? What is important to understand about this problem?

Unions have played an important role in assuring workers are treated fairly. If the unions become too weak, US industry could begin treating workers unfairly in ways similar to what things were like 150 years ago when there were no unions.

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PEOPLE
HIERARCHIC (Main Ideas & Details)

African American Women Scientists and Healers

<p>Mary Eliza Mahoney</p> <ul style="list-style-type: none"> First Graduate Nurse Boston, Mass. 1845-1926 Worked as a nurse 40 yrs 	<p>Rebecca J. Cole</p> <ul style="list-style-type: none"> Pioneer Physician Birthplace: Unknown Practiced Medicine 50 yrs
<p>Stacie King Taylor</p> <ul style="list-style-type: none"> Civil War Nurse Georgia, 1848-1912 4 yrs in battle for no pay 	<p>Blaise Coleman</p> <ul style="list-style-type: none"> Aviatix Atlanta, TX 1893-1926 Internal Pilot's License
<p>Jane C. Wright</p> <ul style="list-style-type: none"> Cancer Researcher New York, NY 1910- Dean of surgery NY Med 	<p>Jewel Planner Cobb</p> <ul style="list-style-type: none"> Biologist & Educator Chicago, IL 1924- 1981 Pres of CSU Fullerton
<p>Clarence D. Reid</p> <ul style="list-style-type: none"> Sickle-Cell Researcher Birmingham, AL 1931- Public Service Award 	<p>Mae C. Jemison</p> <ul style="list-style-type: none"> First Female Astronaut Decatur, AL 1956- 1992-NASA Mission

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ERAS / MOVEMENTS
HIERARCHIC (Main Ideas & Details)

Life During the Depression is about...

An interview with someone who lived during the depression

Order	Main Idea	Details
1	Who is interviewed & where s/he lived then	
2	Age-range of person during depression	
3	What Family life was like	
4	What the person did for fun	
5	Impact of the depression on the family	
6	Who in the family had jobs? What kind? Paid how much?	
7	What the home was like (appliances, etc.)	
8	Best part / Worst part	

So what? What is important to understand about this?

Life during the Great Depression was very different for different people

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History Concepts

Main idea
Critical features
Examples of the concept
Non-examples of the concept

Relationships to other concepts
Factors that affect the concept
Things the concept affects

Comparison to other concepts

Concept as parts of a series or sequence

HIERARCHIC
CAUSE / EFFECT
COMPARE / CONTRAST
SEQUENCE

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PEOPLE
CAUSE → EFFECT

Fredrick Douglas & the Fight for Freedom is about...

an x-slave who became a strong leader in the fight to end slavery

This...	Caused this...
Highly intelligent & articulate ex-slave began writing and speaking out against slavery	Many people became actively involved in trying to end slavery
Douglas provided realistic pictures of what slavery was really like	Helped dispel myths about slaves being limited in IQ, happy & in need of supervision
Could debate with the smartest people in the nation	Helped bring into focus how immoral slavery was
Provided a powerful counter-example of low-intelligence myth	Caused people to examine their own racist attitudes and beliefs
Laid the foundation for examination of attitudes about other minorities (Chinese, Irish, etc.)	Served as a rallying point that enabled protesters to organize

So what? What is important to understand about this?

The combination of ability to describe in detail what slavery is really like with ability to provide extremely articulate arguments against the rationales of those who support slavery made Douglas a powerful abolitionist leader.

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EVENTS
CAUSE → EFFECT

Indian removal from Alabama is about...

Forcing the Indians to move west

When ...	Then ...
President Jackson signed the Indian Removal Act.	The Indians were forced to move west.
The treaty was called the Indian Removal Act.	The Indians faced many hardships along the way. Many young and elderly Indians died.
President Jackson signed the treaty in 1830.	The Cherokee who left cried over leaving. With all the mourning and deaths the removal has become known as the "Trail of Tears."
The Choctaws, one of the four main Indian tribes of Alabama, signed a treaty called "The treaty of Dancing Rabbit Creek"	Some Choctaw Indians would not leave so they hid in the swamps.
The Creeks, one of the four main tribes of Alabama, signed a treaty called "The treaty of Indian Springs"	Some Creek Indians refused to leave so they went to war with the settlers.

So what? What is important to understand about this?

We should treat all cultures with respect and never try to "get rid" of a group of people because they are different. The Indians faced many hardships on the trail to the west. Many Indians died along the way.

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PROBLEMS / CONFLICTS / WARS
CAUSE → EFFECT

Spanish American War is about...

