

GRADE 6

REVOLUTION AND CONSTITUTION

Units 1 & 2

ERA 3 1754 -1820’s Revolution and the New Nation

Essential Questions:

- Define revolution and why there was an American Revolution;
- Why was the U.S. Constitution a revolutionary idea?

Sept. – Nov.	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p><u>US History Standard 1</u> The causes of the American Revolution, the ideas, and interests involved in forging the revolutionary movement, and the reasons for the American victory.</p> <p>1A The student understands the causes of the American Revolution.</p> <p>1B The student understands the principles articulated in the Declaration of Independence</p> <p>1C The student understands the factors affecting the cause of the war and contributing to the American victory.</p> <p><u>US History Standard 2</u> The impact of the American Revolution on politics, economy, and society.</p> <p>2A The student understands revolutionary government making at national and state levels.</p> <p>2B The student understands the economic issues arising out of the Revolution.</p> <p>2C The student understands the Revolution's effect on different social groups.</p> <p><u>US History Standard 3</u> The institution and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the US Constitution and Bill of Rights.</p> <p>3A The student understands the issues involved in the creation and ratification of the US Constitution and the new government it established.</p>	<p>1 <u>The World in Spatial Terms</u></p> <p>1A Use the spatial concepts of location, distance, direction, scale, movement and region to describe the spatial organization of places, as exemplified by being able to...</p> <p>1B Analyze the location of places and suggest why particular locations are used for certain human activities as exemplified by being able to</p> <p>2 <u>Places and Regions</u></p> <p>2A Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified as being able to</p> <p>2B Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to</p> <p>2C Compare the different ways in which people view and relate to places and regions, as exemplified as being able to</p> <p>3 <u>Human Systems</u></p> <p>3A Compare the causes and effects of human migrations, as exemplified as being able to...</p> <p>3B Identify and compare the cultural characteristics of different regions and people, as exemplified by being able to</p> <p>3C Explain how and why people compete for control of the Earth's surface</p>	<p>Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.</p> <p>Consider multiple perspectives</p> <p>Establish temporal order in constructing historical narratives of their own.</p> <p>Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</p> <p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Evaluate the implementation of a decision.</p> <p>Identify the central question(s) the historical narrative addresses.</p>	<p>Explain the consequences of the Seven Years War and the overhaul of the English imperial policy following the Treaty of Paris 1763.</p> <p>Compare the arguments advanced by defenders and opponents of the new imperial policies on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire.</p> <p>Reconstruct the chronology of critical events, leading to the outbreak of armed conflicts between the American colonies and England.</p> <p>Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.</p> <p>Explain how key principles in the Declaration of Independence grow in importance to become unifying ideas of American Democracy.</p> <p>Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans.</p> <p>The student analyzes the arguments over the Articles of Confederation.</p> <p>Analyze the factors that led to Shay's Rebellion.</p> <p>Compare the revolutionary goals of different groups - for ex., rural farmers and urban craftsmen,</p>	<p>Essential Questions: Define revolution and why there was an American Revolution. Why was the U.S. Constitution a revolutionary idea?</p> <p>Historical Inquiry/Habits of Mind What happened? Why did it happen? Where did it happen? Why was it significant? What changed over time as a result? How were people's lives changed?</p> <p>Concept Review: <i>Political, Economic, and Social Causes of the American Revolution</i> Make a Cognitive Map</p> <p>Concept: <i>"Protesting"</i> Sons of Liberty and Daughters of Liberty Oral Communication Activity to include defending the arguments of defenders and opponents of imperial policies. Use Debate Sheets to compare/contrast points of view.</p> <p>Concept: <i>Moving Toward Independence</i> Create a Time Line A New Nation is Born</p> <p>Concept: <i>From Colonies to States</i> Create a Map</p> <p>Concept: <i>"Heroes" and Founders of Our Nations</i></p>	<p>UNIT 1 Assessment: "Revolution "</p> <p>UNIT 2 Assessment "Constitution"</p> <p>Additional Pieces:</p> <p>Cognitive Map</p> <p>Oral Communication Score & Debate Sheets</p> <p>Time Line</p> <p>Physical Map</p> <p>Bio Poems</p> <p>Book of Founders</p>

