



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

**Social Studies**  
**Grade 6**

**Prepared by:**  
**Michael Kilgallen**

*Superintendent of Schools:*  
Marie C. Cirasella, Ed.D.  
*Director of Curriculum, Instruction, & Assessment:*  
June Chang

*Approved by the Midland Park Board of Education on*  
*June 17, 2014*

## Social Studies Grade 6 Early United States History

### **Course Description:**

Sixth grade Social Studies will continue the study of American history beginning with the post-Revolutionary eras and continuing through the Civil War Reconstruction. This course will emphasize the human experience in our multicultural nation. Students will explore the lives of people in American history through a variety of instructional approaches.

New Jersey's state history and its role in shaping the nation will be integrated into the national story. Also included will be a study of the geography of the United States and its impact on our history, government, economy, and culture.

This course will study a number of critical forces that helped shape the development of the United States. The course will also help students develop skills essential to research, analyze, and problem solving. Each unit is driven by enduring understandings, and content mastery is supported by core and supplementary texts.

### **Suggested Course Sequence:**

Unit 1: *Early Government (Articles of Confederation, Writing the Constitution)*: 8 weeks

Unit 2: *Westward Expansion (Louisiana Purchase, Oregon Trial, Mexican-American War, Gold Rush)*: 8 weeks

Unit 3: *Industrial North, Reform & Reaction (Factories & Mills, Education, Prison, Hospital Reforms)*: 8 weeks

Unit 4: *Southern Plantation Society (Slavery, Underground Railroad)*: 8 weeks

Unit 5: *Civil War*: 8 weeks

### Textbook:

Bower, Burt and Lobdell, Jim. *History Alive! The United States Through Industrialism*. Palo Alto: Teachers' Curriculum Institute, 2005.

### Supplemental Texts:

Hakim, Joy. *A History of US: Liberty For All? 1820-1860*. NY: Oxford University Press, 2005.

Hakim, Joy. *A History of US: The New Nation 1789-1850*. NY: Oxford University Press, 2005.

Haugen, Brenda. *Abraham Lincoln: Great American President*. MN: Compass Point Books, 2006.

Burgan, Michael. *Elizabeth Cady Stanton: Social Reformer*. MN: Compass Point Books, 2006.

Haugen, Brenda. *Frederick Douglass: Slave, Writer, Abolitionist*. MN: Compass Point Books, 2006.

Gillis, Jennifer. *Robert E. Lee: Commander of the Confederate Army*. MN: Compass Point Books, 2006.

Unit Overview			
<b>Content Area:</b> Social Studies			
<b>Unit Title:</b> Early Government: Unit 1			
<b>Target Course/Grade Level:</b> 6			
<b>Unit Summary:</b> This unit studies the strengths and weaknesses of the national government created after the American Revolution. The compromises made to help build a more cohesive national government will be explored as well as New Jersey's role in the creation of the federal Constitution. Major historical and modern day constitutional conflicts will also be considered. For the first time, Americans selected a president and other national officials. In addition, the first political parties emerged.			
<b>21<sup>st</sup> century themes:</b> Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, ICT (Information, Communications, Technology) Literacy			
Learning Targets			
<b>Standards:</b> CCSS.ELA-LITERACY.RH.6-8.1 through CCSS.ELA-LITERACY.RH.6-8.10			
CPI#	Cumulative Progress Indicator (CPI)		
<b>NJCCCS: RH.6-8.4</b>	Determine the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/ss		
<b>RH.6-8.10</b>	By the end of grade 8, read and comprehend history/ss texts in the grades 6-8 text complexity band independently and proficiently		
<b>SS 2009: 6.1.8.A.3.b</b>	Evaluate the effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time		
<b>6.1.8.A.3.c</b>	Determine the role that compromise played in the creation & adoption of the Constitution and Bill of Rights		
<b>6.1.8.A.3.d</b>	Compare & contrast the Articles of Confederation and the US Constitution in terms of decision-making power of national government		
<b>6.1.8.A.3.e</b>	Determine why the Alien and Sedition Acts were enacted & whether they undermined civil liberties		
<b>6.1.8.A.3.f</b>	Explain how political parties were formed & continue to be shaped by differing perspectives regarding the role & power of federal government		
<b>6.1.8.A.3.g</b>	Evaluate the impact of the Constitution and Bill of Rights on current day issues		
<b>6.1.8.B.3.a</b>	Assess how conflicts & alliances among European countries & Native American groups impacted the expansion of the American colonies		
<b>6.1.8.B.3.b</b>	Determine the extent to which the geography of the US influenced the debate on representation in Congress & federalism by examining the NJ & Virginia plans		
<b>6.1.8.D.3.f</b>	Analyze from multiple perspectives hoe the terms of the Treaty of Paris affected US relations with Native Americans and with European powers that had territories in North America		
<b>6.1.8.D.3.g</b>	Evaluate the extent to which the leadership & decisions of early administrations of the national government met the goals established in the Preamble of the Constitution		
<b>6.1.8.A.4.a</b>	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements		
<b>Tech 8.1.8.A.3</b>	Create a multimedia presentation using sound and images		
<b>Tech 8.1.8.A.5</b>	Select & use appropriate tools & digital resources to accomplish a variety of tasks & to solve problems		
<b>21<sup>st</sup> Cent 9.1.8.C.2</b>	Collaboration & teamwork enable individuals or groups to achieve common goals with greater efficiency		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role did Adams, Jefferson, and Franklin have in drafting the Declaration of Independence?</li> <li>• What differences were there between soldiers in the two armies?</li> <li>• Why would delegates want Washington to lead the Constitutional Convention?</li> <li>• What does the Constitution guarantee for citizens?</li> <li>• What were the jobs of the secretary of the state and</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• How disputes over political authority &amp; economic issues contributed to a movement for independence in the colonies</li> <li>• How the fundamental principles of the US Constitution serve as the foundation of the US government today</li> </ul> </td> </tr> </table>		<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role did Adams, Jefferson, and Franklin have in drafting the Declaration of Independence?</li> <li>• What differences were there between soldiers in the two armies?</li> <li>• Why would delegates want Washington to lead the Constitutional Convention?</li> <li>• What does the Constitution guarantee for citizens?</li> <li>• What were the jobs of the secretary of the state and</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• How disputes over political authority &amp; economic issues contributed to a movement for independence in the colonies</li> <li>• How the fundamental principles of the US Constitution serve as the foundation of the US government today</li> </ul>
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**Unit Learning Targets:**

