

Grade 6 Social Studies, Quarter 1, Unit 1

Cultures of the World

Overview

Number of instructional days: 10 (1 day = 45 minutes)

Rationale for placement

The students need to understand map skills and the importance of the interconnectedness of our global community to support their understanding of concepts taught throughout the year. This unit will set the foundation for topics taught throughout the year.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- RECOGNIZE **spatial information** provided by different types of maps
- INTERPRET the **spatial information** from maps to EXPLAIN the **importance of the data**.
- COMPARE and CONTRAST **patterns of population settlement** based on **climate** and **physical features**.
- LOCATE where different **nations are in the world in relation to the U.S.**

Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

- CITE **textual evidence** to SUPPORT **analysis** of primary and secondary resources
- DETERMINE the **central idea** or **information** of a primary or secondary source
- PROVIDE an **accurate summary**
- DRAW **evidence** from informational texts to SUPPORT analysis reflection and research
- WRITE routinely (extended time for reflection and shorter time for a single sitting)

Essential questions

- What are some different kinds of maps?
- What is the purpose of each type of map? What specific information does each type provide?
- How do patterns of population differ based on climate and physical features?
- How do maps help a person interpret data and relate the information to places or regions of the world? When might this data be needed in the real world?

Written Curriculum

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.

- (5-6) –2 Students interpret the characteristics and features of maps by...
- a. recognizing spatial information provided by different types of maps (e.g., physical, political, map projections).
 - b. interpreting the spatial information from maps to explain the importance of the data.

G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.

- (5-6) –1 Students understand the physical and human characteristics of places by...
- b. comparing and contrasting patterns of population settlement based on climate and physical features.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- b. locating where different nations are in the world in relation to the U.S.

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Key Ideas and Details

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing Standards

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

Last year, students developed an introductory understanding of global interconnectedness by locating nations of the world.

G

Last year, students learned the physical features of maps, globes, and other geographic tools and technologies.

Current learning*C&G*

Students will locate nations/civilizations in relation to the United States/North America.

G

Students will recognize and interpret spatial information provided by different types of maps. They will compare and contrast patterns of population settlement based on climate and physical features.

RI

Students will cite evidence to support their claims and determine the main ideas of a passage.

W

Students will draw evidence from informational texts to support analysis, reflection, and research. They will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Future learning*C&G*

Students will demonstrate an understanding of the benefits and challenges of an interconnected world.

G

Students will understand how physical and human characteristics influence places and regions. They will understand how human systems and movement are affected by the distribution of population and resources, relationships, and culture.

RI

Students will need to be able to summarize main ideas and identify accurate and ample evidence to inform and persuade.

W

Students will continue to practice coherent and precise writing.

Resources

Suggested primary and secondary documents

Daily Geography (Evan-Moor)

Others will be based on content.

Suggested online resources

Discovery Education

Worldbook Online

Eduplace.com/ss/maps

Sheppard Software.com

www.loc.gov/teachers

Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:
<http://www.corestandards.org/ELA-Literacy/RH/6-8>

Websites with common core information, strategies, or lessons

Common Core Conversations:

<http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

Tier 2

interpret
organization
environments
region
climate
global
relation (to)

Tier 3

spatial
projections
culture
population settlement
interconnected

Professional Resources in Print for Teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 1, Unit 2

Government

Overview

Number of instructional days: 12 (1 day = 45 minutes)

Rationale for placement

Students will understand the structures of a variety of governments and political processes, and they will determine the impact of an interconnected community as a foundation for future units of study.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEFINE **various forms of government** (e.g., dictatorship, democracy, parliamentary, monarchy)
- EXHIBIT and EXPLAIN what it means to be a **responsible citizen** in the **community**
- TAKE RESPONSIBILITY for one's **own actions** (anticipating and accepting consequences)
- IDENTIFY, DESCRIBE, and EXPLAIN how **people** are socially, technologically, geographically, and economically **connected** to others

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY **key steps** in **text's description**
- DETERMINE the **meaning** of words and phrases used in a text
- PRODUCE **clear and coherent writing**
- DRAW **evidence** from informational text to **support** analysis, reflection, and research

Essential questions

- What are three different forms of government? What are the similarities and differences among these forms of government?
- What is independence? How does a country's government hinder or promote an individual's independence?
- What does it mean to be a responsible citizen? How do responsible citizens function in a global community?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- b. ~~listing and~~ defining various forms of government (e.g., dictatorship, democracy, parliamentary, monarchy)

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (5-6) – 2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- c. exhibiting and explaining what it means to be a responsible citizen in the community

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –1 Students demonstrate an understanding of political systems and political processes by...
- c. identifying, comparing, and contrasting different “political systems” (e.g., monarchy, democracy, feudal)
- (5-6) –3 Students participate in a civil society by...
- c. taking responsibility for one’s own actions (anticipating and accepting consequences)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5–6)–1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by
- a. identifying, describing, and explaining how people are socially, technologically, geographically, economically, ~~or culturally~~ connected to others

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing Standards

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

Last year students began to develop their understanding of global interconnectedness by locating nations of the world.

RI

Last year students determined the meaning of academic and domain-specific words and phrases. Students explained the interactions between two or more concepts in a historical text.

Current learning

C&G

Students define various forms of government, for example: dictatorship, democracy, parliamentary, and monarchy. Students compare and contrast the forms of government and the impact they have on their citizens. Students demonstrate an understanding of what it means to be a responsible citizen in the community.

Burrillville and Lincoln Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

RI

Students identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Students determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

W

Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students gather evidence from informational texts to support analysis, reflection, and research.

Future learning*C&G*

Students will explore democratic values and principles.

RI

Students will need to be able to summarize main ideas and identify accurate and ample evidence to inform and persuade.

W

Students will continue to practice coherent and precise writing.

Resources

Suggested primary and secondary documents

Will be based on content

Suggested online resources

www.archives.gov/education/lessons

www.docsteach.gov

www.kids.gov

www.icivics.gov

www.discoveryeducation.com

www.schoolhouserock.com

www.worldbookonline.com

Key information from the grade-span expectations and common core state standards documents

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Websites with common core information, strategies, or lessons

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Vocabulary

Tier 2

structure

authority

accomplish

origins

establish

limited (powers)

underlying

exhibit

engage

consequences

Tier 3

governance

democratic

principles

civil

Professional resources in print for teachers

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- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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Grade 6 Social Studies, Quarter 1, Unit 3

Historical Inquiry

Overview

Number of instructional days: 10 (1 day = 45 minutes)

Rationale for placement

Students will act as historians to chronicle human activities, diverse people and the societies that they form.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY the **point of view** of a historical source (e.g., media source)
- ESTABLISH a **chronological order** by working backward to EXPLAIN **origins** and **development** over time

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DESCRIBE how a text presents information, such as **sequentially, comparatively, casually**
- IDENTIFY aspects of a text that reveal **author's point of view or purpose**
- USE TECHNOLOGY, including the internet, to PRODUCE and PUBLISH writing
- GATHER **relevant information** from multiple print and digital sources; ASSESS the **credibility and accuracy** of each source. QUOTE or PARAPHRASE the data and conclusions of others while AVOIDING **plagiarism** and FOLLOWING a **standard format for citation**

Essential questions

- Why is history important?
- What happened in the past and how do we know?
- How do we use key events, documents, dates, and people from the past in constructing historical accounts?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (5-6) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- d. identifying the point of view of a historical source (e.g., media source)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (5-6) – 3 Students show understanding of change over time by...
- a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Writing Standards

Production and Distribution of Writing

- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

HP

Last year the students began to understand that change and expansion cause increased interaction among people.