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Sept. – Nov.	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p>3B The student understands the guarantees of the Bill of Rights and its continuing significance.</p> <p>3D The student understands the development of the first American party system.</p>	<p>4 <u>Uses of Geography</u></p> <p>How to Apply Geography to Interpret the Past</p>		<p>northern merchants and southern planters - and how the Revolution altered social, political, and economic relations among them.</p> <p>Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states.</p> <p>Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history.</p> <p>Analyze the significance of the Bill of Rights and its specific guarantees.</p> <p>Compare the leaders and social and economic composition of each party.</p>	<p>Kick off with "Ride of Paul Revere" BioPoems</p> <p>Partner Poem Presentations. Audience takes notes on other heroes to make a final "Book of Founders".</p> <p>Examples: Patrick Henry, Sam Adams, John Paul Jones, John and Abigail Adams, Crispus Attucks, Lafayette, Paul Revere Thomas Paine, Thomas Jefferson, Anne Hutchinson, etc.</p> <p>Vocabulary Component: Text</p> <p>Introductory Concept: Thomas Jefferson, 3rd President, inventor, lawyer, farmer, architect, Patriot. Read Thomas Jefferson's Letter to Grandson</p> <p>Students complete a reflection response.</p> <p>Concepts: <i>First Continental Congress</i> Thomas Paine introduces the idea to meet and write Declaration of Independence. "Common Sense" sold 1/2 million copies.</p> <p><i>Origins of Declaration of Independence</i> Articles of Confederation - First Document was weak first attempt.</p> <p><i>Bill of Rights - How has it grown in meaning and importance?</i> Discuss First Ten Amendments. Students write compare/contrast piece on meaning then and meaning now.</p> <p>Use School House Rock History Series Video to memorize: "We the people. . ."</p> <p>Role-Playing</p>	

GRADE 6

WHO IS AN AMERICAN?

Units 3

ERA 4 1801 – 1861 Expansion and Reform

Essential Questions:

- Who is an American?
- How has immigration changed this definition?
- What happened when cultures collided?

Dec. – Feb.	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p><u>US History Standard 1</u> United States Territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.</p> <p>1A The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.</p> <p>1B The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.</p> <p>1C The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.</p> <p><u>US History Standard 2</u> How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.</p> <p>2A The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.</p> <p>2B The student understands the first era of American urbanization.</p> <p>2C The student understands how antebellum immigration changed American society.</p> <p>2D The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.</p>	<p>1 <u>The World in Spatial Terms</u></p> <p>How To Analyze the Spatial Organization of People , Places, and Environments on Earth's Surface</p> <p>2 <u>Places and Regions</u></p> <p>2A Describe and compare the human characteristics of places at a variety of scales, local to global</p> <p>2B Describe and compare different places at a variety of scales, local to global</p> <p>2C Describe and explain the physical and human processes that shape the characteristics of places</p> <p>2D How Culture and Experience Influence Peoples Perception of Places and Regions</p> <p>3 <u>Human Systems</u></p> <p>3A The Characteristics, Distribution, and Migration of Human Populations on Earth's Surface</p> <p>3B Identify and compare the cultural characteristics of different regions and people</p> <p>3C Describe changes in culture</p> <p>3D The Processes, Patterns, and Functions of Human Settlement</p> <p>3E Describe the characteristics of political units at different scales</p>	<p>Draw upon data in historical maps.</p> <p>Compare and contrast differing sets of ideas.</p> <p>Consider multiple perspectives.</p> <p>Appreciate historical perspectives.</p> <p>Explain historical continuity and change.</p> <p>Draw upon literary and artistic sources.</p> <p>Analyze cause-and-effect relationships including the importance of the individual in history. Examine the influence of ideas and the role of change.</p> <p>Compare and contrast different patterns of settlement.</p>	<p>Analyze Napoleon's reasons for selling Louisiana to the United States</p> <p>Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.</p> <p>Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy.</p> <p>Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole.</p> <p>Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influences the westward expansion of the nation. (Relations with Native Americans and Mexican War)</p> <p>Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment.</p> <p>Analyze how the factory system affected gender roles and changed the lives of men, women, and children.</p> <p>Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial sites.</p>	<p>Essential Questions:</p> <p>Who is An American?</p> <p>How has immigration changed this definition?</p> <p>What happened when cultures collided?</p> <p>Historical Inquiry/Habits of Mind</p> <p>What happened? When did it happen? Where did it happen? Why was it significant? What changed over time as a result? How were people's lives changed?</p> <p>Use overhead to show how overnight the US doubled. Cosmopolitan culture spread.</p> <p>Use story called <u>Sun</u>. (Indian girl story of displacement)</p>	<p>Assessment</p> <p>"Who is an American?"</p> <p>"Factors Leading to the Civil War"</p>