The U.S. became a colonial world power during the late 19th, early 20th century. The war with Spain left the United States with possession of colonies and territories in Asia and the Americas

When ...	Then ...
US was jealous of the economic gains Spain exploited from its colonies and needed an excuse to take them over for itself	With help of colonial insurgents, US wins war & takes Spanish colonies from Spain
U.S. feared American interests in Cuba were in danger, so U.S. government sent the U.S.S. Maine to Havana as a show of force to Spanish rulers there. An explosion sank the Maine, killing many of the American sailors. Yellow Journalists printed accounts suggesting the Spanish had blown up the Maine. These accounts were largely exaggerated but sold many papers.	Colonists had been oppressed by Spanish rulers for many years & they rebelled several times to be free of Spanish control, so, hoping to be finally free of exploitation, insurgents helped US forces during the war.
Fired up by the Yellow Journalists, U.S. public opinion supported war with Spain. U.S. sent army & navy to Cuba, Puerto Rico, & Philippines to fight Spanish.	Spanish surrendered after losing battles in Philippines, Puerto Rico, & Cuba. Treaty of Paris 1898 forced Spain to give US its colonies. U.S. propaganda spin was that it had freed the Cuban, Puerto Rican, & Philippine people from Spanish oppression. REALITY - Americans replaced Spanish in role of exploiting those people & their land

So what? What is important to understand about this?

Even though the U.S. was a democracy & advocated freedom from oppression, it went to war in order to take over Spanish economic interests and gained colonies during the turn of the 20th century.

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IDEOLOGIES / BELIEFS

CAUSE → EFFECT

Religion in the Thirteen Colonies is about...

The settlement of the thirteen colonies began as a religious movement

When...	Then...	So...
King wanted the Church of England to be the only religion in England	England wanted to get rid of the poor and people of different religions	Religious freedom became emphasized in Colonies
The Church of England was the accepted religion of England & not tolerant of different religions	All people who were not members of the Church of England were at-risk of being persecuted	Colonies offered many a chance to worship in the way they wished without being persecuted
Some religions were thought to take power away from the King of England	Many people suffered because of their religious beliefs	The colonies were on out of sight, out of mind location for these groups
The Church of England did not want other religions to get a foothold in England	They are either jailed or sent to the colonies	Many persecuted in Eng wanted to move to the colonies to be free to worship how they wanted
England did not want a Holy War situation to arise	Sending groups to colonies was a way to stave off colonies and get rid of undesirable religious	Because freedom of religion was emphasized, other freedoms also became emphasized

So what? What is important to understand about this?

Religious problems in England contributed to our religious freedom in the United States

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IDEOLOGIES / BELIEFS

CAUSE → EFFECT

Social Disobedience is about...

Being disobedient as a peaceful way to protest to bring attention to unfair laws

When...	Then...	Because...
Large numbers of public protesters peacefully breaking rules	Social policies/laws more likely to change	Media builds public awareness & support
Civil Rights Movements - 1960s	voting rights ensure voting registration & opportunity	media wants "sensational" video... focuses on violent reactions of anti-protestors
public speeches, protest marches	housing rights laws prohibiting sales based on race	public wants to know why it's happening, so media reports
sit-ins, sit-ins	integration of schools (no more "separate but equal" policies)	public reaction to violence... builds sympathy for victims & concerns
going limp when arrested	equal opportunity - jobs prohibiting job discrimination, "affirmative action"	pressure on politicians to change unfair laws

So what? What is important to understand about this?

Sometimes it is necessary to break a law in order to draw attention to how unfair other laws are and get them changed

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ISSUES / DEBATES

CAUSE → EFFECT

Brown vs. Board of Education of Topeka is about...

Supreme Court case to address the segregation of schools

Start with	Add this	Result
Segregated schools	Lawsuit Brown vs. Board	Desegregation of Schools
Plessy vs. Ferguson: "Separate but equal"	Fall, 1950: members of the Topeka, Kansas, Chapter of the NAACP challenged "separate but equal"	U.S. Supreme Court - "segregation of public schools unconstitutional" (violation of the Constitution)
Topeka operated eighteen schools for white children and four for African American children.	Cases everywhere combined to form a mega-lawsuit	Changed the economic, political and social structure of this nation
Black children in Topeka traveled past and away from nearby "white" schools to attend "black" schools.	Violation of 14th amendment rights by segregating students solely on their race	African Americans received a better education with better school supplies.
Violated 14th amendment to separate children in public schools for race reasons		Act taken to desegregate taken in 1957, took 3 more years of fighting to integrate schools

So what? What is important to understand about this?

African American and white children were split into separate schools, but the African American children were educated in inferior and/or deplorable facilities with inferior educational materials.

