January 20-24, 2020

6th Grade Social Studies – McWilliams

We will be viewing CNN 10, a news service designed for middle and high school students, daily to keep up with current world events. Stories will be discussed to help make connections to relevant Social Studies lessons.

We will study Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Malcolm X, Cesar Chavez and the study of emancipation, segregation, and Civil Rights. In order to comply with the MC3 Curriculum, we will tie this history unit to the MC3 units of Culture, Economics, History, and Sociology.

Monday – no school: MLK Day

Tuesday, Wednesday, and Thursday:

Students will review vocabulary words. We will discuss each word and concentrate on segregation. Students will write a type 2 paper listing the things that were segregated between whites and colored people. We will then read and highlight the article “Malcolm X” and discuss the differences in his approach to Civil Rights compared to MLK’s nonviolent ways. We will view historical video clips from National Geographic and History Channel Students will then complete the comprehension questions.

Concentration on:   
GLCE:

7-C4.3.1 = Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries.

6 and 7 G2.2.1 = Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

CCSS:

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.

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.

Language Objective: Students can write to explain how government addresses national issues and forms policies by using content specific vocabulary from Social Studies in a type 2 and a type 3 writing. 80% of students will earn 80% or better on their Type 3 writing.

Content Objective: I can demonstrate comprehension of the effect of certain historical events on the events of the present and how historical happenings can determine people’s perspectives by summarizing historical characters and their impact on the Civil Rights Movement by creating my type 2 and type 3 writings. 80% of students will earn 80% or better on their Type 3 writing.

Learning Targets:

I can describe the history of the United States between the end of slavery (the Emancipation Proclamation) and the passing of the Civil Rights Act of 1964.

Vocabulary:

slavery

abolitionist

Emancipation Proclamation

Civil Rights

Black Codes / Jim Crow Laws

segregation

amendment

riot

Strategies:

classroom discussions

small group discussion

reading for information

puzzles

type 2 writing

guided highlighting

video clips

Technology: Promethean Board, document camera, Web: National Geographic, History Channel  
  
Formative Assessment: classroom discussion, questioning  
Summative Assessment: Comprehension Questions  
  
Special Education Accommodations: small group instruction, close proximity, modeling, discussion, questions read to students, word bank, guided notes, guided highlighting, John Collins type 2

Friday (1/2 day):

Students will review vocabulary words. Today we will read the article “Civil Rights Biography: Cesar Chavez” and do a guided highlighting activity. We will THINK-PAIR-SHARE the Think About It questions and go into a class discussion about the Civil Rights Movement. Students will then start a Type 3 Writing about the events that led to the Civil Rights Act.

Concentration on:   
GLCE:

7-C4.3.1 = Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries.

6 and 7 G2.2.1 = Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

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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.

Language Objective: Students can write to explain how government addresses national issues and forms policies by using content specific vocabulary from Social Studies by creating a Type 3 writing about the events leading to the Civil Rights Act. 80% of students will earn 80% or better on their Type 3 writing.

Content Objective: I can demonstrate comprehension of the effect of certain historical events on the events of the present and how historical happenings can determine people’s perspectives by summarizing historical characters and their impact on the Civil Rights Movement by creating my type 2 and type 3 writings. 80% of students will earn 80% or better on their Type 3 writing.

Learning Targets:

I can describe the history of the United States between the end of slavery (the Emancipation Proclamation) and the passing of the Civil Rights Act of 1964.

Vocabulary:

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riot

Strategies:

classroom discussions

small group discussion

think-pair-share

reading for information

type 3 writing

guided highlighting

Technology: Promethean Board, document camera  
  
Formative Assessment: think-pair-share  
Summative Assessment: Type 3 Writing  
  
Special Education Accommodations: small group instruction, close proximity, modeling, discussion, word bank, guided notes, guided highlighting, John Collins type 3, focus on content vocabulary, think-pair-share, extended time