GRADE 6

WHO IS AN AMERICAN?

Dec. - Feb	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p>2E The student understands the settlement of the West.</p> <p><u>US History Standard 4</u> The sources and character of cultural, religious, and social reform movements in the antebellum period.</p> <p>4A The student understands the abolitionist movement.</p> <p>4B The student understands how Americans strived to reform society and create a distinct culture.</p>	<p>4 <u>Uses of Geography</u></p> <p>How to Apply Geography to Interpret the Past</p>		<p>Compare popular and high culture in the growing cities.</p> <p>Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany.</p> <p>Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party.</p> <p>Explain how the cotton gin and opening of new lands in the South and West led the increased demand for slaves.</p> <p>Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans.</p> <p>Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings.</p> <p>Explore the lure of the West and the reality of life on the frontier.</p> <p>Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement.</p> <p>Explain the importance of the Second Great Awakening and the ideas of its principal leaders.</p> <p>Examine how literary and artistic movements fostered a distinct American.</p>		

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WHO IS AN AMERICAN?

Dec. – Feb.	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
				<p>identity among different groups and in different regions Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840's and 1850's.</p> <p>Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West.</p>		

GRADE 6

CIVIL WAR AND RECONSTRUCTION

Units 4

ERA 5 1850 – 1877 Civil War and Reconstruction

Essential Questions:

- How did Americans Strive to Reform Society and Create a Distinct Culture?
- What role did geography play in the development of the United States?

March - April	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p><u>US History Standard 1</u> The causes of Civil War: The student understands how the North and South differed and how politics and ideologies led to the Civil War.</p> <p><u>US History Standard 2</u> The course and character of the Civil War and its effects on the American people.</p> <p>2A The student understands how the resources of the Union and Confederacy affected the course of the war.</p> <p>2B The student understands the social experience of the war on the battlefield and homefront.</p> <p><u>US History Standard 3</u> How various reconstruction plans succeeded or failed.</p> <p>3A The student understands the political controversy over Reconstruction.</p> <p>3C The student understands the successes and failures of reconstruction in the South, North, and West.</p>	<p>1 <u>The World in Spatial Terms</u></p> <p>How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information from a Spatial Perspective</p> <p>2 <u>Places and Regions</u></p> <p>2A The Physical and Human Characteristics of Places</p> <p>2B Places and Regions That People Create Regions to Interpret Earth's Complexity</p> <p>2C How Culture and Experience Influence People's Perceptions of Places and Regions</p> <p>3 <u>Human Systems</u></p> <p>3A Describe the structure of different populations through the use of key demographic concepts</p> <p>3B Analyze the population characteristics of places, to explain population patterns</p> <p>3C How the Forces of Cooperation and Conflict Among People Influence the Division and Control of Earth's Surface</p> <p>4 <u>Uses of Geography</u></p> <p>How to Apply Geography to Interpret the Past</p>	<p>Compare competing historical narratives</p> <p>Compare and contrast differing sets of ideas.</p> <p>Examine historical perspectives.</p> <p>Consider multiple perspectives.</p> <p>Analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.</p>	<p>Explain the causes of the Civil war and evaluate the importance of slavery as a principal cause of the conflict.</p> <p>Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.</p> <p>Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance.</p> <p>Compare women's homefront and battlefield roles in the Union and the Confederacy.</p> <p>Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation.</p> <p>Explain the provisions of the 14th and 15th Amendments and the political forces supporting and opposing each.</p> <p>Evaluate why corruption increased in the postwar period.</p>	<p>Essential Questions:</p> <p>How did Americans Strive to reform society and create a distinct culture?</p> <p>What role did geography play in the development of the United States?</p> <p>How did the government reflect the rapidly changing needs of a new nation?</p> <p>Historical Inquiry/Habits of Mind:</p> <p>What happened? When did it happen? Where did it happen? Why was it significant? What changed over time as a result? How were people's lives changed?</p>	<p>Assessment</p> <p>Reconstruction of the United States</p>

