

Social Studies Gr 6 Unit 1

Unit: Social Sciences and History , Grade(s) Grade 6

Forming a New Nation

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How did America respond to the internal and external challenges of becoming a new nation and implementing a new government?

EQ2: What factors led to the creation of the United States Constitution?

EQ3: How did the United States change as a result of the Constitution?

EQ4: What compromises emerged from the Constitutional Convention?

EQ5: How has the Constitution created a "more perfect Union?"

EQ6: What freedoms does the Bill of Rights protect and why are they important?

EU1: The weakness of the Articles of Confederation led to the writing of the Constitution

EU2: The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

EU3: The rights and freedoms of Americans are protected by the Bill of Rights

EU4: Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic

EU5: Compromise is the key to solving the issues that exist between political ideas and social reality.

Students will be able to...

- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems
- Compare and contrast differing interpretations of current and historical events
- Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format
- Deliver a persuasive presentation that makes a clear and knowledgeable judgment and supports arguments with evidence, examples, and reasoning.

Evidence of Learning/ Assessment

- Competency 1 - DBQ: The Constitution
- Competency 2 - The Bill of Rights Project
- Formative Assessments
 - Differentiated Interactive Notebook Entries
 - Student Role-Playing Activities
 - Exit Slips & 3-2-1 Reflections
 - Teacher-Created Quizzes
 - [Digital Formative Assessment Options](#)

Instructional Design/Learning Plan

- Suggested Sequence for Learning
- Suggested Learning Activities
 - Experience how difficult it was to pass laws under the Articles of Confederation.
 - Play a game in which you decide which branch or branches of government will resolve a series of situations.
 - Imagine you are a delegate to the Constitutional Convention who is working to create a new government.
 - Create a poster to encourage Americans to ratify the U.S. Constitution.
 - Imagine that you are a reporter and write a story about the Constitutional Convention in 1787.
 - Analyze a quotation from James Madison about why governments are necessary.
 - Become a law student who must pass a final exam, in order to graduate, demonstrating your understanding of the Constitution.
 - Write a letter to James Madison describing how the Constitution has created “a more perfect Union.”
 - Create an argument to answer the question: How did state constitutions influence the U.S. Constitution?
 - Play a game, Do They Have the Right? Read about Supreme Court cases and debate your ideas before learning what actually happened.
 - Select the amendment from the Bill of Rights that has had the greatest impact on your daily life and write about it.
 - Create tableaux vivants, or living scenes, to represent the Bill of Rights. Classmates try to determine which amendment is depicted.
 - Summarize the points of view of participants in a Supreme Court decision that extended the protections of freedom of speech to students.
 - Apply knowledge of the Bill of Rights to determine whether four actions are legal or illegal.
 - Rewrite Thomas Jefferson’s Statute for Religious Freedom for modern audience.
 - Follow an inquiry process to identify a local issue and suggest solutions in a multimedia presentation.
 - Create an acrostic poem describing what it means to be a citizen of the United States.
 - Create a flowchart showing actions that one student took to make a difference in her community.
 - Interpret excerpts from the Constitution. Evaluate how the Constitution provides a foundation for our free enterprise system.

Unit Materials

National Geographic - American Stories

DBQ Project

InfoBase

Standards Covered

***ELA NJSL**

RH: Reading History and Social Studies

Craft and Structure

- RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

Key Ideas and Details

- RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Range of Reading and Level of Text Complexity

- RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

Production and Distribution of Writing

- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Range of Writing

- WHST.6-8.10: Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Research to Build and Present Knowledge

- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

Text Types and Purposes

- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

*Social Studies NJSLs

SOC.6.1.8: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.8.3: Revolution and the New Nation (1754-1820s)

- SOC.6.1.8.A: Civics, Government, and Human Rights
 - SOC.6.1.8.A.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
 - SOC.6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

- SOC.6.1.8.A.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- SOC.6.1.8.A.3.f: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- SOC.6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- SOC.6.1.8.B: Geography, People, and the Environment
 - SOC.6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
 - SOC.6.1.8.B.3.b: Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- SOC.6.1.8.C: Economics, Innovation, and Technology
 - SOC.6.1.8.C.3.b: Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
 - SOC.6.1.8.C.3.c: Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- SOC.6.1.8.CS3: Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- SOC.6.1.8.D: History, Culture, and Perspectives
 - SOC.6.1.8.D.3.c: Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
 - SOC.6.1.8.D.3.g: Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

SOC.6.3.8: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS.A: Civics, Government, and Human Rights

- SOC.6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- SOC.6.3.8.A.2: Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

SOC.6.3.8.CS.D: History, Culture, and Perspectives

- SOC.6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Additional Properties

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