Unit 2: America's Past

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **1st Marking Period**
Status: **Published**

Unit Overview

In the America's Past unit, students will learn about America's past through the stories of the Pilgrims and American Indians. They will learn about the influence of heroes and the advancment of technology that have changed American life.

Standards

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
SOC.6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
SOC.6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
SOC.6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
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.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.8	Determine the significance of New Jersey's role in the American Revolution.
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.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.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Essential Questions

- 1. Why is the past important to you today?
- 2. How has life in America changed since the days of the Pilgrims?

Application of Knowledge and Skills...

Students will know that...

- 1. About explorers: Marco Polo and Christopher Columbus
- 2. About the hardships of the first colonists of Jamestown and Plymouth
- 3. The reasons that led the colonists to declare independence from Great Britain
- 4. About technology advancement that led to changes in the American community
- 5. The influence of famous individuals on the American experience

Students will be able to...

- a. Identify vocabulary terms: explorer, colonist, pilgrim, American Indian, independence, technology
- b. Describe the reasons for the Pilgrim voyage to the New World

- c. Compare and contrast the first Thanksgiving with today's holiday
- d. Explain the advancement made in the area of technology

Assessments

- Diagnostic: Compare and Contrast - Students will compare and contrast the holiday of Thanksgiving Then/Now.
- Diagnostic: K-W-L Chart - Students will begin unit by creating a KWL chart that will be added to over the course of the unit.
- Formative: Diagrams - Students will create diagrams that compare/contrast various dwellings of American Indians.
- Summative: Cause/Effect - Students will create a cause/effect project that details some of the reasons for the American revolution.
- Summative: Graphic Organizer - Students will use a graphic organizer to compare the lifestyle of various American Indian groups with regard to travel, home, diet and clothes.
- Summative: Mini-Book - Students will create mini book of gifts received from the land during each of the seasons.
- Summative: Narrative Writing Assignment - Students will create a timeline that illustrates advancement in technology.
- Summative: Personal Project - Students will create a diarama of a hero that will show his/her accomplishments.
- Summative: Written Test - Students will take an assessment of unit's key points to show understanding of material.

Activities

- 1. Students will begin with a KWL chart about the holiday of Thanksgiving
- 10. Thanksgiving Feast project - students will present a song in costume as well as make applesauce
- 2. Classify the lifestyle of certain American Indian groups which include homes, clothes and travel
- 3. Create a diagram of various dwellings of the American Indians
- 4. Create a mini book of gifts that are received from the land through each of the seasons
- 5. Compare/contrast explorers: Marco polo and Christopher Columbus
- 6. Compare/contrast the first settlements in the New World
- 7. Compare and contrast Thanksgiving Then/Now
- 8. Causes and effects of the American Revolution
- 9. Create a timeline that illustrates technolgy advancement in the areas of transportation and communication

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

- Activity choice
- Personally meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

- **General modifications based on instructional presentation may include:**

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing
- Preteaching or reviewing strategies
- Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- rubrics and checklists
- peer reviews and coaching

- **General modifications based on classroom organization may include:**

- Cooperative learning groups
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
- Prompt-cue
- Gesture-signal
- Variety of workspace arrangements
- Organizational tools – labeled bins or cabinets for materials
- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

- Extended time
- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide vocabulary cards/pictures as needed
- Provide large USA map to plot the areas where American Indians lived
- Use map to locate rivers and mountains and what they provided to American Indian groups that lived in those areas
- Use compare/contrast graphic organizer
- Provide continent and country cards as needed

- Use cause and effect graphic organizer

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: explorer, colonist, pilgrim, American Indian, independence, technology
- Provide vocabulary cards as needed
- Use map to locate rivers and mountains and what they provided to American Indian groups that lived in those areas

Content specific modifications to extend learning for gifted students may include:

- Create a hero diorama that illustrates contributions
- Work with partner to create timeline

Integrated/Cross-Disciplinary Instruction

- Utilize balanced literacy read aloud techniques during Big Book read alouds
- Throughout each unit of the social studies curriculum, students are practice researching, communication, and presentation skills

Resources

- Houghton Mifflin Social Studies Neighborhoods Grade 2 Unit 5: America's Past (pgs. 210-274)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Video: Mayflower Voyagers
- Selection Readers: The First Thanksgiving, Thanksgiving Then and Now, American Land
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Selected books on pilgrims, American Indians

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.