RI

Last year students compared and contrasted the structures of texts and analyzed multiple accounts of the same event.

W

Last year students used technology to gather relevant information from multiple sources to produce writing.

Current learning

HP

Students identify and use a variety of primary and secondary sources to reconstruct the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.

Students will understand that learning about the past requires interpretation of primary and secondary sources.

RI

Students describe how a text presents information and identify aspects of the text that reveal point of view or purpose.

W

Students use technology to gather information from multiple sources and assess credibility to produce and publish writing.

Future learning

HP

Students will ask and answer historical questions, organize information, and evaluate it based on relevance.

Students will investigate and summarize historical data to draw connections between two events.

RI

Students will describe how a text presents information and identify aspects of the text that reveal point of view or purpose.

W

Students will use technology to gather information from multiple sources and assess credibility to produce and publish writing.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.youtube.com (Search: Drive thru history)

www.history.com

www.discoveryeducation.com

www.sheg.stanford.edu/world

www.smithsonianeducation.org

Key information from the grade-span expectations and common core state standards documents

Common Core Standards for Literacy in History/Social Studies:

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Websites with common core information, strategies, or lessons

Common Core Conversations: <http://www.commoncoreconversation.com/social-studies-resources.html#sthash.PUok245h.dpbs>

Vocabulary

Tier 2

account

chronicle

diverse

society

Tier 3

interpretive

Professional resources in print for teachers

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Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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Grade 6 Social Studies, Quarter 1, Unit 4

Economic Concepts

Overview

Number of instructional days: 6 (1 day =45 minutes)

Rationale for placement

Students will understand that individuals and societies make choices and decisions to satisfy economic challenges.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and DIFFERENTIATE between **surplus**, **subsistence**, and **scarcity**
- DEPICT the **cyclical relationship** of the **participants** within an **economy** (e.g., barter, feudal system, global economy)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- INTEGRATE **visual information** (charts, graphs, photographs, videos or maps) with other information in print and digital texts
- DISTINGUISH among **fact**, **opinion**, and **reasoned judgment** in a text
- PRODUCE **clear and coherent writing**
- DRAW **evidence** from informational texts to support analysis reflection and research

Essential questions

- How do different economic systems affect people's daily lives?
- How does the movement of ideas, goods, and people affect cultures?
- How does trade affect local, national, and international relationships?
- How does the economic problem of scarcity affect the use of resources?
- What questions are important to ask about global connections?

Written Curriculum

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

(5-6) – 1 Students demonstrate an understanding of basic economic concepts by...

- c. identifying and differentiating between surplus, subsistence, and scarcity

E 3: Individuals, institutions and governments have roles in economic systems.

(5-6) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...

- a. depicting the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).

Common Core State Standards for English Language Arts or Literacy

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

E

In fifth grade students began to demonstrate an understanding of basic economic concepts by differentiating between human, natural, capital, man-made, and renewable versus finite resources.

RI

In fifth grade, students gathered information from multiple sources and demonstrated the ability to locate an answer to a question or solve a problem. Students also demonstrated how the author uses reasons and evidence to support particular points in a text.

W

Last year students produced clear and coherent writing in which the development and organization were appropriate to task, purpose, and audience.

Current learning

E

Students identify and differentiate between surplus, subsistence, and scarcity. They also develop an understanding of globalization.

RI

Students integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will distinguish among fact, opinion, and reasoned judgment in a text.

W

Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. They also draw evidence from informational texts to support analysis, reflection, and research.

Future learning

E

Students will understand how societies address the economic challenges of scarcity and abundance. They will also understand the variety of ways producers and consumers exchange goods and services.

RI

Students will continue to integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will continue to distinguish among fact, opinion, and reasoned judgment in a text.

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W

Students will continue to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will continue to draw evidence from informational texts to support analysis, reflection, and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.fte.org/teacher-resources/lesson-plans/efiahlessons/

www.ecedweb.unomaha.edu/lessons/lessons6-12.cfm

www.pbs.org/teachers/socialstudies/inventory/economics-68.html

Websites with common core information, strategies, or lessons

Vocabulary

Tier 2

differentiate

depict

Tier 3

scarcity

abundance

surplus

subsistence

interdependence

cyclical relationships

Professional resources in print for teachers

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 2, Unit 1

Cultures of the World

Overview

Number of instructional days: 10 (1 day = 45 minutes)

Rationale for placement

During the first quarter, the focus was on map skills and the interconnectedness of the world. Now the focus shifts to the physical and human characteristics of the world and how they influence people.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- CONNECT how **geographical features** influence population settlement
- IDENTIFY and DESCRIBE the **physical and cultural characteristics** that shape places and regions.
- IDENTIFY and EXPLAIN the **push and pull factors** for migration
- DISCUSS **factors** that lead to **breakdown of order** among societies

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- CITE specific **textual evidence** to SUPPORT analysis of **primary and secondary sources**
- DETERMINE the **central ideas or information** of a primary and secondary source; PROVIDE an **accurate summary** of the source
- WRITE **informative/explanatory texts**
- INTRODUCE a **topic clearly** (organize ideas, concepts and information)
- DEVELOP the **topic** with relevant, well-chosen **facts, definitions, concrete details, quotations, etc.**
- USE appropriate and varied **transitions** to CREATE **cohesion** and CLARIFY the relationships among ideas and concepts
- USE **precise language and domain-specific vocabulary** to INFORM the topic
- ESTABLISH and MAINTAIN a **formal style and objective tone**
- PROVIDE a **concluding statement** that supports the information explained or presented
- DEVELOP and STRENGTHEN writing with help and guidance from adults and peers; FOCUS on **purpose and audience**
- GATHER **relevant information** from multiple print and digital sources

Essential questions

- How do geography, climate and natural resources affect the way people live and work?
- How do human actions change the environment and how does the environment change the lives of people?
- What are examples of “push/pull” factors and how do they influence the migration of people?
- What are the causes and effects of tensions that occur when principles of two or more groups are in conflict?