*Students will...*

- analyze relevant primary resources
- write assessments of sources' credibility and bias
- hold class discussions on the impact of the transition from nomadic life to the creation of early civilizations through the agricultural revolution
- complete classroom activities & simulations to emphasize historical perspectives

**Evidence of Learning**

**Summative Assessment (36 days):**

- Ongoing observations of evidence of student learning
- Completion of HW assignments
- Class participation
- Class activities, such as small group discussions, oral presentations, and debates
- Written papers, such as book reviews, quizzes, and tests

**Equipment Needed:** Computer(s), Proxima, ELMO, IWB

- Teacher Resources:**
- Textbook
  - *A History of US: Liberty For All? 1820-1860*
  - *A History of US: The New Nation 1789-1850*
  - Powerpoint(s)
  - Primary sources relative to the topics
  - Websites pertinent to the topics

**Formative Assessments:**

- Quizzes
- Tests
- Projects
- Presentations
- Class participation
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Towards Independence	(approximately 5 class period)
2	The Declaration of Independence	(approximately 5 class period)
3	The American Revolution	(approximately 5 class period)
4	Creating the Constitution	(approximately 5 class period)
5	The Constitution: A More Perfect Union	(approximately 5 class period)
6	The Bill of Rights	(approximately 5 class period)
7	Political Developments in the Early Republic	(approximately 5 class period)


**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** Westward Expansion: Unit 2

**Target Course/Grade Level:** 6

**Unit Summary:**

This unit will explore motivations for people to move to the West & some of the conflicts that arose between the pioneers & various Native American people. 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.

**21<sup>st</sup> century themes:** Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, ICT (Information, Communications, Technology) Literacy

**Learning Targets**

**Standards:** CCSS.ELA-LITERACY.RH.6-8.1 through CCSS.ELA-LITERACY.RH.6-8.10

**CPI#** Cumulative Progress Indicator (CPI)

**NJCCCS: RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/ss

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

**SS 2009: 6.1.8.A.4.a** Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements

**6.1.8.A.4.b** Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war

**6.1.8.A.4.c** Assess the extent to which voting rights were expanded during the Jacksonian period

**6.1.8.B.3.a** Assess how conflicts & alliances among European countries & Native American groups impacted the expansion of the American colonies

**6.1.8.B.4.a** Assess the impact of the Louisiana Purchase & western exploration on the expansion & economic development of the US

**6.1.8.B.4.b** Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans

**6.1.8.D.2.b** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed

**18A:35-28** NJ Holocaust Mandate

**Tech 8.1.8.A.3** Create a multimedia presentation using sound and images

**Tech 8.1.8.A.5** Select & use appropriate tools & digital resources to accomplish a variety of tasks & to solve problems

**21<sup>st</sup> Cent 9.1.8.C.2** Collaboration & teamwork enable individuals or groups to achieve common goals with greater efficiency

**Unit Essential Questions:**

- How did people feel about settlers moving west?
- Why did people move west?
- What Mexican influences did the Southwest inherit?
- Who was Frederick Douglass and what was his/other abolitionists’ impact on America?
- What major changes were occurring in the country during this time period?
- In what ways was life different for people living in the North as opposed to the South?