GRADE 6

INDUSTRIALIZATION AND GROWTH

Units 5

ERA 6 1870 – 1900 The Development of the Industrial United States

Essential Questions:

- How did technology affect the cultural and economic development of the United States?

May - June	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
	<p><u>US History Standard 1</u> How the rise of corporations, heavy industry, and mechanized farming transformed the American people.</p> <p>1A The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.</p> <p>1B The student understands the rapid growth of cities and how urban life changed.</p> <p>1C The student understands how agriculture, mining, and ranching were transformed.</p> <p>1D The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.</p> <p><u>US History Standard 2</u> Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.</p> <p>2A The student understands the sources and experiences of the new immigrants.</p> <p>2B The student understands "scientific racism", race relations, and the struggle for equal rights.</p>	<p>1 <u>The World in Spatial Terms</u> How to Use Maps and Other Geographic Representations, Tools, and Technologies to Acquire, Process, and Report Information from a Spatial Perspective</p> <p>1A How to Use Mental Maps to Organized Information About People, Places, and Environments in a Spatial Context</p> <p>1B The World in Spatial Terms How to Analyze the Spatial Organization of People, Places, and Environments on the Earth's Surface</p> <p>2 <u>Places and Regions</u> The Physical and Human Characteristics of Places</p> <p>2A How Culture and Experience Influence People's Perception of Places and Regions</p> <p>3 <u>Human Systems</u></p> <p>3A The Characteristics, Distribution, and Migration of Human Populations on Earth's Surface</p> <p>3B Identify ways in which communities reflect the cultural background of their inhabitants</p> <p>3C Identify the factors involved in the development of cities</p> <p>3D Analyze the ways in which both the landscape and society would change as a consequence of shifting from a dispersed to a concentrated settlement form</p>	<p>Assess the importance of the individual in history.</p> <p>Draw upon data in historical maps.</p> <p>Performance Standard 2F Utilize visual and mathematical data.</p> <p>Reconstruct patterns of historical succession and duration.</p> <p>Examine historical perspectives.</p> <p>Explain historical continuity and change.</p>	<p>Evaluate the careers of prominent industrial and financial leaders.</p> <p>Explain how geographic factors and rapid industrialization created different kinds of cities in diverse regions of the country.</p> <p>Trace the migration of people from farm to city and their adjustments to urban life.</p> <p>Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners.</p> <p>Analyze the environmental costs of pollution and depletion of natural resources during the period 1870-1900.</p> <p>Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries.</p> <p>Assess the challenges, opportunities, and contributions of different immigrant groups.</p> <p>Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of the lynching in the South.</p>	<p>Essential Question: How did technology affect the cultural and economic development of the United States?</p> <p><u>Historical Inquiry/Habits of Mind:</u></p> <p>What happened? When did it happen? Where did it happen? Why was it significant? What changed over time as a result? How were people's lives changed?</p>	<p>Unit 5 Assessment: Industrialization and Growth</p>

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INDUSTRIALIZATION AND GROWTH

May - June	Content Standards	Geography Standards	Performance Standards	Benchmarks	Instructional Strategies & Core Questions	Portfolio Assessments
		<p>3E Explain why people cooperate but also engage in conflict to control Earth's surface</p> <p>3F Describe the factors that affect the cohesiveness and integration of countries</p> <p>4 <u>Environment and Society</u></p> <p>How Human Actions Modify the Physical Environment</p> <p>5 <u>Uses of Geography</u></p> <p>How to Apply Geography to Interpret the Past</p>				