Written Curriculum**Grade-Span Expectations for Social Studies****G 2: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (5-6) –1 Students understand the physical and human characteristics of places by...
- explaining and/or connecting how the geographical features influenced population settlement.
- (5-6)–3 Students understand different perspectives that individuals/groups have by...
- identifying and describing the physical and cultural characteristics that shape different places and regions.
 - researching a region to analyze how geography shapes that culture’s perspective (e.g., demographics, climate, natural and man-made resources).

G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (5-6) –1 Students understand why people do/do not migrate by...
- identifying and explaining the push and pull factors that lead to a decision to migrate.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***Reading Standards*****Key Ideas and Details**

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing Standards**Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

During the first quarter, students developed an introductory understanding of global interconnectedness by locating nations of the world.

G

During the first quarter, students learned the physical features of maps, globes, and other geographic tools and technologies.

RI

Students cited evidence to support their claims and determined the main idea of a passage.

W

Students drew evidence from informational text to support analysis, reflection, and research.

Current learning

C&G

Students locate nations/civilizations in relation to the United States/North America.

G

Students recognize and interpret spatial information provided by different types of maps. They compare and contrast patterns of population settlement based on climate and physical features.

RI

Students cite evidence to support their claims and determine the main ideas of a passage.

W

Students draw evidence from informational text to support analysis, reflection, and research.

Students write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Future learning

C&G

Students will demonstrate an understanding of the benefits and challenges of an interconnected world.

G

Students will understand how physical and human characteristics influence places and regions.

Students will understand how human systems and movement are affected by the distribution of population and resources, relationships, and culture.

RI

Students will need to be able to summarize main ideas and identify accurate and ample evidence to inform and persuade.

W

Students will continue to practice coherent and precise writing.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.education.nationalgeographic.com/education/activity

www.docsteach.org

www.discoveryeducation.com

www.geography.about.com

Vocabulary

Tier 2

perspective

distribution

cooperation

conflict

Tier 3

migrate

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 2, Unit 2

Government

Overview

Number of instructional days: 12 (1 day = 45 minutes)

Rationale for placement

During the first quarter, students learned the concepts of government, political processes, and the impact of the interconnected community.

Now, the focus shifts to the concepts of democratic values in relation to the Constitution. Here, students will demonstrate an understanding of strength of the Constitution's impact on people's daily lives.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE understanding of **democratic values and principles**.
- IDENTIFY **citizen's rights and responsibilities**
- EXPLAIN **judicial process**
- ENGAGE in **political process (civil society)**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY **key steps** in a **text's description of a process**.
- DETERMINE **meaning of words and phrases** used in a text
- PRODUCE **clear and coherent writing**
- DRAW **evidence** from informational text to **SUPPORT analysis reflection and research**

Essential questions

- What is the basic structure of the Constitution?
- What are the roles and functions of the three branches of government?
- How do separation of powers and checks and balances affect the U.S. government?
- What are the rights, liberties, and responsibilities of U.S. citizens?
- How is the Constitution a living document?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination

C&G 3: In a democratic society, all people have certain rights and responsibilities

- (5-6) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- d. identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic)
- (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. explaining the judicial process - due process – local, state, and federal (e.g. school discipline policy, truancy court, appeals process)

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –3 Students participate in a civil society by...
- a. demonstrating respect for the opinions of others (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives)
 - b. demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing Standards**Production and Distribution of Writing**

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

Students defined various forms of government—for example, dictatorship, democracy, parliamentary, and monarchy. Students compared and contrasted the forms of government and the impact these forms have on citizens. Students demonstrated an understanding of what it means to be a responsible citizen in the community.

RI

Students identified key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Students determined the meaning of words and phrases as they were used in a text, including vocabulary specific to domains related to history/social studies.

W

Students produced clear and coherent writing in which the development, organization, and style were appropriate to task, purpose, and audience. Students gathered evidence from informational texts to support analysis, reflection, and research.

Current learning*C&G*

Students understand the basic structure of the Constitution, and they identify and define the roles and functions of the three branches of government. They understand how the separation of powers and system of checks and balances affect the U.S. government.

Students understand the rights, liberties, and responsibilities of U.S. citizens. They understand the importance of the Constitution being a living document.

RI

Students identify key steps in a text’s description of a process related to history/social studies. They determine the meaning of words and phrases used in text.

W

Students produce clear and coherent writing. They draw evidence from informational texts to support analysis reflection and research.

Future learningC&G

Students will be introduced to examples of occurrences of major changes in government.

Students will identify enduring documents that reflect the underlying principles of the United States.

RI

Students will continue to identify key steps in a text's description of a process related to history/social studies. They will continue to determine the meaning of words and phrases as they are used in a text.

W

Students will continue to produce clear and coherent writing, and they will continue to draw evidence from informational text to support analysis, reflection, and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.archives.gov/education/lessons

www.docsteach.gov

www.kids.gov

www.icivics.gov

www.discoveryeducation.com

www.schoolhouserock.com

www.worldbookonline.com

VocabularyTier 2

compromise

liberty

Tier 3

self-government

self-determination

judicial

Professional resources in print for teachers

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Grade 6 Social Studies, Quarter 2, Unit 3

Historical Inquiry

Overview

Number of instructional days: 8 (1 day = 45 minutes)

Rationale for placement

Students will act as historians by asking and answering historical questions, organizing information, and evaluating information in terms of relevance.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- ACT as historian using a variety of tools
- ASK and ANSWER **historical questions**, ORGANIZE information and EVALUATE information in terms in **relevance**
- INVESTIGATE and SUMMARIZE **historical data** in order to DRAW **connections** between two events and to ANSWER related **historical questions**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DESCRIBE how a text presents **information** (sequentially, comparatively, casually)
- IDENTIFY aspects of a text that reveal an **author's point of view or purpose**
- USE **technology** to PRODUCE and PUBLISH writing
- GATHER **relevant information** from multiple print and digital sources

Essential questions

- How do we use key events, documents, dates and people from the past in constructing historical accounts?
- How do we use historical data to draw connections between two events?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (5-6) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- c. asking and answering historical questions, organizing information, and evaluating information in terms of relevance
- (5-6) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. investigating and summarizing historical data in order to draw connections between two events and to answer related historical questions

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

Writing Standards

Production and Distribution of Writing

- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

HP

Students have identified and used a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.

Students understand that learning about the past requires interpretation of primary and secondary sources.

RI

Students have described how a text presents information, and identify aspects of the text that reveal point of view or purpose.

W

Students have used technology to gather information from multiple sources, and assess credibility to produce and publish writing.