**Unit Enduring Understandings:**

- What motivated people to leave their homes & move to the Old Northwest, across the Mississippi River, to the Texas Territory, Oregon, California, and Utah
- Results of the Louisiana Purchase
- Goals of the Lewis & Clark Expedition
- How the migration of settlers affect the lives of Native Americans
- How the Gold Rush changed California
- Methods used by the US to expand its territory before the Civil War & what conflicts resulted from the clashes between Native peoples and new settlers

**Unit Learning Targets:**

*Students will...*

- analyze relevant primary resources
- write assessments of sources’ credibility and bias

- use a DBQ as an introduction to some of the key interpretive issues regarding the hominids
- hold class discussions on the impact of the transition from nomadic life to the creation of early civilizations through the agricultural revolution
- complete classroom activities & simulations to emphasize historical perspectives

**Evidence of Learning**

**Summative Assessment (36 days):**

- Ongoing observations of evidence of student learning
- Completion of HW assignments
- Class participation
- Class activities, such as small group discussions, oral presentations, and debates
- Written papers, such as book reviews, quizzes, and tests

**Equipment Needed:** Computer(s), Proxima, ELMO, IWB

- Teacher Resources:**
- Textbook
  - Powerpoint(s)
  - Primary sources relative to the topics
  - Websites pertinent to the topics

**Formative Assessments:**

- Quizzes
- Tests
- Projects
- Presentations
- Class participation
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	Manifest Destiny and a Growing Nation	(approximately 6-7 class periods)
2	Life in the West	(approximately 6-7 class periods)
3	Mexican Contributions to the Southwest	(approximately 6-7 class periods)
4	An Era in Reform	(approximately 6-7 class periods)
5	The Worlds of North and South	(approximately 7-8 class periods)

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**
**Content Area:** Social Studies

**Unit Title:** Southern Plantation Society: Unit 3

**Target Course/Grade Level:** 6

**Unit Summary:**

This unit will explore the lives of the planters, the slaves, and the people of the “other South” (poor white farmers). We will also explore the other ways in which slaves dealt with the hardships of their lives & how they maintained their cultural and religious traditions. This unit will also explore the vast changes in the northern US between 1820 & 1860. We will look at new technologies in manufacturing and transportation, social changes, and the contributions of women workers to the industrial development of the country. New Jersey’s development in this period will also be explored.

**21<sup>st</sup> century themes:** Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, ICT (Information, Communications, Technology) Literacy

**Learning Targets**
**Standards:** CCSS.ELA-LITERACY.RH.6-8.1 through CCSS.ELA-LITERACY.RH.6-8.10

**CPI#** Cumulative Progress Indicator (CPI)

**NJCCCS:**  
**RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/ss

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

**SS 2009:**  
**6.1.8.C.2.a** Relate slavery & indentured servitude to Colonial labor systems

**6.1.8.C.2.b** Compare & contrast the voluntary & involuntary migratory experiences of different groups of people, and explain why their experiences differed

**6.1.8.C.2.c** Analyze the impact of the triangular trade on multiple nations and groups

**6.1.8.C.3.c** Evaluate the impact of the cotton gin & other innovations on the institution of slavery & on the economic and political development of the country

**6.1.8.D.4.b** Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period

**6.1.8.D.4.c** Explain the growing resistance to slavery & NJ’s role in the Underground Railroad

**18A:35-28** NJ Holocaust Mandate

**Tech 8.1.8.A.3** Create a multimedia presentation using sound and images

**Tech 8.1.8.A.5** Select & use appropriate tools & digital resources to accomplish a variety of tasks & to solve problems

**21<sup>st</sup> Cent 9.1.8.C.2** Collaboration & teamwork enable individuals or groups to achieve common goals with greater efficiency

**Unit Essential Questions:**

- In what ways was life different for people living in the North as opposed to the South?
- What was life like for African Americans during the mid-century?
- How did the people of the North and the South respond to the news of a Civil War?