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History Concepts

Main idea
Critical features
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Relationships to other concepts
Factors that affect the concept
Things the concept affects

Comparison to other concepts

Concept as parts of a series or sequence

HIERARCHIC (tree diagram)
CAUSE / EFFECT (box diagram)
COMPARE / CONTRAST (Venn diagram)
SEQUENCE (stacked boxes)

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Organizer SMARTsheets

- Hierarchic
- Compare / Contrast
- Cause / Effect
- Sequence

Essential Understandings SMARTsheets

- Literature: Story Summary & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions Inferences, Predictions, Text Personal
- Writing: Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive
- Vocabulary: Word Cards, Semantic Tables, Word Comparisons, Word Connections, Features Analysis, LINCIS, nonexamples, Scavenger Hunts, Multiple Meanings
- History & Science Generative Ideas: Person Group Place Event, Process, Theory, Ideology, Debate, Issue, Policy, Conflict, Problem, Invention, Object
- Math: Mathematical Concepts, Computational Processes, Rules / Theorems
- Social / Multicultural: Behavior Library, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis
- Project-based Learning: Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes
- SMARTplanners for Teachers: Instructional Design, Content area Units & Lessons, Literacy/Strategy, Units & Lessons, Anticipation Guides, Scaffolding Tactics, Reflective Reviews
- SMARTplanners for Leaders: MSS Implementation Resources, School-wide Implementation Strategies, Articles, www.MakesSenseStrategies.com, Acknowledgments

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IDEOLOGIES / BELIEFS

COMPARE / CONTRAST

CHRISTIAN BELIEFS FOLLOWING THE REFORMATION

Catholics (at that time)	Early Protestants
<ul style="list-style-type: none"> Confession of sins & prayers go through a mediator (priest) Works of righteousness can achieve salvation through works Church gov. is hierarchical - Pope → down Tradition has more authority than scripture (since 1215 and when popes spoke, then-catholics pray to saints) Infant baptism is infant salvation Purgatory - interim experience b/w heaven & hell Mass was in Latin Additional books in bible "Apocryph" 5 sacraments - Baptism, Confirmation, Marriage, Last rites, & Divine Litany Christ is physically present at Lord's Supper 	<ul style="list-style-type: none"> Belief in the "predestination of all believers" People can approach God directly, Christ is the mediator Salvation by grace, not good works Most protestant churches do not have an extreme authority Scripture is sole authority system Pray only to God, or use Jesus to access God Infant baptism is a covenant to raise child as a Christian Martin Luther changed Latin mass to language of the people Christ is not physically present at Lord's Supper, but is spiritually

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GROUPS / CULTURES / ORGANIZATIONS

COMPARE / CONTRAST

	Liberals	Conservatives
Education		
Taxes		
National Defense		
Health & Welfare		
Gov. Role in Economy		
Environment		

So what? What is important to understand about this?

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GROUPS / CULTURES / ORGANIZATIONS

COMPARE / CONTRAST

Comparing **Indentured Servants** and **Slaves**

Main Ideas	Details	Details
Origination & length of stay	<ul style="list-style-type: none"> Work lasted 7 years Came willingly (SOMETIMES!) Came from Europe 	<ul style="list-style-type: none"> Work lasted entire life Captured & brought on slave ship Came from West Africa
Type of work they did	<ul style="list-style-type: none"> Helped make life comfortable for plantation owners Planted, harvested 	<ul style="list-style-type: none"> Helped make life comfortable for plantation owners Planted, harvested
How they were compensated	<ul style="list-style-type: none"> Given money for passage to North America Provided minimal food & clothing 	<ul style="list-style-type: none"> Provided minimal food and clothing
What they did when work was completed	<ul style="list-style-type: none"> Free to move to other paid service or start their own farms 	<ul style="list-style-type: none"> Never allowed to leave plantation (unless sold). Their children also belonged to plantation owner

So what? What is important to understand about this?

Life was brutal for both indentured servants and slaves, but at least the servants had some hope for their future.

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POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

By Jennifer Ray & Lindsey Miller

Main Ideas	NATO	Class Treaty
Problem to be solved	Protect countries from rise of Soviet Communism	Protects students from making fun of others
Why is this a problem?	The United States and its allies tried to prevent the spread of communism.	Causes lower self-esteem, resentment towards others, & dislike for peers
Things tried in the past	Treaty of Versailles	Punishing people who make fun of others by having them write sentences
Purpose	Safeguard freedom & security of NATO countries by political & military means.	Encourage others with uplifting words, instead of putting each other down
Who is involved?	The United States, Canada, and 19 other European Countries	Students and teacher
Effectiveness	Worked very well, NATO is still in effect today.	Will be decided for one month trial run

So what? What is important to understand about this?

The North Atlantic Treaty Organization aided in the protection of the United States and its ally countries to prevent the spread of communism. The Class Treaty will prevent students from making fun of others.