Current learning

HP

Students will ask and answer historical questions, organize information, and evaluate it based on relevance.

Students will investigate and summarize historical data to draw connections between two events.

RI

Students will describe how a text presents information, and identify aspects of the text that reveal point of view or purpose.

W

Students will use technology to gather information from multiple sources, and assess credibility to produce and publish writing.

Future learning

HP

Students will demonstrate an understanding of how the past frames the present by identifying historical conditions, and events that relate to contemporary issues.

Students will answer “what-if” questions, and use evidence to explain how history might have been different.

RI

Students will describe how a text presents information.

Students will identify aspects of a text that reveal an author's point of view or purpose.

W

Students will write arguments focused on discipline-specific content.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.youtube.com (Search: Drive thru history)

www.history.com

www.discoveryeducation.com

www.sheg.stanford.edu/world

www.smithsonianeducation.org

Vocabulary

Tier 2

historian

Tier 3

interpretive

nature

relevance

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Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

teaching practices, and it includes content that discusses the bias found in current textbooks.

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Grade 6 Social Studies, Quarter 2, Unit 4

Economic Concepts

Overview

Number of instructional days: 6 (1 day = 45 minutes)

Rationale for placement

In the first economics unit, students learned that individuals and societies make decisions, which impact the economy. In this unit, students will learn that societies develop different ways to deal with economic challenges.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY how **scarcity** impacts the movement of people and goods
- IDENTIFY and EXPLAIN how **supply, demand and incentives** affect **consumer** and **producer** decision making

Common Core State Standards for English Language Arts or Literacy Text Types and Purposes

- INTERGRATE **visual information** (charts, graphs, photographs, videos or maps)
- DISTINGUISH among **fact, opinion and reasoned judgment** in a text
- DRAW **evidence** from informational texts to SUPPORT analysis reflection and research

Essential questions

- How does scarcity impact the movement of people and goods?
- How do economic systems affect your life and the lives of others?
- How are economic resources distributed?
- What impact does scarcity have on the production, distribution, and consumption of goods and services?
- How does trade affect local, national, and international relationships?

Written Curriculum

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (5-6) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- b. identifying how scarcity impacts the movement of people and goods.

E 2: Producers and consumers locally, nationally and internationally engage in the exchange of goods and services.

- (5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- b. identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).

Common Core Standards for English Language Arts or Literacy Text Types and Purposes

Reading Standards

Integration of Knowledge and Ideas

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
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Prior learning

E

Students will understand how societies address the economic challenges of scarcity and abundance. Students will understand the variety of ways producers and consumers exchange goods and services.

RI

Students will continue to integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Students will continue to distinguish among fact, opinion, and reasoned judgment in a text.

W

Students will continue to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students will continue to draw evidence from informational texts to support analysis reflection, and research.

Current learning

E

Students will demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by identifying how scarcity impacts movement of people and goods.

Students will identify and explain how supply, demand, and incentives affect consumer and producer decision-making.

RI

Students will integrate visual information with other information in print and digital texts

Students will distinguish among fact, opinion, and reasoned judgment in a text.

W

Students will produce clear and coherent writing with organization and style, that is appropriate to task, purpose, and audience.

Students will draw evidence from informational texts to support analysis and research.

Future learning

E

Students will demonstrate an understanding that societies develop different ways to deal with scarcity, and abundance by describing the distribution of goods and services.

Students will demonstrate an understanding of the variety ways producers and consumers exchange goods and services by comparing and contrasting incentives.

RI

Students will be integrating visual information with other information in print and digital texts.

Students will distinguish between fact, opinion, and reasoned judgment.

W

Students will produce clear and coherent writing.

Students will draw evidence from informational text to support analysis and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.pbslearningmedia.org

www.fte.org/teacher-resources/lesson-plans/efiahlessons/

www.ecedweb.unomaha.edu/lessons/lessons6-12.cfm

www.pbs.org/teachers/socialstudies/inventory/economics-68.html

Vocabulary

Tier 2

society

producers

consumers

international

national

Tier 3

scarcity

abundance

goods and services

supply and demand

incentives

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic.

Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

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- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

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Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 3, Unit 1

Cultures of the World

Overview

Number of instructional days: 12 (1 day = 45 minutes)

Rationale for placement

During this unit, the focus is on human systems, movements, and patterns that limit or promote activities. Another focus is on societies, historical events, and advancements that affect human interactions and change.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

By the end of the unit the students will be able to:

- RECOGNIZE and JUSTIFY **geographic influences** on human settlement, cooperation and conflict.
- ANALYZE the **impact of human reactions to environmental changes**
- RECOGNIZE **potential conflicts** within or among groups (brainstorm possible solutions and compromises such as discrimination, bullying)
- IDENTIFY and EXPLAIN how **shared events affect how individuals and societies adapt and change**
- DESCRIBE important **technologies** and **advancements** developed by a particular civilization/country/nation.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- CITE specific **textual evidence** to SUPPORT analysis of **primary and secondary sources**
- DETERMINE the **central ideas or information** of a primary and secondary source; PROVIDE an **accurate summary** of the source
- DRAW **evidence** from **informational text** to support analysis, reflection and research
- WRITE routinely over extended time frames (reflection and revision) and shorter time frames (single sitting) for a **discipline-specific tasks, purposes and audiences**.

Essential questions

- How does geography influence human settlement, cooperation, and conflict?
- How do environmental changes impact human activities?
- What are potential conflicts among groups with differing goals and principles?
- How do shared events affect the ways individuals and societies adapt and change?
- What are some examples of historical advancements that have impacted societies?

Written Curriculum

Grade-Span Expectations for Social Studies

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (5-6) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. recognizing and justifying how geography influences human settlement, cooperation and conflict.

G4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- (5-6) -2 Students explain how humans react or adapt to an ever-changing physical environment by...
- b. analyzing the impact of human reactions to environmental changes.

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- b. recognizing potential conflicts within or among groups, brainstorming possible solutions, and reaching compromises (e.g. discrimination, bullying)

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. identifying and explaining, using specific examples, how shared events affect how individuals and societies adapt and change

- (5-6) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- c. describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Text Types and Purposes

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

During the second quarter, students located nations/civilizations in relation to the United States/North America.

G

During the second quarter, students recognized and interpreted spatial information provided by different types of maps. They also compared and contrasted patterns of population settlement based on climate and physical features.

HP

During the second quarter, students acted as historians, using a variety of tools. They interpreted history as a series of connected events.

RI

During the second quarter, students cited evidence to support their claims and determined the main ideas of a passage

W

During the second quarter, students drew evidence from informational text to support analysis, reflection, and research.

Students have written routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Current learningC&G

Students demonstrate an understanding of the benefits and challenges of an interconnected world.