GRADE 6 APPENDIX A1

ERA 3	ERA 3 (Cont.) & ERA 4	ERA 4 (Cont.) & ERA 5	ERA 5 (Cont.)	ERA 6
<p>Text Support:</p> <p><u>Movements in American History</u></p> <p><u>The Complete Book of U.S. History</u></p> <p><u>A More Perfect Union</u></p> <p>Primary Resources:</p> <p>Magna Carta</p> <p>English Bill of Rights</p> <p>Declaration of Independence</p> <p>Articles of Confederation</p> <p><i>Common Sense</i> – Thomas Paine</p> <p>Washington’s Farewell Address</p> <p>Declaration of the Rights of Man (French)</p> <p>“To Treatises on Government” John Locke</p> <p><i>The Social Contract</i></p> <p>Rousseau (excerpt)</p> <p>Northwest Ordinance</p> <p>Children’s Literature:</p> <p><u>April Morning</u> – Howard Fast</p> <p><u>A Winter of Red Snow</u> – Krisiana Gregory</p>	<p><u>And Then What Happened, Paul Revere?</u> – Jean Fritz</p> <p><u>Traitor: The Case of Benedict Arnold</u> – Jean Fritz</p> <p><u>Daughter of Liberty</u> – Robert Quacken Bush</p> <p><u>Sarah Bishop</u> – Scott o’Dell</p> <p><u>Phoebe the Spy</u> – Judith Griffin</p> <p><u>The Secret Soldier</u> – Deborah Sampson</p> <p><u>The Fighting Ground</u> – Avi</p> <p><u>War Comes to Willie Freeman</u> – Chris and James Curtis</p> <p><u>Toliver’s Secret</u> – Esther Wood Brady</p> <p>ERA 4</p> <p>Text Support:</p> <p><u>The American Nation</u></p> <p>Primary Resources:</p> <p>Monroe Doctrine</p> <p>Missouri Compromise</p> <p>The Treaty of Ghent</p> <p>The Emancipation Proclamation</p>	<p>The Dred Scott Decision</p> <p>The Fugitive Slave Law</p> <p>Compromise of 1850</p> <p>Missouri Compromise Slave Codes</p> <p>Children’s Literature:</p> <p><u>Pioneer Sampler</u> – Barbara Greenwood</p> <p><u>Daily Life in a Covered Wagon</u> – Paul Erickson</p> <p><u>Journal of Jedediah</u> - ?</p> <p><u>Barstow</u> – Ellen Levine</p> <p>ERA 5</p> <p>Text Support:</p> <p><u>The American Nation</u></p> <p><u>A History of Us: War, Terrible War</u></p> <p><u>Focus on U.S. History: Expansion and Reform</u></p> <p><u>Focus on U.S. History: Civil War and Reconstruction</u></p> <p>Primary Sources:</p> <p>Lincoln’s Second Inaugural Speech</p> <p>Copies of the 13th, 14th, 15th Amendments</p>	<p>“Jim Crow” Laws</p> <p>Excerpts from: Chief Joseph’s Speech</p> <p>political cartoons</p> <p>photographs</p> <p>immigration laws</p> <p>Children’s Literature:</p> <p><u>Ballad of the Civil War</u> – Mary Stoltz</p> <p><u>Harriet Tubman (In Her Own Words)</u></p> <p><u>From Slave Ship to Freedom Road</u> – Julius Lester</p> <p><u>Anthony Burns, Fugitive Slave</u> – Virginia Hamilton</p> <p><u>Journal of Jesse Smoke, Cherokee</u> – Joseph Bruchac</p> <p><u>Jump Ship to Freedom</u> – James and Chris Curtis</p> <p><u>Slave Dancer</u> – Paula Fox</p> <p><u>Addy’s Wedding Quilt</u> – Dahl Taylor</p> <p><u>Harriet Tubman: Conductor on the Underground Railway</u> – Ann Petry</p>	<p>Text Support:</p> <p><u>The American Nation</u></p> <p><u>History Alive</u></p> <p>Primary Resources:</p> <p><u>Leaves of Grass</u> – Walt Whitman</p> <p>Children’s Literature:</p> <p><u>Across Five Aprils</u> – Irene Hunt</p> <p><u>Charley Skedaddle</u> – Patricia Beatty</p> <p><u>Soldier’s Heart</u> – Gary Paulsen</p> <p><u>Behind Rebel Lines</u> – Seymour Reit</p> <p><u>Journal of James Edmund Pease</u> – Jim Murphy</p> <p><u>With Every Drop of Blood</u> – James and Chris Curtis</p> <p><u>Turn Homeward, Hannlee</u> – Patricia Beatty</p> <p><u>Shades of Gray</u> – Carolyn Reeder</p>