**Unit Enduring Understandings:**

- Ideas the colonists adapted from their European heritage & from Native American groups to develop new political & religious institutions and economic systems
- The slave labor system & the loss of Native American lives that had a lasting impact on the development of the US & American culture

**Unit Learning Targets:**
*Students will...*

- analyze relevant primary resources
- write assessments of sources’ credibility and bias
- hold class discussions on the impact of the transition from nomadic life to the creation of early civilizations through the agricultural revolution



- **complete classroom activities & simulations to emphasize historical perspectives**

**Evidence of Learning**

**Summative Assessment (36 days):**

- Ongoing observations of evidence of student learning
- Completion of HW assignments
- Class participation
- Class activities, such as small group discussions, oral presentations, and debates
- Written papers, such as book reviews, quizzes, and tests

**Equipment Needed:** Computer(s), Proxima, ELMO, IWB

- Teacher Resources:**
- Textbook
  - *Abraham Lincoln: Great American President*
  - Powerpoint(s)
  - Primary sources relative to the topics
  - Websites pertinent to the topics

**Formative Assessments:**

- Quizzes
- Tests
- Projects
- Presentations
- Class participation
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	The Worlds of North and South	(approximately two weeks)
2	African Americans in the Mid-1800s	(approximately two weeks)
3	A Dividing Nation	(approximately 2.5 weeks)

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

**Content Area:** Social Studies

**Unit Title:** Industrial North, Reform, & Reaction: Unit 4

**Target Course/Grade Level:** 6

**Unit Summary:**

This unit will explore some of the great movements of the period, such as the Second Great Awakening, utopian communities, & the anti-slavery crusade. NJ's role in the period will also be explored.

**21<sup>st</sup> century themes:** Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, ICT (Information, Communications, Technology) Literacy

**Learning Targets**

**Standards:** CCSS.ELA-LITERACY.RH.6-8.1 through CCSS.ELA-LITERACY.RH.6-8.10

**CPI#** Cumulative Progress Indicator (CPI)

**NJCCCS: RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/ss

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

**SS 2009: 6.1.8.A.4.c** Assess the extent to which voting rights were expanded during the Jacksonian period

**6.1.8.D.2.b** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed

**6.1.8.C.4.b** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in NJ and the nation

**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

**6.1.8.D.4.a** Analyze the push-pull factors that led to increases in immigration, and explain why ethnic & cultural conflicts resulted

**6.1.8.D.4.b** Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period

**6.1.8.D.4.c** Explain the growing resistance to slavery & NJ's role in the Underground Railroad

**6.1.8.D.5.c** Examine the roles of women, African Americans, and Native Americans in the Civil War

**18A:35-28** NJ Holocaust Mandate

**Tech 8.1.8.A.3** Create a multimedia presentation using sound and images

**Tech 8.1.8.A.5** Select & use appropriate tools & digital resources to accomplish a variety of tasks & to solve problems

**21<sup>st</sup> Cent 9.1.8.C.2** Collaboration & teamwork enable individuals or groups to achieve common goals with greater efficiency

**Unit Essential Questions:**

- What was the Triangle Shirtwaist Factory fire and what is its connection to the US becoming the world's industrial leader?
- What led to the incredible increase of immigrants during this particular time period?
- What was Social Darwinism?
- What defined the Progressive movement of the early 20<sup>th</sup> century?

**Unit Enduring Understandings:**

- The continuing struggle to bring all groups of Americans into the mainstream of society within the liberties and equality to which all are entitled, as exemplified by Susan B. Anthony, Frederick Douglas, Nat Turner, Paul Robeson, and Cesar Chavez
- American cultural, religious, and social reform movements in the Antebellum period
- The characteristics of political & social reform movements in the Antebellum period in NJ, including the 1844 State Constitution, the temperance movement

**Unit Learning Targets:**

*Students will...*

- analyze relevant primary resources
- write assessments of sources' credibility and bias
- use a DBQ as an introduction to some of the key interpretive issues regarding the hominids
- hold class discussions on the impact of the transition from nomadic life to the creation of early civilizations through the agricultural revolution
- complete classroom activities & simulations to emphasize historical perspectives

**Evidence of Learning**

**Summative Assessment (36 days):**

- Ongoing observations of evidence of student learning
- Completion of HW assignments
- Class participation
- Class activities, such as small group discussions, oral presentations, and debates
- Written papers, such as book reviews, quizzes, and tests