G

Students understand how physical and human characteristics influence places and regions. They also understand how human systems and movement are affected by the distribution of population and resources, relationships, and culture.

HP

Students demonstrate an understanding of how historical events and human/natural phenomena impact ideas and beliefs. They also demonstrate an understanding that geographic factors and shared past events affect human interactions.

RI

Students cite evidence to support their claims and determine the main ideas of a passage.

W

Students draw evidence from informational text to support analysis, reflection, and research.

Students write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Future learningC&G

In the fourth quarter, students will explain how actions taken or not taken impact societies.

G

In the fourth quarter, students will explain how humans depend on their environment and how the environment influences the development of civilizations.

HP

In the fourth quarter, students will compare and contrast the development of RI ethnic history to the nation's history.

In the fourth quarter, students will contrast the diversity of different groups, places, and time periods or diversity within the same group over time.

RI

In the fourth quarter, students will identify key steps in a text’s description of a process related to social studies. Students will identify the meaning of words and phrases that are used in texts as they are related to social studies.

W

In the fourth quarter, students will produce clear and coherent writing and draw evidence from informational texts.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.education.nationalgeographic.com/education/activity

www.docsteach.org

www.discoveryeducation.com

www.geography.about.com

Vocabulary

Tier 2

innovation

distribution

cooperation

conflict

advancements

Tier 3

rights

responsibilities

Professional resources in print for teachers

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- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book’s chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 3, Unit 2

Government

Overview

Number of instructional days: 12 (1 day =45 minutes)

Rationale for placement

The focus of this unit includes understanding changes that occur in government and the enduring principles of the United States government, as well as understanding the benefits and challenges that present themselves in an interconnected world.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE understanding of **origins, forms, and purposes of government**
- DEMONSTRATE an understanding of **democratic values and principles**
- IDENTIFY sources to ANSWER questions about **current issues**
- UNDERSTAND **choices made impact others locally, nationally, and globally**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY **key steps** in a **text's description of a process**.
- DETERMINE **meaning of words and phrases** used in a text
- PRODUCE **clear and coherent writing**
- DRAW **evidence** from informational text to SUPPORT **analysis reflection** and **research**.

Essential questions

- What are the causes of major changes in government?
- What has allowed the United States government to endure over time?
- How do reliable sources help us to understand and answer questions about important issues?
- What are some technological, geographical, and economical issues that are both benefits and challenges to the interconnected world?
- How is the Constitution a living document?

Written Curriculum

Grade-Span Expectations for Social Studies

C & G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- c. citing examples of when major changes in governments have occurred (e.g., American Revolution, Hammurabi’s Code, Rhode Island Royal Charter/ RI Constitution)

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination
 - b. identifying enduring documents (e.g., *Bill of Rights*, *U.S. Constitution*) that reflect the underlying principles of the United States

C&G 4: People engage in political processes in a variety of ways.

- (5-6) –3 Students participate in a civil society by...
- d. identifying and accessing reliable sources to answer questions about current important issues (e.g. news media, children’s news magazines)

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- b. citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Key Ideas and Details

- RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Craft and Structure

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Knowledge and Ideas

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

During the second quarter, students demonstrated an understanding of the basic structure of the Constitution. They identified and defined the roles and functions of the three branches of government, and they demonstrated an understanding of how the separation of powers and system of checks and balances affects the U.S. government.

Students also demonstrated an understanding of the rights, liberties, and responsibilities of U.S. citizens and of the importance of the Constitution being a living document.

RI

Students identified key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Students determined the meaning of words and phrases as they were used in a text, including vocabulary specific to domains related to history/social studies.

W

Students produced clear and coherent writing in which the development, organization, and style were appropriate to task, purpose, and audience. They gathered evidence from informational texts to support analysis, reflection, and research.

Current learning*C&G*

Students are introduced to examples of when major changes in government have occurred.

Students identify enduring documents that reflect the underlying principles of the United States.

RI

Students identify key steps in a text's description of a process related to history/social studies. They determine the meaning of words and phrases used in text.

W

Students produce clear and coherent writing. They draw evidence from informational texts to support analysis, reflection, and research.

Future learningHP

In Quarter 4, students will describe challenges or obstacles a civilization, country, or nation faced as it grew over time.

C&G

In Quarter 4, students will identify and summarize the rule of law. They will demonstrate an understanding of citizens' rights and responsibilities, and they will demonstrate their participation in political processes in a variety of ways.

E

Students will demonstrate an understanding of the role of government in a global economy.

RI

Students will identify key steps in a text's description of a process related to history/social studies. They will determine the meaning of words and phrases used in text.

W

Students will produce clear and coherent writing. They will draw evidence from informational texts to support analysis reflection and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.archives.gov/education/lessons

www.docsteach.gov

www.kids.gov

www.icivics.gov

www.discoveryeducation.com

www.schoolhouserock.com

www.worldbookonline.com

Websites with common core information, strategies, or lessons

Professional resources in print for teachers

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- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

VocabularyTier 2

enduring

benefits

challenges

values

principles

Tier 3

governance

limited power

authority

democratic

economical

Grade 6 Social Studies, Quarter 3, Unit 3

Historical Inquiry

Overview

Number of instructional days: 8 (1 day = 45 minutes)

Rationale for placement

Students will act as historians by asking and answering historical questions, organizing information, and evaluating information in terms of relevance.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE **historical conditions and events** that relate to contemporary issues.
- DEMONSTRATE an understanding of how **past frames the present**
- ANSWER “**what if**” questions and USE **evidence to EXPLAIN** how **history** might have been different
- DEMONSTRATE an understanding that **innovations, inventions, change and expansion cause increased interaction among people**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DESCRIBE how a text presents **information** (sequentially, comparatively, casually)
- IDENTIFY aspects of a text that reveal an **author’s point of view or purpose**
- WRITE arguments on discipline-specific content
- DEVELOP and STRENGTHEN writing by **planning, revising, editing, rewriting or trying a new approach**
- USE **technology** to PRODUCE and PUBLISH writing
- GATHER **relevant information** from multiple print and digital sources; ASSESS **credibility and accuracy of source**; PARAPHRASE the **data and conclusions**

Essential questions

- What are some historical events that relate to issues today?
- How might history have been different if specific events had not taken place?
- What are some factors or reasons that led to interaction among people in the world?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 3: The study of history helps us understand the present and shape of the future.

- (5-6) – 1 Students demonstrate an understanding of how the past frames the present by...
- a. identifying historical conditions and events that relate to contemporary issues (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)
 - b. answering “what if” questions and using evidence to explain how history might have been different (e.g., *How might history be different if Anne Hutchinson hadn’t dissented?*)

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- b. providing historical examples of factors, causes, and reasons that lead to interactions (e.g., exploration of worlds).

