Unit 3: People Move from Place to Place

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 3**
Length: **3rd Marking Period**
Status: **Published**

Unit Overview

In the unit, "*People Move from Place to Place*," the students will explore westward expansion and advances in transportation and communication in the United States during the 1800's. They will identify ways in which developments in transportation and communication impacted society. They will learn about cities, such as St. Louis, why it grew during the 1800's, the economies established by the settlers, and how the city has changed over the years. In addition, the students will focus on slavery and immigration, including the cultural traditions each immigrant group brought to the United States. They will discover why immigrants settled in different countries such as in Brazil, how they passed on traditions and learned new ones, and how communication links people and communities around the world.

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.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
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.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.5	Describe how human interaction impacts the environment in New Jersey and the United States.
SOC.6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
SOC.6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

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.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
SOC.6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
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.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
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.9	Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
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).

Essential Questions

- 1. How have past and present interactions of people, cultures, and the environment shaped the American heritage?
- 2. How has voluntary and involuntary immigration affected America's growth as a nation?
- 3. How have advances in transportation and communication impacted society?
- 4. Based on needs and wants, how does the availability of resources affect economic outcomes and the decisions people make?

Application of Knowledge and Skills...

Students will know that...

- 1. Students will know why a city such as St. Louis grew in the 1800's.
- 10. Students will know reasons why immigrants have settled in a country such as Brazil .

- 11. Students will know how traditions can be passed from one generation to the next.
- 12. Students will know ways that communication links people and communities.
- 2. Students will know how economics were established by settlers in a city such as St. Louis.
- 3. Students will know ways in which a city such as St. Louis changed and stayed the same over time.
- 4. Students will know about modes of transportation used to move people west during the 1800's.
- 5. Students will know about ways in which developments in transportation and communication impacted society.
- 6. Students will know how to use a map scale to determine actual distance.
- 7. Students will know about the experiences of African Americans during the 1700's and 1800's.
- 8. Students will know about the experiences of immigrants who came to the East and West coasts.
- 9. Students will know about some contributions that immigrants have made in the United States.

Students will be able to...

- A. identify reasons why St. Louis or similar city grew in the 1800's
- B. describe the economies established by settlers in St. Louis or a similar city; write an essay about why you think the economy grew
- C. identify ways in which there were changes in cities which grew in the 1800's, including St. Louis; give reasons why you think the cities changed as they did
- D. name modes of transportation used to move people west during the 1800's
- E. summarize developments in transportation and communication during the 1800's in a brief essay
- F. identify ways in which developments in transportation and communication impacted society
- G. use a map scale to determine actual distances
- H. describe the experiences of African Americans during the 1700's and 1800's in a brief essay
- I. describe the experiences of immigrants who came to the East and West coasts; give reasons why immigrants came to America
- J. identify some contributions that immigrants have made in the United States
- K. identify reasons why immigrants have settled in certain countries, including Brazil; write a paragraph with examples to explain
- L. describe how traditions can be passed from one generation to the next; name at least three ways in a paragraph
- M. identify ways that communication links people and communities

Assessments

- "Coming to America," Lesson 1
- "Immigration to Brazil or Other Country," Lesson 2 Test
- "Moving West," Lesson 2 Test
- "Settlers in St. Louis or a Similar City," Lesson 1 Test
- Diagnostic: Instructional/Assessment Focus Splash Activity: students use vocabulary splash sheet to generate ideas about upcoming unit of study

- Grade 3 Benchmark Test, People Move from Place to Place
- Review and Test Prep Chapter 5 Test
- Review and Test Prep, Chapter 6 Test

Activities

Map and Graph Skills: Interpreting Maps,

United States Immigration

- Almanac Map Practice worksheet

"Settlers in St. Louis," reading selection

- "Settlers in St. Louis," Lesson Review
- "Hello, St. Louis!" Extend Lesson
- Vocabulary and Study Guide
- *Lesson 1 Test

"Moving West," reading selection

- "Moving West," Lesson Review
- "Transportation Then and Now" Extend Lesson
- Skillbuilder: Read a Map Scale
- Skillbuilder: Read a Map Scale worksheet
- *Lesson 2 Test

*Review and Test Prep

*Chapter 5 Test

"Coming to America," reading selection

- "Coming to America," Lesson Review
- Vocabulary and Study Guide
- "Hannah's Journal," Extend Lesson 1
- *Lesson 1 Test

"Brazil," reading selection

- "Brazil," Lesson Review
- Vocabulary and Study Guide
- "Hi-Tech Brazil," Extend Lesson 2
- *Lesson 2 Test

*Review and Test Prep

*Chapter 6 Test

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/lists
- Study Guides for assessments
- Preprinted worksheets
- Visual Aids for Instruction
- Assigned partners/groups
- Read tests aloud
- Blank booklet
- My Community Handbook History Explore how your community has changed over time.

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: scale, immigrant, map key
- Provide vocabulary cards/lists
- Study Guides for assessments
- Preprinted worksheets
- Visual Aids for Instruction

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

- Instruction for using additional resources
- Resource supplements (ie books from library) available for further research
- Computer websites for further research

Integrated/Cross-Disciplinary Instruction

Language Arts Literacy:

- The Pony Express
- Miles on the Mississippi
- Madame C.J. Walker

Library books about Martin Luther King, Jr.,

various reading and writing activities

Resources

- Weekly Reader, Current Events www.eduplace.com/kids/hmss
- Digital Readworks
- Free and Inexpensive Materials from The United States Department of Transportation at www.dot.gov
- Google Classroom
- Houghton Mifflin Social Studies, Houghton Mifflin Company, 2005
- Performance Assessment
- Readworks
- Skill Transparencies
- Test Generator
- Video: Transportation Then and Now
- www.discoveryeducation.com
- www.ekuplace.com/kids

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.