**Equipment Needed:** Computer(s), Proxima, ELMO, IWB

- Teacher Resources:**
- Textbook
  - *Abraham Lincoln: Great American President*
  - *Elizabeth Cady Stanton: Social Reformer*
  - *Frederick Douglas: Slave, Writer, Abolitionist*
  - Powerpoint(s)
  - Primary sources relative to the topics
  - Websites pertinent to the topics

**Formative Assessments:**

- |            |                       |
|------------|-----------------------|
| • Quizzes  | • Presentations       |
| • Tests    | • Class participation |
| • Projects | • Class work          |

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	The Rise of Industry	(approximately 7-8 class periods)
2	The Great Wave of Immigration	(approximately 7-8 class periods)
3	The Progressive Era	(approximately 6-7 class periods)
4	The US Becoming a World Power	(approximately 6-7 class periods)
5	Linking Past to Present	(approximately 6-7 class periods)

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

### Unit Overview

**Content Area:** Social Studies

**Unit Title:** Civil War: Unit 5

**Target Course/Grade Level:** 6

**Unit Summary:**

This unit will explore the causes of the Civil War, the effects of the war on the country, and how Reconstruction established the principle of racial equality. The legacy & unresolved challenges that endured after Reconstruction will also be examined

**21<sup>st</sup> century themes:** Creativity & Innovation, Critical Thinking & Problem Solving, Communication & Collaboration, Information Literacy, Media Literacy, ICT (Information, Communications, Technology) Literacy

### Learning Targets

**Standards:** CCSS.ELA-LITERACY.RH.6-8.1 through CCSS.ELA-LITERACY.RH.6-8.10

**CPI#** Cumulative Progress Indicator (CPI)

**NJCCCS: RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/ss

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

**SS 2009: 6.1.8.A.5.a** Explain how and why the Emancipation Proclamation & the Gettysburg Address continue to impact American life

**6.1.8.A.5.b** Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson towards the reconstruction of the South

**6.1.8.B.5.a** Determine the roles of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War

**6.1.8.C.5.a** Assess the human and material costs of the Civil War in the North and South

**6.1.8.C.5.b** Analyze the economic impact of Reconstruction on the South from different perspectives

**6.1.8.D.5.a** Prioritize the causes & events that led to the Civil War from different perspectives

**6.1.8.D.5.b** Analyze critical events & battles of the Civil War & determine how they contributed to the final outcome of the war

**6.1.8.D.5.c** Examine the roles of women, African Americans, and Native Americans in the Civil War

**6.1.8.D.5.d** Analyze the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the US Constitution from multiple perspectives

**Tech 8.1.8.A.3** Create a multimedia presentation using sound and images

**Tech 8.1.8.A.5** Select & use appropriate tools & digital resources to accomplish a variety of tasks & to solve problems

**21<sup>st</sup> Cent 9.1.8.C.2** Collaboration & teamwork enable individuals or groups to achieve common goals with greater efficiency

**Unit Essential Questions:**

- How did peoples' attitudes change from the beginning of the war to the end of the war?
- How did the lives of former slaves change?
- Why was there tension between the settlers and Native Americans in the West after the Civil War?

**Unit Enduring Understandings:**

- The Civil War resulted from the complex regional differences involving political, economic, & social issues, as well as different views on slavery
- The Civil War and Reconstruction had a lasting impact on the development of the US

**Unit Learning Targets:**

*Students will...*

- analyze relevant primary resources
- write assessments of sources' credibility and bias

- use a DBQ as an introduction to some of the key interpretive issues regarding the hominids
- hold class discussions on the impact of the transition from nomadic life to the creation of early civilizations through the agricultural revolution
- complete classroom activities & simulations to emphasize historical perspectives

**Evidence of Learning**

**Summative Assessment (36 days):**

- Ongoing observations of evidence of student learning
- Completion of HW assignments
- Class participation
- Class activities, such as small group discussions, oral presentations, and debates
- Written papers, such as book reviews, quizzes, and tests

**Equipment Needed:** Computer(s), Proxima, ELMO, IWB

- Teacher Resources:**
- Textbook
  - *Robert E. Lee: Commander of the Confederate Army*
  - *Abraham Lincoln: Great American President*
  - Powerpoint(s)
  - Primary sources relative to the topics
  - Websites pertinent to the topics

**Formative Assessments:**

- Quizzes
- Tests
- Projects
- Presentations
- Class participation
- Class work

**Lesson Plans**

Lesson #	Lesson Name	Time frame (hours/days)
1	The Civil War	(approximately two weeks)
2	The Reconstruction Era	(approximately two weeks)
3	Tensions in the West	(approximately two weeks)

**Teacher Notes:**

**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