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Writing Standards

Text Types and Purposes

- WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- c. Use words, phrases, and causes to create cohesion and clarify the relationship among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

HP

In Quarter 2, students asked and answered historical questions, organized information, and evaluated it based on relevance.

They investigated and summarized historical data and made connections between two events.

RI

During second quarter, students described how a text presents information, and identified aspects of the text that revealed point of view or purpose.

W

In Quarter 2, students used technology to gather information from multiple sources and assessed credibility to produce and publish writing.

Current learning

HP

Students demonstrate an understanding of how the past frames the present by identifying historical conditions and events that relate to contemporary issues.

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Students answer “what-if” questions and use evidence to explain how history might have been different.

RI

Students describe how a text presents information. They identify aspects of a text that reveal an author’s point of view or purpose.

W

Students write arguments focused on discipline-specific content.

Future learning

HP

Students will identify and describe how national and world events have impacted Rhode Island, and how Rhode Island has impacted the world.

Students will cite examples of how technology has had a positive or negative effect on societies and on the environment.

Students will use historical context and describe the impact of diversity in relation to conflict, cooperation, growth, or decline.

RI

Students will describe how a text presents information (sequentially, comparatively, casually). They will identify aspects of a text that reveal an author’s point of view.

W

Students will continue to use technology to produce and publish writing. They will also continue to gather relevant information from multiple sources, assess credibility and accuracy, paraphrase data, and write conclusions.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.youtube.com (Search: Drive thru history)

www.history.com

www.discoveryeducation.com

www.sheg.stanford.edu/world

www.smithsonianeducation.org

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Vocabulary

Tier 2

contemporary

frames

innovations

inventions

factors

Tier 3

human/natural phenomena

Grade 6 Social Studies, Quarter 3, Unit 4

Economic Concepts

Overview

Number of instructional days: 6 (1 day = 45 minutes)

Rationale for placement

In this unit, students will learn that societies develop different ways to deal with economic challenges; they will also learn about the variety of ways producers and consumers exchange goods and services.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DEMONSTRATE an understanding that societies develop different ways to deal with **scarcity and abundance** by DESCRIBING the **distribution of goods and services**
- DEMONSTRATE an understanding of the variety of ways **producers and consumers exchange goods and services** by COMPARING and CONTRASTING **incentives**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- INTERGRATE **visual information** (charts, graphs, photographs, videos or maps)
- DISTINGUISH among **fact, opinion and reasoned judgment** in a text
- DRAW **evidence** from informational texts to SUPPORT analysis reflection and research

Essential questions

- How does a society dealing with scarcity or abundance distribute goods and services?
- How do marketing and advertising relate to consumer spending?

Written Curriculum

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

(5-6) – 3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...

- a. describing the distribution of goods and services.

E 2: Producers and consumers locally, nationally and internationally engage in the exchange of goods and services.

(5-6) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

- c. comparing and contrasting incentives (i.e., advertising and marketing) related to consumer spending.

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Integration of Knowledge and Ideas

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

Production and Distribution of Writing

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards

Key

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning

E

During Quarter 2, students demonstrated an understanding that societies develop different ways to deal with scarcity and abundance by identifying how scarcity impacts movement of people and goods. They identified and explained how supply, demand, and incentives affect consumer and producer decision-making.

RI

During Quarter 2, students integrated visual information with other information in print and digital texts. They distinguished among fact, opinion, and reasoned judgment in a text.

W

Students produced clear and coherent writing—with organization and style—appropriate to task, purpose, and audience.

Students have drawn evidence from informational texts to support analysis and research.

Current learning

E

Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by describing the distribution of goods and services. They demonstrate an understanding of the variety of ways that producers and consumers exchange goods and services by comparing and contrasting incentives.

RI

Students integrate visual information with other information in print and digital texts. They distinguish among fact, opinion, and reasoned judgment.

W

Students produce clear and coherent writing, drawing evidence from informational text to support analysis and research.

Future learning

E

In seventh grade, students will demonstrate an understanding that scarcity and abundance cause individuals to make economic choices.

RI

In seventh grade, students will continue to integrate visual information with other information in print and digital texts.

Students will distinguish among fact, opinion, and reasoned judgment.

W

Students will continue to produce clear and coherent writing. They will continue to draw evidence from informational text to support analysis and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.pbslearningmedia.org

www.fte.org/teacher-resources/lesson-plans/efiahlessons/

www.ecedweb.unomaha.edu/lessons/lessons6-12.cfm

www.pbs.org/teachers/socialstudies/inventory/economics-68.html

Vocabulary

Tier 2

society

producers

consumers

international

national

marketing

advertising

Tier 3

scarcity

abundance

goods and services

supply and demand

incentives

specialization

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

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Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Grade 6 Social Studies, Quarter 4, Unit 1

Cultures of the World

Overview

Number of instructional days: 12 (1 day =45 minutes)

Rationale for placement

During this unit, the focus is on human dependence on the environment and how actions taken or not taken affect society. Another focus is on how Rhode Island's diverse ethnic history developed in relation to the nation's history.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- EXPLAIN how **human dependence on environment influence development of civilizations**
- EXPLAIN how **actions taken or not taken impact societies**
- COMPARE and CONTRAST the **development of RI ethnic history** to the nation's history
- COMPARE and CONTRAST the **diversity** of different groups, places, and time periods over a time

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- CITE specific **textual evidence** to SUPPORT analysis of **primary and secondary sources**
- DETERMINE the **central ideas or information** of a primary and secondary source; PROVIDE an **accurate summary** of the source
- DRAW **evidence** from **informational text** to support analysis, reflection and research
- WRITE routinely over extended time frames (reflection and revision) and shorter time frames (single sitting) for **discipline-specific tasks, purposes and audiences.**

Essential questions

- How does human dependence on the environment influence the development of civilizations?
- How do actions taken or not taken impact societies in an interconnected world?
- What historical factors make RI unique?
- What are factors that affect cultural diversity within a society?

Written Curriculum

Grade-Span Expectations for Social Studies

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- (5-6) – 1 Students explain how humans depend on their environment by...
- b. explaining how human dependence on environment influenced development of civilizations.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...
- b. explaining how actions taken or not taken impact societies (e.g., natural disasters, incidences of social injustice or genocide)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (5-6) – 1 Students connect the past with the present by...
- b. comparing and contrasting the development of RI ethnic history to the nation's history (e.g., *What historical factors makes RI unique?*; immigration, settlement patterns, religion, resources, geography)

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time.

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Text Types and Purposes

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing Standards**Research to Build and Present Knowledge**

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning**C&G**

During the third quarter, students demonstrated an understanding of the benefits and challenges of an interconnected world.