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POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

TOPIC: Then & Now - Role of Fed. Gov. on our Economy

	Before the Great Depression	Impact of the Great Depression	What this is like today
U.S. Banking System	Banks not regulated by Fed. Gov. Many people bought them on credit & invested in risky stocks	People invested in risky stocks preventing them from paying money back to banks. Many banks became bankrupt	Banks get around gov regulations → made mortgage loans to people who couldn't pay back → banks go bankrupt
Social Security	No government funding set aside to provide for needy citizens.	Fewer spread throughout the states causing many people to live in poor environments of fear resulting in death.	Welfare programs Food stamps Federal housing projects Unemployment wages
Regulating the economy	Gov. allowed interest rates to increase quickly, few did not control stock market	The stock market crashed which greatly impacted the economy. Slow of currency worldwide	Lack gov. regulations on banking industry & stock market led to similar collapse in world economy
Gov. role in social income	Distribution of income based on equal supply resulting in goods surplus	The wealthy became richer and the poor became poorer.	Pres. Obama policies focus on gov. bail-out of failed banks to re-start the economy by increasing loans & borrowing from China.

So what? What is important to understand about this?

History repeats itself! Lack of gov. regulations & oversight (monitoring) investment companies practices has once again put the world economy in a tail-spin, resulting in many people's loss of their investments, jobs, and homes. Rich get richer while middle class has to pay increased taxes to support all the poor people & bail out investment companies.

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ERAS / MOVEMENTS

COMPARE / CONTRAST

"Square Venn"

	1900s Progressive movement	1940s Civil Rights movement
Leaders	Luft, T. Roosevelt, Wilson, Taft, Norris, Sinclair	Martin Luther King, Malcolm X, Andrew Young, Jesse Jackson
Social problems	Discrim. Af. Am. & women, unsafe factories, low wages, price fixing, gov. corruption	Integration (not "separate but equal") & nondiscrimination in all areas of life
Goals	Equal rights for Af. Am., votes for women, end monopolies, honesty in gov.	Discrimination, "Af. American" voting registration, jobs, segregated housing & schools
Key Groups	NAACP, Women's suffrage movement, unions	Southern Christian Conference Af. American citizens, some whites
Strategies	Law suits, strikes, organized protests, sit-ins, non-aggressive	Law suits, strikes, organized protests
Results	Limited gains in Af. American rights, women's vote, anti-trust, safety & health laws	Repeal of 1855 Voting Rights Amendment, equal opportunity laws, affirmative action policies

So what? What is important to understand about this?

Progress comes when citizens get organized and get active. Social progress is slow, but does take place.

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POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

Conclusions

2 X 6 Conclusions

TOPIC: _____

Conclusion	Conclusion	Conclusion	Conclusion	Conclusion	Conclusion

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POLICIES / LAWS / GOVERNMENT STRUCTURES

COMPARE / CONTRAST

TOPIC: Imperialism in Cuba & the Philippines

	Spanish Control of Cuba	American Control of Philippines	Conclusion
Desirable natural resources	Cash: nickel, iron, chrome, copper, silk, timber, rice, petroleum, arable land (and place crops)	Tin, petroleum, nickel, cobalt, silver, gold, copper, nickel, arable land (and place crops)	Powerful countries want colonies that will increase their wealth & economic power
Political advantages of controlling islands	Center of Caribbean, good place for testing military to assert political power over neighboring islands	Located in Western Pacific - good place for military base for asserting political influence over other countries in the region	Powerful countries want colonies that are strategically located so they can assert political influence over other countries in the region
Historical reasons for wanting colony	Cuba is part of Spain's New World. Colonies in Spain wanted to keep it to maintain its influence in the region.	US had no colonies, whereas European countries had many & were growing stronger due to them. US wanted some too.	Powerful countries seek control of weaker countries to take advantage of weaker country's resources & location
Problems with colonial governments	Spain was monarchy that ruled Cuba, it did not allow locals to have a role in their own government.	Although a democracy founded via revolution against a monarchy, US in did not allow local participation in colonial gov. when US took over.	Not allowing citizens to participate in non government leads to rebellion
Reasons for rebellions	Cubans resented Spain's political & economic control so they rebelled many times, insurgents joined US during Sp. Am. War	US regarded Spain as colonial ruler, so insurgents rebelled against their rule	Spain & US attempted to control their colonies by force, but it's difficult to stop people from rebelling if you are on the wrong side
Results of rebellion	Spain lost Sp. Am. War and was forced to give up Cuba to US. US businesses quickly moved in & began exploiting Cuban resources	Insurgents rebelled to establish Philippine democracy gov. & make them US citizens & partners in sharing of economic resources	What happens after the rebellion of the weaker whether there is a need for yet another rebellion

