

Social Studies Gr 6 Unit 3

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

An Expanding Nation

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

EQ1: How justifiable was US expansion in the 1800s?

EQ2: What were the motives, hardships, and legacies of the groups that moved west?

EQ3: To what extent did reform movements in the mid 1800s improve life for Americans?

EQ4: How did the Second Great Awakening and transcendentalism help inspire an era of reform in the United States beginning in the 1820's?

EQ5: How did American public education develop, and what role did Horace Mann play in its development

EQ6: What were goals, accomplishments and struggles for the Women's Suffrage Movement?

EQ7: In what ways did the institution of slavery affect the political, social,religious, economic, and cultural lives of African Americans in the South?

EQ8: What were the physical obstacles, political issues, and economic factors involved in building a network of roads, canals, and railroads in the Northeast?

EQ9: Why did a wave of immigrants come from northern Europe to America from 1845 to 1860 and how did they contribute to the growth and changing characteristics of cities?

EU1: The westward expansion of the United States was closely related to the concept of Manifest Destiny, which many used as justification for America's territorial expansion.

EU2: The US gained new territory through a variety of means

EU3: The story of westward expansion involved settlers moving onto land already occupied by Native Americans

EU4: Life in the West was very challenging and did not generally live up to the idealized and romantic notions that people sometimes have ascribed to it.

EU5: Westward expansion involved not just white Europeans, but immigrants and slaves as well

EU6: Reformers, who were inspired by the Second Great Awakening, impacted American social reform in many areas.

EU7: The abolitionist campaign sparked the struggle for women's rights.

EU8: Reform movements had their greatest effect in the North.

EU9:Regardless of the great impact African Americans had on the development of American life, they could not escape intense racism throughout the country.

EU10: Natural resources, hard work and innovation shaped America in the 1800s

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 - The Mexican War
- Competency 2 - Reformers of the 1800s
- 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 (See SEL activities below)
- - Examine and analyze the painting American Progress by John Gast.
 - Re-create important events of U.S. expansion and then decide whether the nation's actions were justifiable.
 - Annotate the painting American Progress to explain how justifiable they believe U.S. expansion was in the 1800s.
 - Create an argument to answer the question: What inspired Americans to move west?
 - Create a minidrama about a group of people that moved to the West in the 1800s.
 - Compose a song with lyrics that describe the experience of four groups that moved to the West.
 - Consider what led settlers to move West in the 1800s. Write a human-interest article about someone who migrated for the gold rush.
 - Discover a variety of Mexicano contributions to the Southwest and how those contributions have influenced life in the United States.
 - Examine three excerpts from the Declaration of Sentiments and debate the extent to which women have achieved equal rights today.
 - Create a "report card" evaluating the reform movements of the period.
 - Create an argument to answer the question: What were the priorities for education in the 19th century?
 - **SEL-Social Emotional Learning Activities to incorporate into your day:**
 - [SEL Activities-Click Here](#)
 - [Additional SEL Activities](#)
 - [Resolving Conflicts Worksheet Activity](#)
 - [Social Emotional Writing Journal](#)
 - The Worry Scale: [Instructions](#) and [Worry Scale Worksheet](#)

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 NJSL

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.6.1.8.4: 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.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 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.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- 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.
 - SOC.6.1.8.D.4.b: Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
 - SOC.6.1.8.D.4.c: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

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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