G

During the third quarter, students demonstrated an understanding of how physical and human characteristics influence places and regions. They also demonstrated an understanding of how human systems and movement are affected by the distribution of population and resources and relationships and culture.

HP

During the third quarter, students demonstrated an understanding of how historical events and human/natural phenomena affect ideas and beliefs. They also demonstrated an understanding that geographic factors and shared past events affect human interactions.

RI

During the third quarter, students cited evidence to support their claims and determined the main ideas of a passage.

W

In Quarter 3, students drew evidence from informational text to support analysis, reflection, and research.

Students have written routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Current learningC&G

Students explain how actions taken or not taken affect societies.

G

Students explain how humans depend on their environment and how the environment influences the development of civilizations.

HP

Students compare and contrast the development of Rhode Island ethnic history with the nation's history.

Students will compare and contrast the diversity of different groups, places, and time periods, or the diversity within the same group, over time.

RI

Students cite evidence to support their claims and determine the main ideas of a passage.

W

Students draw evidence from informational text to support analysis, reflection, and research.

Students write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Future learningC&G

Students will demonstrate an understanding of the benefits and challenges of an interconnected world by considering competing interests on issues that benefit some people and cause other people to suffer (e.g., slavery, whaling, oil exploration).

G

Students will explain how humans depend on their environment by analyzing how human dependence on the environment affects political, economic, and social decisions.

HP

Students will demonstrate an understanding that a variety of factors affect cultural diversity within a society by applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

Students will demonstrate an understanding that a variety of factors affect cultural diversity within a society by identifying how movement (e.g., ideas, people, technology) affects cultural diversity.

RI

Students will cite evidence to support their claims and determine the main ideas of a passage.

W

Students will draw evidence from informational text to support analysis, reflection, and research. Students will write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Resources

Suggested primary and secondary documents

Will be based on content

Suggested field trips

Woonsocket Work and Culture Museum

Suggested online resources

http://education.nationalgeographic.com/education/?ar_a=1

www.docsteach.org

www.discoveryeducation.com

www.geography.about.com

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

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interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Vocabulary

Tier 2

civilization
locally
nationally
globally
diversity
environment
society

Tier 3

dependence
interconnected

Grade 6 Social Studies, Quarter 4, Unit 2

Government

Overview

Number of instructional days: 14 (1 day =45 minutes)

Rationale for placement

The focus of this unit is on the challenges and obstacles societies face over time and on identifying rights and responsibilities and the way political processes affect people and the economy.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DESCRIBE challenges or obstacles a civilization/country/nation faced as it grew over time
- IDENTIFY and SUMMARIZE the **rule of law** using various enduring/significant documents
- IDENTIFY conflicts between individual rights and the common good
- PRESENT and COMMUNICATE an **opinion** using a variety of sources to an **audience beyond the classroom**
- DEMONSTRATE an understanding of how government policies can positively or negatively affect an economy

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

- IDENTIFY key steps in a text's description of a process
- DETERMINE meaning of words and phrases used in a text
- PRODUCE clear and coherent writing
- DRAW **evidence** from informational text to SUPPORT **analysis reflection** and **research**

Essential questions

- What are challenges and obstacles that countries face as they grow over time?
- What are sources of authority and how can they be changed?
- How do citizens balance personal interests and working for the common good?
- How can students participate in meaningful civic action?
- How do government policies positively or negatively impact the economy?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- c. describing challenges or obstacles a civilization/ country/ nation faced as it grew over time.

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (5-6) – 2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- a. identifying and summarizing the rule of law, using various enduring/ significant documents (e.g., *Magna Carta*, *Preamble of U.S. Constitution*, *U.N. Rights of the Child*, “I Have A Dream” speech)

C&G 3: In a democratic society, all people have certain rights and responsibilities

- (5-6) – 1 Students demonstrate an understanding of citizens’ rights and responsibilities by...
- d. identifying conflicts between individual rights and the common good (e.g. Eminent domain, airport expansion, Scituate Reservoir, Coastal Access)

C&G 4: People engage in political processes in a variety of ways.

- (5-6)-2 Students demonstrate their participation in political processes by...
- a. using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom (e.g., letter to the editor, student exhibition, persuasive essay, article in school newspaper)

E 3: Individuals, institutions, and governments have roles in economic systems.

- (5-6) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- a. depicting the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).

Common Core Standards for English Language Arts or Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Text Types and Purposes

- RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing Standards**Production and Distribution of Writing**

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

- WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

During the third quarter, students were introduced to examples of when major changes in government have occurred.

Students identified enduring documents that reflect the underlying principles of the United States.

RI

During the third quarter, students identified key steps in a text's description of a process related to history/social studies. They also determined the meaning of words and phrases used in text.

W

During the third quarter, students produced clear and coherent writing. They used evidence from informational texts to support analysis, reflection, and research.

Current learning*C&G*

In the fourth quarter, students identify and summarize the rule of law. They demonstrate an understanding of citizens' rights and responsibilities, and they demonstrate their participation in political processes in a variety of ways.

E

Students demonstrate an understanding of the role of government in a global economy.

RI

Students identify key steps in a text's description of a process related to history/social studies. They determine the meaning of words and phrases used in text.

W

Students will produce clear and coherent writing, drawing evidence from informational texts to support analysis, reflection, and research.

Future learningHP

In seventh grade, students will demonstrate an understanding that a variety of factors affect cultural diversity within a society by applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

C&G

In seventh grade, students will demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by identifying and explaining how an action taken by an individual or a group affects the rights of others.

In seventh grade, students will demonstrate an understanding of origins, forms, and purposes of government by identifying and explaining the origins and basic functions of government and explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy).

In seventh grade, students will demonstrate an understanding of political systems and political processes by describing how and why individuals identify themselves politically (e.g., Federalist, anti-Federalist, suffragette, pacifist, nationalists, socialist).

RI

Students will identify key steps in a text's description of a process related to history/social studies. They will determine the meaning of words and phrases used in text.