GRADE 6 OVERVIEW – APPENDIX A2

Suggested Reading for Teachers

Time	Unit	Topics Covered	Era	Essential Questions	Text Support: <u>The American Nation</u>	Required Assessments for Portfolio
September	Review	Five Themes of Geography Timeline Study Social Studies Word Wall And Introductory Vocabulary	Pre 1754		Review of Eras to be covered through large classroom timeline study. Introduce 5 themes of Geography Introduce Word Wall and Recurring Vocabulary	
September October	Unit 1 Revolution	American Revolution Causes American Revolution Victory Declaration of Independence Differing Perspectives of War Political, economic, and social impact of Revolution	Era 3 1754-1820's	Define “revolution”: and why there was an American Revolution	Planning ideas Analyzing map activity Strengths and weaknesses of Continental Army vs. British Army (Redcoats) Diary entries of George Washington Analyzing points of View Skill lesson Analyzing documents – <i>Declaration of Independence</i> Analyze causes of American victory	Comparing economical, geographical and other causes of the American Revolution
October November	Unit 2 Constitution	New institution of government Bill of Rights First Party System Constitution	ERA 3 Cont. 1754 – 1820's	Why was the U.S. Constitution a revolutionary idea?	Planning ideas Modeling reading skills Constitutional convention activity Timeline activity Introduction to Constitution Sec. 1-4 Ratifying the Constitution Constitution convention Compromise Ideas behind constitution Analyzing documents- <i>Patrick Henry's Speech, Bill of Rights Declaration of Independence, The Constitution, Amendments</i> How does government work-past and present Activities: Participating in a democracy	Venn diagram Short essay

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December	Unit 3	Territorial expansion 1801-1861	ERA 4 1801-1861	Who is an American?	<p>Chapters 9-13 Choose sections as related to Curriculum Goals</p> <p>Planning activities</p> <p>Bulletin Board Expedition Lewis and Clark</p> <p>Compare and contrast Jefferson vs. Hamilton</p> <p>Timeline and introductory information</p> <p>Analyzing documents, cartoons to assist with teaching skills of analyzing challenges of building a first government, money system, economy, foreign policy, political parties</p> <p>Skill inferencing</p> <p>Lewis and Clark continue Bulletin Board Expedition and add to timeline</p> <p>Louisiana Purchase</p> <p>Influence of trade</p> <p>Learning more about displaced tribes – (need more information – very important and overlooked)</p> <p>War of 1812</p> <p>Planning activities</p> <p>Add to timeline</p> <p>Industrial Revolution as it impacted westward movement – cover only</p> <p>Planning activities</p> <p>Add to timeline</p> <p>Use sections to help analyze causes and factors leading to Civil War. What happens when cultures collide?</p> <p>Planning activities – Westward Expansion – suggestion to cover as jigsaw learning due to great amount of material.</p> <p>Westward Expansion: Need more time to explore</p> <p>Note: Many other resources can be used to teach this area.</p> <p>This may become an additional unit.</p>	Character Study in Centers
January	Who is an American?	International Background of and consequences of Louisiana Purchase		How has immigration changed this definition?		Simultaneous Event Timeline
February	Causes leading to the Civil War	War of 1812 Monroe Doctrine Federal and State Indian Policy Manifest Destiny Mexican-American War American urbanization Antebellum immigration Slavery Westward settlement Abolitionist movement Causes of Civil War		What happened when cultures collided in the United States?		Essay

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Suggested Reading for Teachers