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PROCESSES

TOPIC: Where the U.S. government gets its money

	Personal Income Tax	Corporate Income Tax	Social Ins. & Retirement Receipts	Excise Tax	CONCLUSIONS
Definition	Progressive Tax Based on taxable income: \$ from jobs/investments	Based on taxable income: money earned each year	Federal & State income taxes SS/FICA	Excise: certain goods/often luxuries; made in United States	We must have taxes to operate our country & pay for protection
Percentage Paid to U.S. Government	49%	10%	34%	Excise 3% Other 4%	According to these % corporations are not paying much
Tax Impact	Area of biggest contribution. Large income: More \$ to gov.	Successful Corp.: Higher individual income & higher tax contribution	Individual income usually low at this level: less money to contribute	Some goods are not luxury, excise tax on gas helps pay for roads	If all Amer. were wealthy & made a lot of \$ the U.S. would be richer
Terms	Taxable Income: after deductions, adjustments, & exemptions	Deductions: medical expenses or interest on loans	Adjustments: Parts of income not taxed: Social Security benefits	Exemptions: Children, depending on parents	Social Security: \$50 million paid gov. to retired & disabled
CONCLUSIONS	If I takes a lot of income to have some left after taxes are paid	If I earned a business I would like 10 % figure	If some refuse to tax id people, the disabled, and the unemployed	When gas excise tax is used to improve roads we all profit	

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ECONOMY

COMPARE / CONTRAST

DOUBLE Conclusions

	Elastic Demand	Inelastic Demand	CONCLUSIONS
Candy Bar	Price increase causes a large change in demand	Price increase has little effect on demand	CONCLUSION: No main idea
Gallon of Milk	If the price of a candy bar goes from 75 to 90 cents you have Elastic demand	The price of a gallon of milk goes from \$3.00 to \$3.80, which is not affect demand	CONCLUSION: No main idea
Fresh Strawberries	Berries sell for \$2.00 dollars a quart; price increases to \$3.50 a quart	Potatoes increase by 80% per pound, consumers will still buy	CONCLUSION: No main idea
Potatoes	Cost of lobster 3 X higher than beef: Few people buy lobster regardless of cost	Ground beef increase is still cheaper than meat, fish, or chicken	CONCLUSION: No main idea
Lobster	Mercedes SUV has a 35% increase in new models, certain consumers will buy	Family of 4 needs roomy automobile will purchase an affordable Ford	CONCLUSION: No main idea
Ford Explorer SUV	Home with 5000 sq ft of living space in lake homes on the market for 2 million	Model Ranch style home with 50 ft lot sells for 10 thousand above appraisal	CONCLUSION: No main idea
Housing	Original paintings and fine furnishings increase by 80%, appeals to few	Market price increases for reproductions, consignment furniture, & antiques	CONCLUSION: No main idea
Home decorating	Elastic demand: these get off on a luxury that few will or can afford to buy	Inelastic: Consumer: these are usually a necessity or substitution	CONCLUSION: No main idea

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PROBLEMS / CONFLICTS / WARS

COMPARE / CONTRAST

	September 11, 2001	December 7, 1942	CONCLUSIONS
Main Ideas	Attack against the U. S. that led to the destruction of Twin Towers & Pentagon	Attack against the U. S. that led to the destruction of Pearl Harbor	CONCLUSION: About the main idea both events will be remembered as dark days in U. S. history
Historical Event	Terrorist Groups	Japanese Army	CONCLUSION: About the enemy the enemy of Sept. 11 is not easy to identify or understand
Enemy	Commercial Airplanes	Military Airplanes	CONCLUSION: About this main idea Using commercial airplanes for bombs was unheard of until Sept. 11
Means of Destruction	Primarily Civilians	Military & Civilians	CONCLUSION: About this main idea For bombs was unheard of until Sept. 11
Victims	The president of the U. S. declared war on any country that harbored terrorists	The president of the U.S. declared war against Japan	CONCLUSION: About this main idea In both cases U.S. presidents were eager to punish the enemy
Political Impact	Most U. S. citizens fear for their safety & struggle to identify the enemy	Most U. S. citizens agreed with the president's decision & supported war	CONCLUSION: About this main idea The public and political response to this event is more typical of war
Social Impact	This is not a civil war or typical war, but it still threatens U.S. safety		CONCLUSION: About this main idea The enemy is not clear so many disagree on how to fight terrorism

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History Concepts

Main idea
Critical features
Examples of the concept
Non-examples of the concept

Relationships to other concepts
Factors that affect the concept
Things the concept affects

Comparison to other concepts

Concept as parts of a series or sequence

HIERARCHIC

CAUSE / EFFECT

COMPARE / CONTRAST

SEQUENCE

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History Content Standards

Sequence

Organizer SMARTplanners

- Hierarchy: 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 6 Main Ideas, 8 Main Ideas
- Compare / Contrast: Main Ideas, Main Ideas, Main Ideas, Main Ideas, Main Ideas
- Cause / Effect: Main Ideas, Main Ideas, Main Ideas, Main Ideas, Main Ideas
- Sequence: Main Ideas, Main Ideas, Main Ideas, Main Ideas, Main Ideas

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GROUPS / CULTURES / ORGANIZATIONS

SEQUENCE (linear sequence)

These are events that lead to the ...

