

## Social Studies Gr 6 Unit 2

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

The New Republic

Duration: 9 Weeks

### Unit

#### Essential Questions/Enduring Understandings

EQ1: To what extent should the US have become involved in world affairs in the early 1800s?

EQ2: How did the Federalist and Republican visions for the US differ?

EQ3: What did it mean to be an American in the early 1800s?

EQ4: How well did President Jackson promote democracy?

EU1: The Federalist and Republican visions for the United States differed greatly from one another, with each holding strong views on the role of the federal government and the interpretation of the Constitution.

EU2: Early presidents held varying positions on US involvement in foreign affairs.

EU3: American culture in the early 1800s depended greatly upon sectionalism.

EU4: The presidency of Andrew Jackson saw a significant change in the way democracy was promoted.

#### 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.

#### Evidence of Learning/ Assessment

- Competency 1 - Before and After the War of 1812
- Competency 2 - The Trail of Tears
- 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
  - Learn how the U.S. population spread across its lands and complete a Geography Challenge activity.
  - Analyze two songs and determine how the nation changed in its first decade.
  - Take the role of Alexander Hamilton or Thomas Jefferson. In a debate, discuss key issues that divided Federalists and Republicans.
  - Create a campaign song for one of the candidates of the election of 1800.
  - Create an argument to answer the question: How did conflicts within Washington's cabinet affect American politics?
  - Assume the roles of foreign policy advisers to the president. Make recommendations on how to respond to four foreign policy dilemmas.
  - Create tombstones that reflect the foreign policy decisions of the first five U.S. presidents.
  - Consider issues related to land ownership in the US from the point of view of Tecumseh, one of his followers, and a white settler.
  - Listen to "The Star-Spangled Banner" and answer questions about the song.
  - Read an excerpt from "Bear Hunting in Tennessee" by Davy Crockett and write a continuation of the story.
  - Examine and compare how people reacted to the inaugurations of George Washington and Andrew Jackson.
  - Analyze images relating to the presidency of Andrew Jackson to assess how well he promoted democracy.
  - Create a commemorative plaque and a "wanted" poster to evaluate how well Andrew Jackson promoted democracy.
  - Read about the conflict over land between the Cherokee Nation and the US. Write a letter that protests the removal of the Cherokees.

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 NJLS**

**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.e: Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
  - 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.C: Economics, Innovation, and Technology
  - 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.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.6.1.8.4: Expansion and Reform (1801-1861)**

- SOC.6.1.8.A: Civics, Government, and Human Rights
  - SOC.6.1.8.A.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
  - SOC.6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.
- SOC.6.1.8.B: Geography, People, and the Environment
  - SOC.6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- SOC.6.1.8.C: Economics, Innovation, and Technology

- SOC.6.1.8.C.4.a: **Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.**
- SOC.6.1.8.C.4.b: **Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.**
- SOC.6.1.8.C.4.c: **Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.**
- SOC.6.1.8.D: **History, Culture, and Perspectives**
  - SOC.6.1.8.D.4.a: **Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.**

### Additional Properties

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