January 6 – 10, 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 also be preparing for the National Geographic Geography Bee by practicing questions and reviewing material daily.

We will be leading into Martin Luther King, Jr., Day and the study of slavery, 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.

Lesson 1:

Students will read and discuss the article “Reconstruction of the United States after the Civil War” while doing a Guided Highlighting activity. Discussions will consist of whole group, small group, and elbow partners. Students will then work on the comprehension questions associated with the article.

Concentration on:

GLCE:

6 & 7 - H1.3.1= Determine the effect of certain historical events on the events of the present and how historical happenings can determine people’s perspectives.

CCSS:

RH.6-8.1= Cite specific textual evidence to support analysis of primary and secondary sources.

Language Objective: Students can write to cite specific textual evidence to support analysis of primary and secondary sources by completing the guided highlighting activity on the Reconstruction (Era) article and answering the comprehension questions related to the article. 90% of students will score 80% or better on their comprehension questions.

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 the Nightjohn movie and book with a Venn diagram. 90% of students will score 80% or better on their Venn diagram.

Learning Targets:

I can explain the Reconstruction (Era) of the United States after the Civil War.

I can determine how events of the Civil War impacted the history of slavery in the United States.

I can identify economic factors of the northern and southern regions of the United States prior, during, and after the Civil War.

Vocabulary:

Slavery

Civil War

Confederacy

Union

Abraham Lincoln

Reconstruction (Era)

Strategies:

Guided Highlighting

Reading

Class Discussion

Small Group Discussion

Elbow Partners

Technology: document camera, Promethean Board

Formative Assessment: Guided Highlighting

Summative Assessment: Reconstruction (Era) comprehension questions

Special Education Accommodations: modeling, guided highlighting, discussion, small group administration, preferential seating, sentence stems, resource help (if necessary)

Lesson 2:

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 “A Man with a Dream” and discuss it. We will view historical video clips from National Geographic and History Channel Students will then complete the comprehension questions and puzzles.

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. 90% of students will score 80% or better on their Type 3 writing.

Content Objective: I can demonstrate evaluation by explaining how governments address national issues and form policies, and how the policies may not be consistent with those of other countries, by answering the comprehension questions about Martin Luther King, Jr. 90% of students will score 80% or better on their comprehension questions.

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

Lesson 3:

Students will review vocabulary words. Today we will read the article “Civil Rights Biography: Rosa Parks” 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 write 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).

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 by creating a Type 3 writing about the events leading to the Civil Rights Act. 90% of students will score 80% or better on their Type 3 writing.

Content Objective: I can demonstrate evaluation by explaining how governments address national issues and form policies, and how the policies may not be consistent with those of other countries, by answering the comprehension questions about Rosa Parks. 90% of students will score 80% or better on their comprehension questions.

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

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