The North Atlantic Treaty Organization (NATO)

Event: Treaty of Versailles
Details: At the end of World War I, it placed restrictions on Germany's military, administered a huge war debt, and caused an economic and political collapse in the German government.
By Jennifer Ray & Lindsey Miller

Event: League of Nations/World War II
Details: At the end of World War I, it was formed to prevent another World War, but failed because the United States didn't join. The result was that no organization signed.

Event: The Marshall Plan
Details: World War II was fought and Germany lost. Western Europe was devastated by the war. The Marshall Plan required Germany to pay for the huge war debt. The U.S. plan provided aid in the reconstruction of Western Europe, which included Germany.

Event: United Nations (UN)
Details: The United Nations was formed to aid in world peace and security. Both Democratic and Communist governments participate in UN peacekeeping.

Event: North Atlantic Treaty Organization (NATO)
Details: The North Atlantic Treaty Organization was formed to present a front against the spread of communism in the United States and its ally countries.

Why is this important?
All of these events were important because they led to the formation of the North Atlantic Treaty Organization (NATO).

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PROCESSES

The Naturalization Process

The steps involved for someone to become a U.S. citizen

STEP 1	STEP 2	STEP 3	STEP 4
File a Declaration of Intention	File an application for Naturalization	Meet with an immigration examiner	Take the Citizenship Oath
Most want to become citizens because of opportunity and rights	Applicants must be at least 18 years old	Examiner asks questions about American history and government	Immigrant officially declares his allegiance to the U.S. to a judge.
If not a citizen, must have permission to stay in U.S. and to work	Must live in the U.S. for 5 years unless married to become a US citizen	Immigrant must answer the questions correctly in simple English.	The oath clearly renounces any allegiance to another country.
Declaration states that the immigrant intends to become a citizen		It's the ultimate test in terms of importance	New citizens often have big celebrations after taking the oath
Many immigrants take classes to prepare for citizenship			They feel very proud and fortunate to be a U.S. citizen

So what? What's important to understand about this?
Immigrants do not automatically become a U.S. citizen just by moving to the U.S. They have to complete several steps to show they understand what the U.S. is about in terms of government and rights, and they have to take an oath of allegiance.

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PROCESSES

Peaceful Resistance

Protesting in peaceful ways to change unfair / unjust laws or practices

Leaders target part of the problem

Peaceful action targeted at getting media attention

Verbal abuse, Cross burning, Fires (buses & houses), Attacks, Police - water hose & beatings

Negative reaction of those who oppose change featured in media

Media increases public awareness of problem

TV = worldwide attention

Public reaction to violence = sympathy for cause

Pressure put on politicians to change unfair laws

Speeches - limp resistance

Peaceful "Sit-ins", silent marches

Voting Rights

School integration

Job discrimination

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Essential Understandings

Organizer SMARTsheets

Hierarchy: 1 Main Idea, 2 Main Ideas, 3 Main Ideas, 4 Main Ideas, 5 Main Ideas, 6 Main Ideas

Compare / Contrast: Venn, Matrix, Matrix & conclusions, Matrix & double conclusions

Cause / Effect: C-Boxes, C-Maps

Sequence: Story, Comics, Sequence of Events

Essential Understandings SMARTsheets

Literature: Story Structure & Sequence, Character Analysis, Literary Analysis, Story Problem, Questions, Inferences, Predictions, Text/Poem

Writing: Level 1, Level 2, Level 3, Level 4, Level 5, Resources, Supplemental, Narrative, Descriptive, Expository, Persuasive

Vocabulary: Word Cards, Semantic Maps, Word Connections, Word Connotations, Word Contexts, English Academic, Science Words, Multiple Meanings

History & Science: Cause/Effect Maps, Problem Group Flow, Event, Process, Theory, Identity, Debate Issue, Policy, Conflict, Problem, Invention, Object

Mathematical Concepts: Computational Processes, Ratio/Problems

Social Motivation: Behavior Library, Character Building, Perspective Taking, Self-control, Goal Setting & Self-advocacy, Behavior Analysis

Project-based Learning: Planning Investigations, Conducting Investigations, Making Presentations, Evaluating Project Processes & Outcomes

SMARTplanners for Teachers: Instructional Design, Content Area Units & Lessons, Library/Strategic Units & Lessons, Anticipation Guides, Scaffolded Tactics, Reflective Reviews

SMARTplanners for Leaders: MSS Implementation Resources, Schoolwide Implementation Strategies, Articles, www.MakesSenseStrategies.com, Acknowledgments

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Essential Understandings

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Social Studies Content Standards

Essential Understandings SMARTsheets History & Science High-frequency Topics

HOME

Famous PERSON 1 2

Clear Table: COL, R, Backline

ASN: COL, R, Backline

Caused: COL, R, Backline

Different Perspectives: COL, R, Backline

Influence Action Impact: COL, R, Backline

Known For...: COL, R, Backline

Similarities & Differences: COL, R, Backline

Person Features: COL, R, Backline

Semantic Person: COL, R, Backline

Risk Taking: COL, R, Backline

COL, R, Backline: Martin Luther King, Jr., 1963 Letter to Birmingham

COL, R, Backline: Hoover vs. FDR

COL, R, Backline: Mark Twain

COL, R, Backline: Lincoln

COL, R, Backline: Lincoln's Emanc. Proclamation

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PERSON
Rosa Parks is an important person because...

