

History, Culture, and Perspective

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5-6 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
Civics, Government, and Human Rights	1	5-6
History, Culture, and Perspectives	1-2	5-6
Geography, People, and the Environment	2-3	5-6
Economics, Innovation, and Technology	3	5-6

Unit Overview

During this unit, students will investigate what we learn from our nation’s historical and cultural background, with special emphasis famous Americans, folklore, and national symbols, monuments, and holidays. They will share family traditions and the reasons those traditions hold importance to their family. They will identify the ways we celebrate as a nation and the symbols and stories that reflect our national pride and our national story.

Enduring Understandings

1. Some people (i.e. the Pilgrims) chose to move to the United States for freedom (speech,

religion, press, etc.).

2. Johnny Appleseed worked with the settlers by providing them apple trees, and entertaining them with his stories. They helped him by providing him shelter and work. Perhaps include Thomas Edison, Pecos Bill, Paul Bunyan.
3. Our country's symbols (American Flag, eagle, Liberty Bell, Statue of Liberty) reflect the values and ideals of our country.
4. We celebrate national holidays (such as Fourth of July, Flag Day, Presidents' Day, and Thanksgiving) to celebrate the people and events that are important to our country.
5. Families celebrate their cultural heritage and pass on traditions to new generations.

Essential Questions

1. Why do some people choose to move to America?
2. Who are some historical and folk heroes in our culture, and how is their story told?
3. Why are our country's symbols important?
4. Why do we have national holidays in the United States?
5. How do families celebrate?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States

government.

SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
SOC.6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Amistad Integration

Use the following texts to integrate the history, experience, and contributions of African-Americans and the descendants of the African Diaspora.

Carnes, Jeanette; Just Us Women; 1984

Smith, Will; Just the Two of Us; 2001

Krull, Kathleen; Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman; 2000

King, Martin Luther; I Have a Dream; 2007

Lyons, Kelly Starling; A Girl Named Misty: The true story of Misty Copeland; 2018

Adler, David; A Picture Book of Jackie Robinson; 1997

Thomas, Joyce Carol; Brown Honey in Broomwheat Tea; 1995

For additional resources, visit <https://nj.gov/education/amistad/about.htm>

Holocaust/Genocide Education

Use the following texts to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Choi, Yangsook; The Name Jar; 2003

Woodson, Jacqueline; The Day You Begin; 2018

de la Pena, Matt; The Last Stop on Market Street; 2015

Al-Abdullah, Raina and Kelly diPucchio; The Sandwich Swap; 2010

For additional resources, visit-

https://nj.gov/education/holocaust/about_us/mandate.html or <https://www.ushmm.org/collections/bibliography/childrens-books> .

Interdisciplinary Connections

Linked to Language Arts- Reading Informational Text/Writing Informational Text

See standards attached

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Technology Standards

TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.2.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.2.2.B.1	Identify how technology impacts or improves life.
TECH.8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
TECH.8.2.2.B.CS3	The role of society in the development and use of technology

21st Century Themes/Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy Integration

Use the following texts to integrate financial literacy:

Cole, Brock; The Money We'll Save; 2011.

Boelts, Maribeth; Those Shoes; 2012.

Williams, Vera B.; A Chair For My Mother; 1982.

Bair, Sheila; Rock, Brock, and the Savings Shock; 2006.

Follow this link to additional helpful

resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf> or <https://selfsufficientkids.com/27-childrens-books-about-money/> .

Instructional Strategies & Learning Activities

Content Statements

- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- Prejudice and discrimination can be obstacles to understanding other cultures.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

Unit Learning Targets

Students will be able to ...

- Share the ways families care for each other and work together.
- Describe how their family has changed over time.
- Share a family tradition and the reasons it has importance to them.
- Assess the reasons for immigration to the United States, focusing on the study of the Pilgrims and the first Thanksgiving.
- Compare and contrast life now and life for the Pilgrims.
- Retell the story of Johnny Appleseed.
- Identify some folk heroes and retell their stories.
- Identify several of our country's symbols and landmarks.
- Explain why/ how the American flag has changed over time.
- Compare and contrast a famous American with a folklore hero.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems

- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting
- Game-Based Learning
- Grouping/Partnering
- Jigsaws
- Learning Through Workstations
- Mentoring

Formative Assessments

Possibilities include but are not limited to:

Draw and write about a family tradition to share with the class.

Create a tri-fold brochure to retell the stories of our folk heroes.

Create a mobile of our country's symbols.

Complete a KWL chart about the Pilgrims and the first Thanksgiving.

Venn diagram to compare/contrast life for us and the Pilgrims

Create a classroom/grade level flag to represent our class.

Create a basic timeline for early America as a class.

Create classroom bookmarks that tell about a famous landmark in the US.

Summative Assessment

Summative Assessment: Will be completed after teaching the History, Cultures, and Perspective Unit. See

the the Documents tab on Oncourse or the Assessment tab on the teacher drive for more resources, including planning sheets and review sheets

SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.

Benchmark Assessments

Not applicable

Alternate Assessments

SWBAT: Plan a trip to a region in the United States using different types of maps to plan along the way (geographic, weather, transportation etc.)

Use Special Education/ELL/504 Accommodations as needed.

Resources & Technology

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Smartboard / projector

Additional Resources:

10 Fun Facts about the American Flag

<http://www.learningliftoff.com/10-fun-facts-about-the-american-flag/#.VTEwFo7F-So>

PBS Lesson plan about the American Flag – with links to project ideas

<http://www.pbs.org/americaresponds/theamericanflag.html>

Facts about American symbols and links to project ideas

http://www.ehow.com/info_8566006_symbols-american-flag-1st-grade.html

Keenan, Sheila. Oh, Say Can You See? America's Symbols, Landmarks, and Inspiring Words. Scholastic, 2004.

Stone, Tanya Lee. A is for America: A Patriotic Alphabet Book. Price Stern Sloane, 2011.

Facts about the Statue of Liberty

<http://kids.nationalgeographic.com/kids/stories/history/statue-of-liberty/>

Pictures and facts about the American Bald Eagle

<http://kids.nationalgeographic.com/animals/bald-eagle/>

Enchanted Learning Fact page about the Liberty Bell

<http://www.enchantedlearning.com/history/us/monuments/libertybell/>

Various interactive videos about US Symbols and leaders:

www.brainpopjr.com

Time for Kids: Kids Around the World (Investigate different cultures and language from around the world. VERY kid friendly)

<http://www.timeforkids.com/around-the-world>

BOE Approved Texts

TCI curriculum materials: <http://www.teachtc.com/>

[TCI Chapter 9 – How are families special?](#)

[TCI Chapter 11 -How Do Family Members Care for Each Other?](#)

[TCI Chapter 12 – How Do Families Change over Time?](#)

[TCI Chapter 14 -What Are Family Traditions?](#)

TCI Chapter 15 –Enrichment Reading “Johnny Appleseed” (in student view)

TCI Chapter 3 –Enrichment Reading “The Flag of the United States” (In student view)

TCI Chapter 4 – Enrichment Reading “About Texas” (In student view)

TCI Chapter 5 – Enrichment Reading “Fact or Fiction: How do you tell the difference? (in student view)

Additional resources are found throughout other TCI chapters. For a detailed list, visit:

<http://www.teachtc.com/standards-correlations.html>

Closure

Possibilities include but are not limited to:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.

- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

Possibilities include but are not limited to:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

- Google Translate

Special Education

Possibilities include but are not limited to:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

[Interventions](#)

Possibilities include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Possibilities include but are not limited to:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option

- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking