



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

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## **Curriculum Documents**

**School:** Township of Ocean Intermediate

**Course:** Social Studies – Grade 6

**Department:** Social Studies

**Supervisor:** John Bosmans

Board Approval	Supervisor	Notes
August 2011	Eleanor Hughes	Update Standards
July 2015	Stephen Sarles	Update Standards
July 2016	Chris Wilson	Update Standards
December 2017	John Bosmans	Update Standards

*Home of the Spartans!*  
*#spartanlegacy*



Week	Marking Period 1	Week	Marking Period 3
1	Geographical Studies (US & World)	21	Civil War and Reconstruction (1855-1890)
2	Geographical Studies (US & World)	22	Civil War and Reconstruction (1855-1890)
3	Holocaust/Tolerance	23	Civil War and Reconstruction (1855-1890)
4	Holocaust/Tolerance	24	Civil War and Reconstruction (1855-1890)
5	Holocaust/Tolerance	25	Civil War and Reconstruction (1855-1890)
6	Holocaust/Tolerance	26	Civil War and Reconstruction (1855-1890)
7	Washington/Adams Presidency (1789-1801)	27	Civil War and Reconstruction (1855-1890)
8	US Constitution Formulation (1789)	28	Civil War and Reconstruction (1855-1890)
9	Expansion and Reform (1789-1860)	29	Civil War and Reconstruction (1855-1890)
10	Expansion and Reform (1789-1860)	30	Civil War and Reconstruction (1855-1890)
Week	Marking Period 2	Week	Marking Period 4
11	Expansion and Reform (1789-1860)	31	Civil War and Reconstruction (1855-1890)
12	Expansion and Reform (1789-1860)	32	Civil War and Reconstruction (1855-1890)
13	Expansion and Reform (1789-1860)	33	Civil War and Reconstruction (1855-1890)
14	Expansion and Reform (1789-1860)	34	Civil War and Reconstruction (1855-1890)
15	Expansion and Reform (1789-1860)	35	Civil War and Reconstruction (1855-1890)
16	Expansion and Reform (1789-1860)	36	The Development of Industry (1870-1900)
17	Expansion and Reform (1789-1860)	37	The Development of Industry (1870-1900)
18	Expansion and Reform (1789-1860)	38	The Development of Industry (1870-1900)
19	Civil War and Reconstruction (1855-1890)	39	The Development of Industry (1870-1900)

	DEPARTMENT <u>Social Studies</u>		COURSE: <u>6<sup>th</sup> Grade Social Studies</u>
20	Civil War and Reconstruction (1855-1890)	40	The Development of Industry (1870-1900)

<b>Time Frame</b>	SEPTEMBER
<b>Topic</b>	
GEOGRAPHICAL STUDIES	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is Latitude and Longitude and how is it measured?</li> <li>● What are the 7 Continents of the Earth?</li> <li>● What are the names of all of the Oceans?</li> <li>● What are the differences between a Physical and Political map?</li> <li>● Name the four Cardinal and Ordinal (Intermediate) directions on a Compass Rose.</li> <li>● What are the 5 Themes of Geography?</li> </ul>	
<ul style="list-style-type: none"> <li>● All students will acquire geographical understanding by studying the world in spatial terms.</li> <li>● All students will acquire geographical understanding by studying human systems in geography.</li> <li>● All students will acquire geographical understanding by studying the environment and society.</li> <li>● Understand the 5 Themes of Geography: Location, Place, Relationships within Places, Movement, and Regions.</li> </ul>	
<b>Alignment to NJSL</b>	
6.7, 6.8, 6.9	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>● Understand the 5 Themes of Geography: Location, Place, Relationships within Places, Movement, and Regions.</li> <li>● Use an atlas or website to find Relative location, Absolute location, and Reasons for locations i.e. practical, historic, geographic, or purely cultural.</li> <li>● Use an atlas or website to understand the concept of Place-each location has distinctive characteristics-identify Natural and Cultural characteristics of locations.</li> <li>● Use an atlas or website to understand Representation of Places-related topics will include using and understanding scale models, linear scales, map symbols, map projections, and special or Thematic maps.</li> <li>● Use an Atlas or website to understand the interaction of people within their environments through the utilization and comprehension of Charts, Graphs, and Thematic Maps.</li> <li>● Understand the movement of people and products through the utilization and comprehension of Charts, Graphs, and Thematic Maps.</li> <li>● Use various maps (Political, Physical, Land Cover, Thematic) to process information and answer Open-Ended question.</li> <li>● Read and understand Map Keys and their Symbols.</li> <li>● Read varied types of Graphs (Bar, Pie, Line, Pictographs) to understand and determine answers for Urban Population, Imports and Exports, People Per Item, Population Growth, Energy Production and Consumption, and Mineral Resources.</li> <li>● Read a World Facts Table of information to determine results.</li> </ul>	

- Learn how to use all of the resources of information in an Atlas (World Facts, Table of Contents, World Map Projections, Glossary of Terms, Index).
- Utilize Geography Websites such as GoogleEarth and Stratologica to determine results and answer questions.

### Learning Activities

- Understand the 5 Themes of Geography: Location, Place, Relationships within Places, Movement, and Regions.
- Use an atlas or website to find Relative location, Absolute location, and Reasons for locations i.e. practical, historic, geographic, or purely cultural.
- Use an atlas or website to understand the concept of Place-each location has distinctive characteristics-identify Natural and Cultural characteristics of locations.
- Use an atlas or website to understand Representation of Places-related topics will include using and understanding scale models, linear scales, map symbols, map projections, and special or Thematic maps.
- Use an Atlas or website to understand the interaction of people within their environments through the utilization and comprehension of Charts, Graphs, and Thematic Maps.
- Understand the movement of people and products through the utilization and comprehension of Charts, Graphs, and Thematic Maps.
- Use various maps (Political, Physical, Land Cover, Thematic) to process information and answer Open-Ended question.
- Read and understand Map Keys and their Symbols.
- Read varied types of Graphs (Bar, Pie, Line, Pictographs) to understand and determine answers for Urban Population, Imports and Exports, People Per Item, Population Growth, Energy Production and Consumption, and Mineral Resources.
- Read a World Facts Table of information to determine results.
- Learn how to use all of the resources of information in an Atlas (World Facts, Table of Contents, World Map Projections, Glossary of Terms, Index).
- Utilize Geography Websites such as GoogleEarth and Stratologica to determine results and answer questions.

### Assessments

- Authentic performance assessments
- Activity sheets
- Venn diagrams
- Quizzes/Tests

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

- Geography
- Reference skills
- NJ Student Learning Standards:
  - Literacy.RL.6.10
  - Literacy.RI.6.1
- Science
- Mathematics
- Technology

**Technology Integration**

- Visual Atlas <http://www.animatedatlas.com/movie.html>
- GoogleEarth <https://earth.google.com>
- Stratalogica <http://www.stratalogica.com/>
  
- Technology:
  - Smart Board
  - Elmo
  - Overhead Projectors
  - DVDs
  - CD Player
  - Chromebooks

<b>Time Frame</b>	SEPTEMBER/OCTOBER
<b>Topic</b>	
THE HOLOCAUST/TOLERANCE	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>· What lessons has society learned, if any, from the Holocaust? (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>* How do bullying and cyber-bullying affect our society? (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● There is value, as well as the potential for misunderstanding, in cultural diversity. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>● Media must be critically analyzed in order to assess different viewpoints and to detect bias, opinion, and stereotypes. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>● Strategies for managing and resolving conflict must be collaboratively developed and practiced. (Active Citizenship in the 21<sup>st</sup> Century)</li> <li>● The actions or inactions of individuals, groups, and nations can have intended and unintended consequences. (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>	
<b>Alignment to NJSLs</b>	
<u>NJSLS:</u> 6.3.8.A.1 & 3 6.3.8.D.1	<u>NJSLS:</u> TEC.5-8.8.1.8.A TEC.5-8.8.1.8.B
<b>Key Concepts and Skills</b>	
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● tap prior knowledge of WWII and the Holocaust.</li> <li>● identify the meaning of key terms related to genocide such as prejudice, discrimination, scapegoating, anti-Semitism, and racism.</li> <li>● interpret a map of Germany's domination during the Holocaust.</li> <li>● examine a timeline of World War II.</li> <li>● answer literal and inferential questions.</li> <li>● express opinions about relevant events.</li> <li>● make predictions about later events.</li> <li>● identify key characters.</li> <li>● understand main ideas.</li> <li>● relate events in the past to present world problems.</li> <li>● appreciate the need for tolerance of other people.</li> </ul>	
<b>Learning Activities</b>	
<p>Students will work independently and/or collaboratively to</p> <ul style="list-style-type: none"> <li>● determine prior knowledge of WW II and the Holocaust using an Anticipation Guide.</li> <li>● construct word pictures of important vocabulary words related to the Holocaust.</li> <li>● complete journal entries related to novel reading.</li> <li>● prepare a web quest based on children of the Holocaust.</li> <li>● express thoughtful opinions about relevant events discussed in a novel.</li> <li>● read and discuss novels about the Holocaust such as <i>Number the Stars</i>, <i>Surviving Hitler</i>,</li> </ul>	

and *Daniel's Story*.

- examine a timeline of a survivor of the Holocaust.
- view and discuss videos such as *Paper Clips* and *Miracle at Midnight*.
- complete one project-based assessment (poem, story, art, or research) at the completion of the unit.
- research the music of Germany during the time of the Holocaust and report on its effects on the Jews as well as the Germans.
- construct a Venn Diagram showing a comparison with a character in a Holocaust novel.
- make an identity map.
- use a cereal box to construct a book-in-box activity for a character in a Holocaust novel.
- examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of Asia, the Middle East, Australia, the Pacific Rim, Antarctica and the Arctic.
- analyze and discuss current news articles about through use of the Internet and newspaper, and *Time for Kids* magazine.

**Assessments**

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Quick writes/quizzes/tests (emphasizing written communication skills)
- Project-based assessments (using rubrics)
- Student self-evaluation
- Portfolios
- Notes
- Outlines
- Activity sheets
- Venn diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Journal writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Primary source documents
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing
- PowerPoint Presentations
- Benchmark and Final Examinations
- Document-Based Questions (DBQ's) Interpretations

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communicatio n	X	Collaboratio n
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

- Art
- Geography
- Library skills
- NJ Student Learning Standards:
  - Literacy.RL.6.10
  - Literacy.RI.6.1
- Public Speaking
- Music
- Science
- Mathematics
- Technology

**Technology Integration**

- Computer applications
- Kids News Room
- History Mystery
- Scholastic News <http://teacher.scholastic.com/scholasticnews/>
- Digital History <http://www.digitalhistory/uh.edu>
- Newsela <https://newsela.com/>
- History of Us <http://www.pbs.org/wnet/historyofus/>
- Visual Atlas <http://www.animatedatlas.com/movie.html>
- History Channel <http://www.history.com/>
- Time for Kids magazine <http://www.timeforkids.com/>
- Newsela <https://newsela.com/>
- History of Us <http://www.pbs.org/wnet/historyofus/>
- Visual Atlas <http://www.animatedatlas.com/movie.html>
- History Channel <http://www.history.com/>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- CD Player
- Chromebooks



**Time Frame** | OCTOBER - JANUARY**Topic****EXPANSION AND REFORM (1789-1860)****Essential Questions**

- What did American pioneers learn from individuals who traveled west before them? (United States History)
- Why did the United States want lands to reach from the Atlantic to the Pacific? (United States History/Active Citizenship in the 21<sup>st</sup> Century)
- What were the major causes of the American Civil War? (United States History)
- Was Reconstruction a success or failure? (United States History)
- How did Industrialization lead to the modernization of America? (Industrial Revolution)
- What effect did the effort to reform education, slavery, and the position of women have on the later history of the nation? (Active Citizenship in the 21<sup>st</sup> Century)

**Enduring Understandings**

- The initial ideals and creed set forth by the Founding Fathers created a nation of freedom and opportunity for all citizens that required great effort and sacrifice.
- U.S. territorial expansion between 1801-1861 affected relations with external powers and Native Americans in many ways. (United States History)
- Political democracy after 1800 was extended, restricted, and reorganized. (Active Citizenship in the 21<sup>st</sup> Century)
- There were numerous sources contributing to the character of cultural, religious, and social reform movements in the Antebellum Period. (Active Citizenship in the 21<sup>st</sup> Century)

**Alignment to NJSLS**

<u>NJSLS:</u>	<u>NJSLS</u>	<u>NJSLS:</u>	<u>NJSLS:</u>	
6.1.8.A.1.a	6.1.8.B.1.b	TEC.5-8.8.1.8.A	NJSLSA.R1	RH.6-8.1
6.1.8.A.4.a-c	6.1.8.D.3c	TEC.5-8.8.1.8.B	NJSLSA.R2	RH.6-8.2
6.1.8.B.4.a-b	6.1.8.A.4.a-c	TEC.5-8.8.1.8.E	NJSLSA.R3	RH.6-8.3
6.1.8.C.4.a-c	6.1.8.B.4.a-b	TEC.5-8.8.1.8.F	NJSLSA.R4	RH.6-8.4
6.1.8.D.4.a-c	6.1.8.C.4.b-c		NJSLSA.R7	RH.6-8.5

**Key Concepts and Skills**

- Review the role of the administrations of George Washington and John Adams and how the formulation of the Constitution and the nation's creed set the standard for equality, opportunity, and the growth of the nation.
- Describe the role and importance of Thomas Jefferson.
- Identify the roles played by key figures in the Lewis and Clark expedition.
- Describe three important Native American leaders: Sagoyewatha (Red Jacket), Tekamthi (Tecumseh), and Osceola.
- Evaluate these Indian leader's efforts to unite all Native Americans.
- Describe the role and importance of Andrew Jackson.
- Trace the events of the War of 1812.
- Identify the causes and effects of Florida becoming a state.
- Describe the roles and importance of Samuel Slater, Francis Cabot Lowell, Eli Whitney, DeWitt Clinton, Robert Fulton, and Peter Cooper.
- Make judgments about the benefits and drawbacks of the Industrial Revolution and evaluate their effectiveness.
- Describe the great expansion of railroads from 1830 to 1850.
- Describe the roles and importance of Sequoyah, Andrew Jackson, Justice John

Marshall, and Osceola.

- Evaluate the reasons people gave for removing Indians from their lands in the East.
- Summarize Justice John Marshall's decision on the proposed removal of the Cherokee people.
- Describe the escalating military campaigns against the Seminoles.
- Describe the roles and importance of William Lloyd Garrison, Frederick Douglass, Henry Clay, John Calhoun, Daniel Webster, and Robert Young Hayne.
- Debate the ethical implications when elected officials follow their conscience instead of representing the views of their constituents.
- Analyze how geography—specifically, rivers--influenced the settlement and expansion of the nation in the 1800s.
- State reasons why westward expansion was or was not in the country's national interest.
- Describe the life and economic motives of the mountain men and other migrants.
- Relate the conditions and requirements of a successful trading expedition on the Santa Fe Trail.
- Evaluate Western migration from the Native American's point of view.
- Explain the meaning of Manifest Destiny.
- Describe John Fremont's role in the U.S. acquisition of California
- List the key events in Texas independence in 1836.
- Evaluate the justness of the Mexican War.
- Understand the highlights of the California Gold Rush.
- Predict results of the telegraph's invention.
- Relate the experiences of stagecoach rides and clipper ships.
- List problems facing cities in the mid-19<sup>th</sup> century.
- Describe rural life in 1829.
- List the contributions of early education reformers.
- Explain the significance of the Seneca Falls Convention.
- Analyze changing attitudes over women's capabilities.
- Describe working conditions for women and children.
- State the key provisions of the Compromise of 1850.
- Describe the verdict and thinking behind the Dred Scott decision.
- Explain the workings of the Underground Railroad.
- Identify the promise, problem, and paradox of America.
- read historical narratives imaginatively.
- Compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives.
- Analyze Cause and Effect relationships.
- Formulate historical questions.
- Obtain historical data.
- Evaluate the implementation of a decision.
- Draw upon visual, literacy, and musical sources.
- Draw upon data in historical maps.
- Reconstruct the literal meaning of a historical passage.
- Examine an atlas-overview.
- Use maps and atlases and other graphic representations to acquire, process, and report information from a spatial perspective.
- Analyze current events.
- Identify issues and problems in the past and relate them to present time.
- Evaluate alternative courses of action.

## Learning Activities

- Students will work independently and/or collaboratively to
- create a coin for the current president of the United States.
- recreate the US Nickel with various of achievements of Jefferson depicted
- write a one-paragraph report outlining the events of Jefferson's presidency.
- compare a modern day expedition into the unknown with the expedition of Lewis and Clark in journal format.
- use a comic strip format to tell the story of Red Jacket, Tecumseh, and Osceola.
- use body language and hand movements to give a dramatic reading of Red Jacket's speech.
- write a personal response to the question: What does the United States flag mean to me?
- draw a political cartoon illustrating the best solution to the Barbary problem.
- create a puppet show about an event in the life of Andrew Jackson.
- listen to work songs or selections that evoke the age of industry.
- design a mode of transportation for the future and name the design.
- examine a transparency of an early steam engine to explain how a steam engine works.
- create a pamphlet describing the economic advantages of using steam in transportation.
- compose a poem in honor of the Cherokee Indians and the Trail of Tears using the Cherokee Nation Cultural site @ <http://www.cherokee.org/Culture/Culture.asp>
- learn basic words in Cherokee and take lessons in the Cherokee language.
- write one-paragraph about Osceola's traits as a leader.
- calculate how many years passed between the year the Constitution became law (1787) and the year the international slave trade became illegal (1808) and how many years passed between the year the Constitution became law and the Thirteenth Amendment abolished slavery (1865).
- discuss the South in Washington and Jefferson's time and the South in Andrew Jackson's time.
- write a paragraph explaining the factors that caused the North and South to take opposing sides on the issue of slavery.
- present an anti-slavery speech Frederick Douglass may have given.
- calculate what percentage of African Americans who were free during the census of 1840 using the fact that there were 2.87 million African Americans and 370,00 who were free.
- research the potato famine and why it proved to be so devastating to the Irish.
- write a fictional day in the life of either Daniel Webster, Henry Clay, or John C. Calhoun.
- compose a brief letter to a friend pretending that you are in the Senate gallery for the great debate between Daniel Webster and Robert Young Hayne and tell who you believe won the debate.
- make up mnemonic devices to remember the names of the first fifteen presidents.
- write a one-paragraph letter to President Monroe giving at least three reasons why further exploration in the West is unnecessary.
- using the terms *Rocky Mountains*, *rendezvous*, *grizzly*, *mountain man*, *South Pass*, *castor*, and *beaver hats* imagine that you are a mountain man attending a rendezvous and write a letter to someone back East.
- create an ABC book about the Santa Fe Trail, the life of the traders, and the market town of Santa Fe.
- research cholera--the disease responsible for the greatest number of deaths along the Oregon Trail. What causes the disease? Is it prevalent today?
- view and discuss the video *Freedom: A History of Us*.
- draw two illustrations or cartoons about manifest destiny- one from the viewpoint of an American who supports manifest destiny and one from the viewpoint of the western Indian.

- create a dramatic presentation in story form of one of the remarkable women who helped make the American West a legendary place.
- design a poster advertising the Alamo as a tourist attraction.
- list five drawbacks to first person accounts and suggestions about how to avoid them after pretending to be an eyewitness to the Alamo.
- plot the route to Sacramento as the Forty-niners would have done during the Gold Rush.
- write a message to a friend in Morse code using the International Morse Code available @ <http://www.soton.ac.uk/%7Eescp93ch/morse/>
- create a model of a sod house based upon research.
- write a short play, poem, or dialogue expressing a city dweller's reaction to nineteenth-century urban life.
- design a poster or advertisement for railroad or steamboat travel in the nineteenth century.
- write a description of a typical school day at college in the mid-1800s.
- create a timeline of the women's rights movement, beginning with the first female institutions of higher learning in America or women abolitionists of the 1830s, including Sarah and Angelina Grimke and Lucy Stone.
- investigate child labor abuses around the world and lobby for anti-child labor legislation through the International Labour Organization, a specialized agency of the United Nations.
- watch the movie *Amistad* and evaluate its historical accuracy.
- draw an 1850 United States map that depicts the lands addressed as part of the Compromise of 1850.
- write a paragraph stating whether you believe a Supreme Court decision should always be honored by the people of the United States.
- research the number of free blacks in the United States in the 1850s and compare it to the number of whites and slaves and then create charts, graphs, or annotated maps that show the make-up of the population and which areas of the United States have the greatest black population.
- write a job description for a worker on the Underground Railroad telling the type of work to be done, the working conditions of the job, and benefits and disadvantages of the job.
- compose a brief essay identifying and explaining a law, a school, or government policy that is unjust. Describe the issues or tactics to be used to protest.
- write a paragraph identifying the promise, the problem, and the paradox of America in 1860.
- analyze and discuss current news articles about through use of the Internet and newspaper, and *Time for Kids and Newsela(online)* magazines.
- examine the parts of an atlas which relate to world facts, table of contents, maps, graphs, charts, physical and political maps, map projections, glossary, index, abbreviations, directions, latitude, longitude, map scales, general and relative location, thematic maps, and map size and shape.
- examine the parts of an atlas that relate to the world's physical and political features, the land, climate and vegetation, land use and natural resources, and the people.
- Complete a novel or memoir of choice on the topic of the Holocaust (Surviving Hitler, Daniel's Story, or Number the Stars).
- Complete a packet of review questions for each chapter of the chosen Holocaust novel.
- Use online sources and sites from teacher website to research information and assess learning
- Create and present a PowerPoint presentation on specific or varied subject matter.
- Create a Web page on a specific historical period.
- Create or perform a dramatic reading or presentation of a speech or historical moment

**Assessments**

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Quick writes/quizzes/tests (emphasizing written communication skills)
- Project-based assessments (using rubrics)
- Student self-evaluation
- Portfolios
- Notes
- Outlines
- Activity sheets
- Venn diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Primary source documents
- Peer learning
- Debates
- Letter writing
- Poetry
- Graphing
- Illustrations
- Computer Literacy
- PowerPoint Presentations
- Benchmark and Final Examinations
- Document Based Questions (DBQs)

**21<sup>st</sup> Century Skills**

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

**Interdisciplinary Connections**

- Science
- Art/Dramatic Presentation
- Mathematics
- Geography
- Library/Multimedia
- English Language Arts/Reading i.e. Comprehension, Close Reading, etc.
- Public Speaking and Presentational Skills
- Technology
- Music

**Technology Integration**Computer applications:

- Interactive Lewis and Clark

- ○ Growth of A Nation <http://www.animatedatlas.com/movie.html>
- History Mystery
- ○ Archiving Early America <http://earlyamerica.com/series.html>
- Time Capsule <http://www.dmarie.com/timecap>
- Digital History <http://www.digitalhistory/uh.edu>
- National Geographic's GeoSpy
- <http://www.cherokee.org/Culture/Culture.asp>
- <http://www.soton.ac.uk/%7Eescp93ch/morse/>
- Newsela <https://newsela.com/>
- History of Us <http://www.pbs.org/wnet/historyofus/>
- Visual Atlas <http://www.animatedatlas.com/movie.html>
- History Channel <http://www.history.com/>
- Time for Kids magazine <http://www.timeforkids.com/>

Technology:

- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- CD Player
- Chromebooks

<b>Time Frame</b>	JANUARY - APRIL		
<b>Topic</b>			
THE CIVIL WAR AND RECONSTRUCTION (1855- 1890)			
<b>Essential Questions</b>			
<ul style="list-style-type: none"> <li>• What were the causes of regional differences between the North and the South that led to the Civil War? (United States History)</li> <li>• What were the different viewpoints regarding emancipation? (United States History)</li> <li>• How did Reconstruction work and what were its effects after the Civil War? (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>			
<b>Enduring Understandings</b>			
<ul style="list-style-type: none"> <li>• All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment during the American Civil War shaped American heritage.</li> <li>• The Civil War had many causes. (United States History)</li> <li>• The actions or inactions of individuals, groups, and nations can have intended and unintended consequences. (Active Citizenship in the 21<sup>st</sup> Century)</li> </ul>			
<b>Alignment to NJSLs</b>			
<u>NJSLS:</u>	<u>NJSLS:</u>	<u>NJSLS:</u>	<u>NJSLS</u>
6.1.8.A.1.a	6.1.8.A.5.a-b	TEC.5-8.8.1.8.A	NJSLSA.R1 RH.6-8.1
6.1.8.A.4.a-c	6.1.8.B.5.a	TEC.5-8.8.1.8.B	NJSLSA.R2 RH.6-8.2
6.1.8.B.4.a-b	6.1.8.C.5.a-b	TEC.5-8.8.1.8.E	NJSLSA.R3 RH.6-8.3
6.1.8.C.4.a-c	6.1.8.D.5.a-d	TEC.5-8.8.1.8.F	NJSLSA.R4 RH.6-8.4
6.1.8.D.4.a-c	6.1.8.A.3.b		NJSLSA.R7 RH.6-8.5
<b>Key Concepts and Skills</b>			
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• explain why states' rights divided the country.</li> <li>• summarize how the expansion of slavery divided the nation.</li> <li>• compare and contrast the North's and the South's view of secession.</li> <li>• understand how the Battle of Bull Run changed expectations about the war.</li> <li>• describe the roles and importance of key figures: Harriet Beecher Stowe, Harriet Tubman, Abraham Lincoln, and Jefferson Davis..</li> <li>• debate the ethics of civil disobedience.</li> <li>• chart the laws that controlled the institution of slavery.</li> <li>• discuss the differing opinions of slavery after the Lincoln-Douglas debates of 1858.</li> <li>• judge whether the actions of John Brown make him a martyr or a madman.</li> <li>• explain the progression of Southern secession and how Lincoln courted the border states of Maryland, Kentucky, Missouri, and Delaware.</li> <li>• compare the advantages and disadvantages of the North and the South.</li> <li>• list generals who served for the North and the South and explain the South's advantage in military leadership.</li> <li>• describe the attitudes and attributes of Northern and Southern soldiers.</li> <li>• evaluate how well old strategies were suited for the new weapons.</li> <li>• empathize with Lincoln and understand how his family was a source of comfort and grief during the war.</li> <li>• assess the performance of Union and Confederate commanders and troops.</li> <li>• discuss the Emancipation Proclamation and Gettysburg address.</li> </ul>			

- identify and describe the turning point of the war.
- paraphrase the key idea in Lincoln's second inaugural address.
- explain the significance of taking Richmond.
- describe Lincoln's assassination and analyze reactions to his death.
- evaluate whether the gains achieved by the Civil War were worth the price.
- learn the roles during Reconstruction of Andrew Johnson and Thaddeus Stevens.
- debate whether President Johnson's impeachment was justified.
- understand how the 14<sup>th</sup> Amendment extended justice in the United States.
- discover what the right to vote meant to freedmen in the South.
- describe some of the economic gains made by freedmen and freedwomen under Reconstruction.
- determine the forces that ultimately wiped out the political and economic gains of black Southerners under Reconstruction.
- read historical narratives imaginatively.
- compare or contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- consider multiple perspectives.
- analyze cause and effect relationships.
- formulate historical questions.
- obtain historical data.
- evaluate the implementation of a decision.
- draw upon visual, literacy, and musical sources.
- draw upon data in historical maps.
- reconstruct the literal meaning of a historical passage.
- use maps and atlases and other graphic representations to acquire, process, and report information from a spatial perspective.
- analyze current events.
- identify issues and problems in the past.
- evaluate alternative courses of action.

### **Learning Activities**

Students will work independently and/or collaboratively to:

- research the statistics of the Civil War, such as the total miles of railroad track in the North and South, and the number of casualties, creating charts and graphs to display these statistics.
- discuss what was going on in the South, both socially and economically, at the start of Reconstruction and from the perspective of a white Southerner, white Northerner, freedman or freedwoman, and President Johnson.
- create an Alphabet Book of Civil War terms, people, and places with illustrations.
- read about other civil wars, past or present, to discover how they were similar to or different from the American Civil War.
- write a journal entry to present a viewpoint of slavery and what can be done about it.
- make a model or diagram of the cotton gin.
- locate letters written by people living at the time of the Civil War and compare them to letters students would write today.
- visualize what it would have been like to be a witness to the battle of Manassas (Bull Run).
- listen to "Dixie," which was a favorite song of the South, and "The Battle Cry of Freedom," a favorite Northern song.
- select one of the Matthew Brady photographs and make a pencil or pen and ink sketch of the photograph.
- research directions to make a pinhole camera and take some photographs.



- write a script for a television documentary called *The Two Harriets: Women Who Changed America* (Harriet Tubman and Harriet Beecher Stowe).
- express a point of view in journal entry form as if there was a presidential election held today with the two candidates being Abraham Lincoln and Jefferson Davis.
- explain and support a viewpoint in one paragraph about whether John Brown was a madman or a martyr.
- act out the play *In the Fog* about Civil War ghosts at Gettysburg.
- listen to and read along in a novel about the Civil War, Abraham Lincoln, or slavery, such as *Slave Dancer*, *Charley Skedaddle*, or *The Search for Lincoln's Killer*.
- read about an anaconda, a snake that squeezes its prey and relate it to the Anaconda Plan.
- look in almanacs or encyclopedias for average monthly temperatures and other weather conditions in Virginia, Tennessee, or other states where battles were fought, keeping in mind that soldiers lived in tents and endured weather extremes in all seasons.
- makehardtack, the staple of Union soldiers.
- research and discuss the major diseases that killed so many during the Civil War to find out what caused them and how we treat them today.
- write a letter to a friend or relative back home that describes your life as a Confederate soldier, including details about food, shelter, clothing, duties, and activities.
- research code-writing, the enigma machine, and invisible ink.
- view and discuss a movie about the Civil War soldiers, such as *Pink and Say*.
- conduct a living history simulation of some aspect of Civil War soldier or civilian life.
- write a journal entry reacting to Stonewall Jackson's death from the perspective of a Northern soldier.
- choose one of the naval battles of the Civil War and write a ballad of that event.
- write a diary or series of postcards home describing a journey through the South describing the conditions there.
- use websites (such as the Library of Congress, the National archives, or the Freedman's Bureau) to locate photographs of the South and freed blacks, and then organize and display the photos as a photo essay.
- present a reader's theater production on the lives of children after the Civil War using the source *American Childhoods*, edit by David Willis McCullough.
- create a list of positive presidential qualities and then create and post a want ad for a U.S. President.
- discuss what was going on in the South at the start of Reconstruction, and from the perspective of a white Southerner, white Northerner, freedman or freedwoman, and President Johnson.
- brainstorm examples supporting the author's statement that "freedom means choices and responsibilities," and then write a paragraph about the meaning of freedom.
- write a letter from a Northern soldier, carpetbagger, or Freedmen's Bureau employee describing why they came to the South in 1867.
- nominate Thaddeus Stevens to the Hall of Fame, explaining why he is important and should be honored.
- review the major events of Reconstruction, putting the events in chronological order and explaining their impact.
- draw a map of the United States that communicates the dates or the order in which the former Confederate states adopted their Reconstruction constitutions.
- compose "Sharecropper Math Problems" using the sharecropper's payment of one-half or one-third of his harvest to the landowner.

- view and discuss the video *Freedom: A History of Us*
- examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of the world in general, and North America, Canada, Middle, and South America specifically.
- analyze and discuss current news articles through use of the Internet, newspaper, and *Time for Kids* magazine.

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Quick writes/quizzes/tests (emphasizing written communication skills)
- Project-based assessments (using rubrics)
- Student self-evaluation
- Portfolios
- Notes
- Outlines
- Activity sheets
- Venn diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Games (Bingo, Jeopardy)
- Interpreting pictures
- Primary source documents
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing
- PowerPoint Presentations
- Benchmark and Final Examinations
- Document-Based Questions (DBQ's) Interpretations

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

- Science
- Art
- Mathematics
- Geography
- Library
- English Language Arts:
  - o Literacy.RL.6.10

- o Literacy.RI.6.1
- Government/ Public Speaking
- Music
- Technology

### Technology Integration

- Computer applications
- BuzzTracker
- Growth of A Nation <http://www.animatedatlas.com/movie.html>
- Kids News Room
- History Mystery
- Archiving Early America <http://earlyamerica.com/series.html>
- National Geographic's "Xpeditions"  
<http://www.nationalgeographic.com/xpeditions/hall/index.html>
- Time Capsule <http://www.dmarie.com/timecap>
- Scholastic News <http://teacher.scholastic.com/scholasticnews/>
- Gameaquarium <http://www.gameaquarium.com>
- Fun Brain
- Digital History <http://www.digitalhistory/uh.edu>
- National Geographic's GeoSpy
- Newsela <https://newsela.com/>
- History of Us <http://www.pbs.org/wnet/historyofus/>
- Visual Atlas <http://www.animatedatlas.com/movie.html>
- History Channel <http://www.history.com/>
- Time for Kids magazine <http://www.timeforkids.com/>
- Civil War Trust <http://civilwar.org>
- Sheppard Software <http://www.sheppardsoftware.com>
- Civil War <http://www.civilwar.com>
- US History <http://www.ushistory.com>
- Smart Board
- Elmo/Overhead Projectors
- DVDs/CD Player
- Chromebooks

**Time Frame** APRIL - JUNE**Topic**

THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)

**Essential Questions**

- Why did the rapid changes that took place in the last 1800s have both advantages and disadvantages? (Active Citizenship in the 21<sup>st</sup> Century)
- Why were there conflicts between the Americans and the new immigrants in the late 1800s and early 1900s? (United States History)

- The rise of corporations, heavy industry, and mechanized farming transformed the American people. (United States History)
- Massive immigration occurred after 1870 and new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. (United States History)
- Political issues reflected social and economic changes, such as the rise of the American labor movement. (Active Citizenship in the 21<sup>st</sup> Century)

**Alignment to NJSL**

<u>NJSLS:</u>	<u>NJSLS:</u>	<u>NJSLS:</u>	<u>NJSLS</u>	
6.1.8.A.1.a	6.1.8.A.5.a-b	TEC.5-8.8.1.8.A	NJSLSA.R1	RH.6-8.1
6.1.8.A.4.a-c	6.1.8.B.5.a	TEC.5-8.8.1.8.B	NJSLSA.R2	RH.6-8.2
6.1.8.B.4.a-b	6.1.8.C.5.a-b	TEC.5-8.8.1.8.E	NJSLSA.R3	RH.6-8.3
6.1.8.C.4.a-c	6.1.8.D.5.a-d	TEC.5-8.8.1.8.F	NJSLSA.R4	RH.6-8.4
6.1.8.D.4.a-c	6.1.8.A.3.b	TEC.5-8.8.1.8.B	NJSLSA.R7	RH.6-8.5
6.1.8.C.4.b-c				
6.1.8.D.4.b				