Provided a spark to get others involved in the Civil Rights movement

Ways to describe this person
Sec. of Montgomery NAACP, well educated, brave, well respected in community, not intending to become an icon

Known for ... Refusing to give up her seat in front of bus and move to the back, knew she'd get arrested, but refused to move anyway Resulted in huge bus boycott in southeast - blacks couldn't go to work - whole economy shut down - forced policy changes	Not known for ... Don't confuse with ... Harriet Tubman (helped with Underground Railroad 120 years earlier)	Impact on the world THEN and NOW Catalyst - served to spur others into action Bus boycott demonstrated that blacks had the power to force change using non-violent tactics Model for how others can stand up against racist policies	Contemporary person this individual is like or not like Not like terrorists Because... Terrorists use violence and fear to try to force social policies they do not like
--	---	--	--

Knowledge Connections
This person makes you think of ...
Auntie Nellie
Because ...
She remembers growing up in segregated South - talks about "Whites Only" signs, sitting in the balcony in theaters, separate waiting rooms in hospitals, etc.

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Social Studies Content Standards

Essential Understandings SMARTsheets History & Science High-frequency Topics

Famous PERSON 1 2

Clear Table ASN Causal Different Perspectives Influence Action Impact

Known For Similarities & Differences Person Features Semantic Person Risk Taking

COL:R Backline COL:R Backline COL:R Backline COL:R Backline COL:R Backline
Rosa Parks Wilson Penn Judy Jester Toalata Hillary Clinton

COL:R Backline COL:R Backline COL:R Backline COL:R Backline COL:R Backline
Martin Luther King, Jr. van Leeuwenhoek Hoover vs. FDR Mark Twain Lincoln Lincoln's Emanc. Proclamation

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PEOPLE
HIERARCHIC (Main Ideas & Details)

Famous Presidents of the United States
Is a member of this group

Abraham Lincoln
Characteristics:
- He was known for his honesty and integrity.
- He believed that all men are created equal. He wrote the Gettysburg address.
- He signed the Emancipation Proclamation to set the slaves free.
- Abraham Lincoln is remembered because he was the President of the United States during the Civil War. He thought everyone in the United States should be free. He was brave enough to stand up for what he believed in.

Characteristics:
- A well known story tells of how he walked a great distance in the snow to return some change/money that was given to him by mistake.
- Don't confuse this person with...
George Washington, the first President of the United States.
- Somebody from today's world this person is like...
Dr. Martin Luther King Jr. because he was also brave and stood up for what he believed in.
- Why I would like (or not like) to be this person...
I would like to be Abraham Lincoln because he was a great leader and president. He also had a lot of courage.

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Essential Understandings

Organizer SMARTsheets
- Hierarchic
- Compare / Contrast
- Cause / Effect
- Sequence
- Semantic

Essential Understandings SMARTsheets
- Literature
- Writing
- Vocabulary
- History
- Math
- Social Motivation
- Project-based Learning
- SMARTplanners for Teachers
- SMARTplanners for Leaders
- MIS Implementation Resources

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Essential Understandings SMARTsheets History & Science High-frequency Topics

Notable GROUP 1 2

Clear Table ASN Causal Different Perspectives Influence Action Impact

Group Features Group Known For Group Semantic Map Foreground Features Group Views

COL:R Backline COL:R Backline COL:R Backline COL:R Backline COL:R Backline
John Jones Dingwall

COL:R Backline COL:R Backline COL:R Backline COL:R Backline COL:R Backline
Prohibitionists Muckrakers Slave Americans Gettysburg of America

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GROUP
The Muckrakers (1900's) is an important group because...

They were progressive journalists that exposed corruption in government and social evils

Ways to describe this group
Writers who focused on the misconduct & misrepresentation of America's elite: industrial leaders, politicians, and the wealthy.

Known for
Ida M. Tarbell, Muckraker journalist
Because...
She wrote "The History of the Standard Oil Company" exposing John D. Rockefeller's unsavory and questionable business practices.

