January 27 – 31, 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 continue 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, and Sociology.

Monday and Tuesday:

Students will work on their online glossary of terms used throughout the Civil Rights Unit. Students will review and then input vocabulary words in their Google Classroom glossary.

Concentration on:

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:

I can write to define vocabulary specific to social studies using content-specific vocabulary. 90% of students will correctly enter 90% or better of their words into the Google Classroom glossary.

Content Objective:

I can demonstrate knowledge of content-specific vocabulary by entering definitions in Google. 90% of students will correctly enter 90% or better of their words into the Google Classroom glossary.

Learning Target:

I can define Social Studies words pertaining to slavery, Civil War, Reconstruction, segregation, and Civil Rights.

Vocabulary:

slavery

abolitionist

Emancipation Proclamation

Civil Rights

Black Codes / Jim Crow Laws

segregation

amendment

riot

Strategy:

inquiry, research

Technology:

Internet

Formative Assessment: Moodle Vocabulary  
Summative Assessment:   
  
Special Education Accommodations: close proximity, preferential seating, scribe (if necessary)

Wednesday, Thursday, Friday:

We will watch the movie “The Autobiography of Miss Jane Pittman”. This movie portrays a woman who lives through the end of slavery until the beginnings of the Civil Rights Movement. During each section of the movie, students will do journaling as a comprehension activity.

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

Language Objective: Students can listen to interpret how government addresses national issues and forms policies and use content specific vocabulary from Social Studies to participate in classroom discussions about the Civil Rights Movement in America. 90% of students will speak correctly using 90% or better of their vocabulary words.

Content Objective: I can demonstrate comprehension of the human characteristics of the region under study during the times of slavery, reconstruction, and the Civil Rights Movement in the United States by journaling my thoughts and feelings, and answering the journal questions. 90% of students will correctly complete their journal using 80% or better of their vocabulary words.

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

Strategies:

classroom discussions

small group discussion

whole class discussion

movie

Technology: Promethean Board, movie streaming

Formative Assessment: classroom discussion, small group discussion  
Summative Assessment:

Special Education Accommodations: small group instruction, close proximity, modeling, discussion