Time	Unit	Topics Covered	Era	Essential Questions	Text Support: <u>The American Nation</u>	Required Assessments for Portfolio
					<p>Chapter 14 Ideas Planning activities North and South (1820-1860) Use sections to help see how Americans are forming a distinct culture Life of a Slave Girl</p> <p>Chapter 15 Ideas Planning activities Reform and a New Culture (1820-1860) Add to timeline Use sections to study issue of slavery Complete a literature study to enhance points of view</p>	
March April	Unit 4 Recon- Struction And Geogra-phy	Course of Civil War Civil War results and consequences Reconstruction Period Political controversy	ERA 5 1850- 1877	<p>How did Americans strive to reform society and create a distinct culture?</p> <p>How did the government reflect the rapidly changing needs of a new nation?</p> <p>What role did geography play in the development of the United States?</p>	<p>Chapter 16 Ideas Planning activities slavery divides the nation (1820-1861) Add to timeline Identifying bias – very important</p> <p>Chapter 17 Ideas Planning activities slavery divides the nation (1861-1865) Add to timeline Use various sections as appropriate to curriculum study Analyze role of geography and government in the changing needs of the nation</p>	<p>Document Analysis</p> <p>Geographical Effects</p> <p>Thesis Paper</p>

GRADE 6 OVERVIEW – APPENDIX A2

Suggested Reading for Teachers

Time	Unit	Topics Covered	Era	Essential Questions	Text Support: <u>The American Nation</u>	Required Assessments for Portfolio
May June	Unit 5 Industrial- ization and Growth	Industrialization Rise of corporations, heavy industry and mechanization of farming Rise of modern corporation Effects of geography	ERA 6 1870- 1900	How did technology affect the cultural and economic development of the United States?	<u>History Alive</u> Planning activities restructuring and the changing South (1863- 1896) Add to timeline Use sections as needed to explain cultural and technological developments and impact on United States	Graphically organizing changes in technology; agricultural Mills and Transportation Analyzing social and economic impact Life before and after industrialization

GRADE 6 WORD WALL – APPENDIX A3

ERA 3	ERA 3 (Cont.)	ERA 4	ERA 4 (Cont.)	ERA 5	ERA 5 (Cont.)	ERA 6
<p>French & Indian War Treaty of Paris 1763 Proclamation of 1763 Townshend Acts Intolerable Acts Writs of Assistance Bill of Rights Preamble economy geography conflict crisis expansion trend protest cultural political economical geographical movement parliament representation nonimportation boycott guerilla warfare militia minutemen Redcoats Loyalists Tory frontier legislative executive judicial constitution ordinance</p>	<p>compromise convention veto bills override electoral college impeach checks and balance federalist anti-federalist articles amendments separation of powers embargo Blessing of Liberty Constitution Bill of Rights Era of Good Feeling Missouri Compromise Jacksonian Democracy Monroe Doctrine Marbury vs. Madison Alien and Sedition Acts Trail of Tears XYZ Affair Whiskey Rebellion Slave Codes The Liberator No Nothing Party Indian Removal Act Lowell Girls Creole Quakers Dred School Transcendentalism</p>	<p>revolution rebellion execute rival era ratify amend amendments union establish justice insure domestic tranquility defense promote general welfare secure posterity ordained nationalism sectionalism boom and bust null and void spoils system factory system gag rule nonintervention neutrality tariffs national debt impressments war hawks embargo smuggling continental divide</p>	<p>turnpike urbanization emancipation proclamation manumission servitude fugitive free soil antebellum abolitionist suffrage vigilante individualism cash crops cotton kingdom underground railroad “conductors” “stations” antislavery colonization movement “free soil” movement</p>	<p>Manifest Destiny Radical Republicans Freedmen’ Bureau Ten Percent Plan Civil Rights Act Force Acts Wade-Davis Bill Conservatives Ku Klux Klan Night Riders Plessy vs. Ferguson Jim Crow Laws Captains of Industry Robber Barons Anti-Trust Laws Nativist Lowell System Expansionism amnesty sharecropper carpet baggers scalawags corruption separate but equal grandfather clauses segregation black codes poll taxes literacy tests expansion characteristics removal resettlement division influences plantation</p>	<p>conditions enslavement economic political racial religious consequences uprisings antebellum</p>	<p>Homestead Act American Federation of Labor Progressives Nineteenth Amendment Spanish-American War Roosevelt Corollary transcontinental railroad corporation capital monopoly urbanization muckraker civil service isolationism imperialism</p>