Known for
John Spargo, Muckraker journalist
Because...
Wrote "The Bitter City of the Children" which was an expose on child labor practices in America

Known for
Theodore Roosevelt, US President
Because...
He gave the journalists the name "Muckrakers" because he said that they were so busy raking through the muck of American society that they failed to look up and see the glory of the stars.

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Essential Understandings SMARTsheets History & Science High-frequency Topics

HOME

Notable GROUP 1 2

Clear Table ASN Causes Different Perspectives Influence Action Impact

COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline

Jim Jones Peoples Barefoot College Students Irish Republican Army (IRA) Girl Scouts of America


Group Features Group Known For Group Semantic Map Footprint Features Group Venn

COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline

Prohibitionists Strikers Native Americans

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Prohibitionists is about a group who... 

Believe that drinking alcoholic beverages should be illegal and prohibited (forbidden) by law.

Ways to describe this group

WHY some people are in this group They agree with the idea that alcoholic beverages are evil and that people do bad things when they drink them.

ACTIONS the group sometimes takes Breaking into bars/saloons and destroying bottles of liquor. They also gave drinkers a hard time by scolding and/or threatening them.

WHAT this group is known for Getting the government to pass the 18th Amendment to the US Constitution in 1919. This made consumption of liquor illegal (except at church)

IMPACT of the group on our world The 18th Amendment caused a significant increase in organized crime for trafficking alcohol and was repealed (in 1933) by the 21st Amendment.

So what? What is important to understand about this?

That an Amendment to the US Constitution can be repealed if it hurts society. Some states in America are still enforcing the 18th Amendment through their State Constitutions with wet/dry counties and days of abstinence.

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Essential Understandings SMARTsheets History & Science High-frequency Topics

HOME

Important PLACE 1 2 Geography

Clear Table ASN Causes Different Perspectives Influence Action Impact

COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline

13 Mile Island Japan's Ferry, VA Harper's Ferry, VA

Place Features Place Venn Matrix Comparisons Place Semantic Table Place Known For

COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline COL, R Baseline

New Zealand

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PLACE

Harper's Ferry is an important place because...

Violent conflict that took place there heightened the passions of both anti- and pro slavery advocates

Ways to describe this place

Virginia hills, had a ferry there to take people across the river. Small army fort (armory) near a relatively small town called Harper's Ferry

Important actions that took place here & why

John Brown and his men raided the armory to steal weapons. Tried to start a slave rebellion, but failed.

Robert E. Lee led the federal forces to capture Brown and his men.

John Brown was injured, tried for treason, and hanged.

Why were the actions important?

Raid & trial - national attention

Stirred everything up - Caused both sides to get very hostile and more oriented toward using violence to solve the problem.

Set the stage for the Civil War.

Impact of the actions on the world THEN and NOW

Like the straw that broke the camel's back— led to Civil War...and to slavery.

Brown's approach similar to what Malcolm X initially advocated during Civil Rights movement - "Use any means, including violence if necessary..."

...known for...

Don't confuse with...

MLK Jr. used opposite approach during Civil Rights movement to end unfair practices.

"Use peaceful resistance to draw attention to the problem and force change to happen."

Knowledge Connections

This place makes you think of ... Famous picture of John Brown in the wind

Because ... Brown was portrayed as a national hero standing up to face tyranny

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Essential Understandings

Organizer SMARTsheets

Map 1 Main Idea 2 Main Ideas 3 Main Ideas 4 Main Ideas 5 Main Ideas 6 Main Ideas

Compare/Contrast Main Body Content Matrix & conclusions Matrix & double conclusions

Cause & Effect Cause & Effect

Sequence Steps, Order, Sequence of Events

Essential Understandings SMARTsheets

Literature Story Structure & Sequence Character Analysis Literary Analysis Story Problems Questions Inferences Predictions Text Purpose

Writing Level 1 Level 2 Level 3 Level 4 Level 5 Resources Supplemental Narrative Descriptive Expository Persuasive

Vocabulary

History & Science Generative Ideas Person Group Place Event Process Theory Ideology Debate Issue Policy Conflict Problem Invention Object

Math

Social/Motivation Behavioral Concepts Computational Processes Skills/Themes

Behavior Strategy Character Building Perspective Taking Self-control Goal Setting & Self-assessing Behavior Analysis

Project-based Learning Planning Investigations Conducting Investigations Making Presentations Evaluating Project Processes & Outcomes

SMARTplanners for Teachers

Instructional Design Content-area Units & Lessons Literacy/Science Units & Lessons Anticipation Guides Scaffolded Tactics Reflective Reviews

SMARTplanners for Leaders

MSS Implementation Resources Schedule Implementation Strategies Articles www.MakesSenseStrategies.com Acknowledgments

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applications for

Grades 6-8 Social Studies

Part 1 Smart Sheets for Social Studies Content

Part 2 Vocabulary Smart Sheets

Part 3 Project-based Learning

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