**Key Concepts and Skills**

Students will be able to

- chart a variety of points of view about the West.
  - discover what pressures affected Native Americans' ways of life in the West after the Civil War.
  - debate the inevitability of Native Americans having to give up their traditional lands and lifestyles.
  - describe the problems of pollution in American cities in the 19<sup>th</sup> century.
- recognize the tone and conduct of politics in the Gilded Age.
- describe reasons immigrants came to the United States.
  - identify achievements of some immigrants.
  - chart opposition to immigration.
  - track the consequences of anti-Chinese racism.
  - identify issues behind the campaign for women's suffrage.
  - describe how the country had changed both socially and economically between 1776 and 1876.
  - assess the problems of the country 1876.
  - evaluate Edison's inventions and his contributions to American life.
  - learn about the segregation in the South under Jim Crow.
  - describe the ways Andrew Carnegie and John D. Rockefeller influenced the world.
  - debate the ethics of monopolies and government intervention.
  - discuss the power of imagination as evidenced by Lady Liberty and the *Wizard of Oz*.

**Learning Activities**

- sing or listen to the songs of the Old West.
- create a “Help Wanted” ad for a cowboy that includes a description of the job and the skills needed to fill it.
- complete a postcard and message home about a train trip through the wild West.
- research the ethnic groups that built the transcontinental railroad, especially the Chinese.
- design an advertisement that encourages homesteading on the Great Plains, including information about the land and the benefits of owning a farm, as well as the requirements for land ownership.
- review longitude and latitude and use a map to locate the 95<sup>th</sup> meridian and the areas promised to Native Americans.
- establish connections between the modern Native American and those of the past in terms of lifestyle.
- write your own personal reaction to the treatment of the Nez Perce by the United States government.
- read a portion of *The New Colossus* by Emma Lazarus and discuss its significance.
- compare immigration today and in the past and display that information on charts and graphs.
- analyze immigration statistics to determine the effect of the Chinese Exclusion Act of 1882 and chart those numbers.
- draw a political cartoon expressing whether immigrants and aliens today are free of racism and inequality.
- listen and read along in a novel about the immigration entitled *The Orphan of Ellis Island*.
- take a virtual tour of a New York City tenement.
- invite a representative from the League of Women Voters to speak about that organization, which was founded in 1920.
- research the first president elected after women had the right to vote and discuss whether the “woman’s vote” played a significant role in that election.
- create and illustrate a timeline of women’s suffrage events.
- make word games and crossword puzzles using terms from America’s first hundred years.
- conduct experiments and create hands-on models based on Edison’s inventions.
- compare the United States and South Africa to determine if segregation is alive in other parts of the world today.
- nominate an event and a person that you think most deserves to be included in a Reconstruction and Reform Hall of Fame.
- examine the illustrations that accompanied the first edition of Baum’s *The Wizard of Oz* and then try to imitate the artist’s style by creating illustrations to accompany the story.
- devise a business plan to design, produce, and market a product and document profits, losses, and expenses.
- play the game Monopoly or create a new version of the game.
- act out the play *Grandpa and the Statue* about the Statue of Liberty.
- view and discuss the video *Freedom: A History of Us*.  
examine the physical and political features, the land, climate, vegetation, land use, natural resources and people of South America, Africa, and Europe.

- analyze and discuss current news articles about through use of the Internet and newspaper, and *Time for Kids* magazine

### Assessments

- Authentic performance assessments
- Oral presentations
- Written research reports
- Informal observation (checklists, anecdotal notes, etc.)
- Quick writes/quizzes/tests (emphasizing written communication skills)
- Project-based assessments (using rubrics)
- Student self-evaluation
- Portfolios
- Notes
- Outlines
- Activity sheets
- Venn diagrams
- Cause and Effect charts
- Timelines
- Analyzing maps
- Historical writing
- Interpreting pictures
- Primary source documents
- Team learning
- Debates
- Letter writing
- Poetry
- Graphing
- Drawing

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

### Interdisciplinary Connections

- Science
- Art
- Mathematics
- Geography
- Music
- Library skills
- English Language Arts:
  - Literacy.RL.6.10
  - Literacy.RI.6.1
- Government/ Public Speaking
- Technology

**Technology Integration**

- Computer applications:
- Edison Motion Picture <http://memory.loc.gov/ammem/edhtml/edmvalpha.html>
- BuzzTracker
- Growth of A Nation <http://www.animatedatlas.com/movie.html>
- Kids News Room
- History Mystery
- Archiving Early America <http://earlyamerica.com/series.html>
- National Geographic's "Xpeditions"
- <http://www.nationalgeographic.com/xpeditions/hall/index.html>
- Time Capsule <http://www.dmarie.com/timecap>
- Scholastic News <http://teacher.scholastic.com/scholasticnews/>
- Gameaquarium <http://www.gameaquarium.com>
- Fun Brain
- Digital History <http://www.digitalhistory/uh.edu>
- National Geographic's GeoSpy
- History of Us <http://www.pbs.org/wnet/historyofus/>
- Visual Atlas <http://www.animatedatlas.com/movie.html>
- History Channel <http://www.history.com/>
- Time for Kids magazine <http://www.timeforkids.com/>
- Newsela <https://newsela.com/>
- Smart Board
- Elmo
- Overhead Projectors
- DVDs
- Microphone
- Tape recorder