W

Students will produce clear and coherent writing, and they will draw evidence from informational texts to support analysis reflection and research.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.archives.gov/education/lessons

www.docsteach.gov

www.kids.gov

www.icivics.gov

www.discoveryeducation.com

www.schoolhouserock.com

www.worldbookonline.com

Professional resources in print for teachers

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strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

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- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Vocabulary

Tier 2

challenges
obstacles
enduring

Tier 3

substantiate
authority
common good

Grade 6 Social Studies, Quarter 4, Unit 3

Historical Inquiry

Overview

Number of instructional days: 12 (1 day = 45 minutes)

Rationale for placement

This unit will focus on the impacts of historical events, conflict, and diversity, including the impacts on technology, economies, cultures, and individuals.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and DESCRIBE how national and world events have impacted RI and how RI has impacted world events
- CITE examples of how science and technology have had positive or negative impacts upon societies and the environment in the past and present.
- DESCRIBE how diversity contributes to conflict, cooperation, growth, or decline using a historical context
- PROVIDE examples of how innovation and technology positively or negatively impact industries, economics, cultures and individuals

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- DESCRIBE how a text presents **information** (sequentially, comparatively, casually)
- IDENTIFY aspects of a text that reveal an **author's point of view or purpose**
- WRITE **arguments** on discipline-specific content
- USE **technology** to PRODUCE and PUBLISH writing
- GATHER **relevant information** from multiple print and digital sources; ASSESS **credibility and accuracy of source**; PARAPHRASE the **data and conclusions**

Essential questions

- How have historical events impacted RI? How has RI impacted world events?
- How has technology had a positive or negative impact on society and the environment?
- Historically, how has diversity contributed to conflict, cooperation, growth, or decline?
- What are some examples of how technology or innovation affect industries, economies, cultures, and individuals?

Written Curriculum

Grade-Span Expectations for Social Studies

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (5-6) – 1 Students connect the past with the present by...
- c. identifying and describing how national and world events have impacted RI and how RI has impacted world events (e.g., China Trade, WWII, Industrial Revolution)

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (5-6) – 2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. citing examples of how science and technology have had positive or negative impacts upon societies and the environment in the past and present.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (5-6) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- b. using a historical context, describe how diversity contributes to conflict, cooperation, growth, or decline.

E2: Producers and consumers locally, nationally, and internationally engage in the exchange goods and services.

- (5-6) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- b. providing examples of how innovations and technology positively or **negatively impact industries, economies, cultures, and individuals.**

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards

Craft and Structure

- RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts)

Writing Standards**Production and Distribution of Writing**

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Clarifying the Standards**Key**

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning*HP*

In the third quarter, students demonstrated an understanding of how the past frames the present by identifying historical conditions and events that relate to contemporary issues.

Students answered what-if questions and used evidence to explain how history might have been different.

RI

In Quarter 3, students described how a text presents information and identified aspects of a text that reveal point of view or purpose.

W

In the third quarter, students used technology to gather information from multiple sources and assess credibility to produce and publish writing.

Current learning*HP*

Students identify and describe how national and world events have impacted Rhode Island and how Rhode Island has impacted the world.

Students cite examples of how technology has had a positive or negative effect on societies and the environment. They also describe the impact of diversity in relation to conflict, cooperation, growth, or decline, using historical context.

E

Students analyze how innovations and technology affect the exchange of goods and services.

R

Students describe how a text presents information (sequentially, comparatively, casually). They identify aspects of a text that reveal an author's point of view.

W

Students continue to use technology to produce and publish writing. They continue to gather relevant information from multiple sources, assess credibility and accuracy, and paraphrase data and conclusions.

Future learningHP

In seventh grade, students will connect the past with the present by determining the causes and effects of specific historical events that affect Rhode Island today.

Students will demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by identifying and describing how traits of civilization develop in response to innovations, inventions, change, and territorial expansion.

Students will demonstrate an understanding that a variety of factors affect cultural diversity within a society by identifying how movement (e.g., ideas, people, technology) affects cultural diversity.

E

In seventh grade, students will analyze how innovations and technology affect the exchange of goods and services by describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.

Students will analyze how innovations and technology affect the exchange of goods and services by explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.

RI

In seventh grade, students will continue to describe how a text presents information (sequentially, comparatively, casually). They will continue to identify aspects of a text that reveal an author's point of view.

W

In seventh grade, students will continue to use technology to produce and publish writing. They will continue to gather relevant information from multiple sources, assess credibility and accuracy, and paraphrase data and conclusions.

Resources

Suggested primary and secondary documents

Will be based on content.

Suggested online resources

www.youtube.com Search: Drive thru history

www.history.com

www.discoveryeducation.com

www.sheg.stanford.edu/world

www.smithsonianeducation.org

Professional resources in print for teachers

Lesh, Bruce A. *Why Won't You Just Tell US the Answer? Teaching Historical Thinking in Grades 7–12*. N.p.: Stenhouse Publishers, 2011. Print.

- The book is written by a high school teacher who provides a common-sense approach to changing your classroom to teach historical thinking. The book's chapters each cover a different method of teaching historical thinking with a lesson plan on a specific topic. Some of the chapter topics include Nat Turner, the Rail Strike of 1877, the Battle of Little Big Horn, the Korean War, and the Civil Rights Movement.

Loewen, James W. *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited about Doing History*. Columbia University: Teacher College Press, 2010. Print.

- In this book, Professor Loewen builds off his bestseller “Lies that My Teacher Told Me” with the premise that a history classroom should be set up for students to “do” history rather than memorize evidence. The book offers many suggestions on how to change teaching practices, and it includes content that discusses the bias found in current textbooks.

Schur, Joan B. *Eyewitness to the Past: Strategies for Teaching American History in Grades 5–12*. Portland, ME: Stenhouse Publishing, 2007. Print.

- In this book, the Schur examines six types of primary sources—diaries, travelogues, letters, news articles, election speeches, and scrapbooks. The book also includes interactive strategies for analyzing the unique properties of each type of primary source so that students can create their own written and oral arguments.

Williams, Yohuru. *U.S. History Beyond the Textbooks*. Thousand Oaks, CA: Corwin, 2008. Print.

- Professor Williams is a very engaging professor at Fairfield University who offers six strategies for teaching history that engage students in the classroom. The strategies require students to analyze or research topics in a “fun” investigative approach. One strategy, called the HOST Files, has students investigate local history; another, the “ESP,” asks students to look at a major historical event and investigate its economic, social, and political impact; and the “intersection” strategy ask students to analyze the

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viewpoints and motives of historical figures who meet at a major historical event or intersection in time.

Wineburg, Sam. *Historical Thinking and Other Unnatural Acts—Charting the Future of Teaching the Past*. Philadelphia: Temple UP. 2012. Print.

- A series of different topics are covered in this scholarly work on the current status of teaching history in America. The author highlights the difficulties of teaching historical thinking and offers suggestions on how to improve the current delivery of instruction. Wineburg is one of the major scholars in this area of history education.

Wineburg, Sam; Martin, Daisy; and Monte-Sano, Chauncey. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. Columbia University. NY: Teacher College. 2013. Print.

- This book provides several detailed lesson plans on content-specific events; each plan includes multiple primary sources. A key feature of the book is that it offers several alternative ways to teach the lesson depending on the amount of time you have and the level at which your students are learning.

Vocabulary

Tier 2

impact
innovations
inventions
factors
cooperation

Tier 3

human/natural phenomena
producers
consumers