



Grade 6

# Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

# Oradell Public School District

## Grade 6 Social Studies Curriculum Committee Credits:

Amy Brancato, Director of Curriculum and Instruction

Rosemarie Cataldo, 6th Grade Teacher

Lesley Maklin, Special Education Teacher

Carrie Malady, 6th Grade Teacher

## Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

# Oradell Public School District Social Studies Curriculum Grade 6

## **Introduction**

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;

- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

# Social Studies Curriculum

## Grade 6

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
Unit 1: The Foundations of Democracy	September - November
Unit 2: The Conflicts & Harmonies of American Growth	November - January
Unit 3: The Socioeconomic Development of Early America	February - April
Unit 4: The Deconstruction & Reconstruction of America	April - June

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, and Asian American and Pacific Islander Legislation related activities.

**New Jersey Student Learning Standards for Social Studies  
UNIT 1 - The Foundations of Democracy**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Political and civil institutions impact all aspects of people's lives.	6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Political and civil institutions impact all aspects of people's lives.	6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Political and civil institutions impact all aspects of people's lives.	6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Governments have different structures which impact development (expansion) and civic participation.	6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial	6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including

	patterns across Earth's surface.	New Jersey's pivotal role.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Chronological sequencing helps us understand the interrelationship of historical events.	6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Chronological sequencing helps us understand the interrelationship of historical events.	6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Historical contexts and events shaped and continue to shape people’s perspectives.	6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Examining historical sources may answer questions but may also lead to more questions.	6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	Political and civil institutions impact all aspects of people’s lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.
<b>Civics, Government, and Human Rights: Participation and</b>	Civic participation and deliberation are the responsibility of every member of society.	6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.



<b>Deliberation</b>		
<b>Civics, Government, and Human Rights: Participation and Deliberation</b>	Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
<b>Civics, Government, and Human Rights: Democratic Principles</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
<b>Civics, Government, and Human Rights: Democratic Principles</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).
<b>Civics, Government, and Human Rights: Democratic Principles</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
<b>Civics, Government, and Human Rights: Processes, Rules and Laws</b>	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.
<b>Civics, Government, and</b>	In a democratic government, there are multiple processes by which individuals can influence	6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of

<b>Human Rights: Processes, Rules and Laws</b>	the creation of rules, laws, and public policy.	law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
<b>Civics, Government, and Human Rights: Processes, Rules and Laws</b>	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
<b>Civics, Government, and Human Rights: Processes, Rules and Laws</b>	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
<b>Civics, Government, and Human Rights: Processes, Rules and Laws</b>	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

## UNIT 1 - The Foundations of Democracy

### **Essential Questions**

- How can individuals influence the creation of rules, laws, and public policy in a democratic government?
- How did the Constitution along with the preamble establish a federal government that allowed for growth and change over time?
- How are/were political parties shaped by differing perspectives (including citizens') regarding the role and power of the federal government?
- What is the impact of the Constitution and Bill of Rights on current day issues?
- What powers and responsibilities do citizens, political parties, interest groups, and the media play in governmental and nongovernmental context?

### **Student Learning Objectives with Suggested Learning Activities:**

#### **When teaching the American Revolution:**

Students will be able to:

- Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory by:
  - Reading [Native Americans in Colonial America](#) and discussing the article and mapping expansion progress
- Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role by:
  - Creating a map with timeline showing the pivotal importance of New Jersey in the American Revolution  
<https://revolutionarynj.org/learn/new-jersey-and-the-revolution/>
- Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time by:
  - Working in Expert Groups and completing the following activity from The Clever Teacher:  
 Copy of Lesson 1: The Road to Revolution
- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution by:
  - Reading [The Seven Years' War and the Great Awakening](#) and completing activity.
- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war by:

- Reviewing the following lesson from The Clever Teacher:
  - ▣ Copy of Lesson 2: The Social Classes of Colonial America
  - and Social Studies Alive! Chapter 13, Read and Do: The Revolution's Home Front
- Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives by reading and discussing the treatment of Native Americans by:
  - Reading and discussing the following article: [The United States Government's Relationship with Native Americans](#), and Social Studies Alive! Chapter 13, Read and Do American Indians and the War
- Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy and analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies by:
  - Completing the activity in the American Revolution Folder: King George vs George Washington Unit 1 Google Slides Day 3 and Reading Chapter 13 Social Studies Alive and completing activities.

**When teaching the Declaration of Independence:**

Students will be able to:

- Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy, evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship) and investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information by,
  - Engaging in conversations around the formation of government.
  - Completing activities Completing activities in OPS 6th Grade Resource Folder Unit 1 - Declaration of Independence Google Slides
  - Reading, discussing and completing the activities for Social Studies Alive! Chapter 12: The Declaration of Independence.

**When teaching the Constitutional Convention:**

Students will be able to:

- Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans, cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights and compare and contrast the Articles

of Confederation and the United States Constitution in terms of the decision-making powers of national government by:

- Learning about the New Jersey and Virginia plan and why each was important to the creator.
  - Newsela article, Primary Source: James Madison's notes from the Constitutional Convention of 1787
  - [2.2a Convention Reading and Activity JE20.pdf](#) and [Constitutional Convention Quiz.pdf](#)
- Engage in a discussion around what compromise is and the importance of this collaboration in this time period.
  - What did each plan propose?
  - How did the ideas in each plan emerge in the Great Compromise?
- Reading and discussing the following Newsela articles to learn more about the Articles of the Confederation:
  - Primary Sources: John Jay critiques Articles of Confederation to Jefferson
  - Why the Articles of Confederation failed
  - Primary Sources: George Washington criticizes the Articles of Confederation, 1785
  - Newsela Video: [Articles of Confederation](#)

**When teaching the US Constitution:**

Students will be able to:

- Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution by:
  - Engaging in the “Be a Constitution Detective” activity where the students need to summarize the main idea of each section in the US Constitution and use it to answer questions about the government in the past and present. OPS 6th Grade Resource Folder Unit 1 - US Constitution -Google Slides - Day 9
  - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time by reading and doing the activities in Social Studies Alive! Chapter 14
- Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts, explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government, evaluate, take, and defend a position on why government is necessary, and the purposes government should serve, evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship) and investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information by:
  - Completing various activities from the choices on the Google Slide Constitution Table: [Unit 1](#) US Constitution -Google Slides - The Bill of Rights

**When teaching the Bill of Rights:**

Students will be able to:

- Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues, Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions), use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government and engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society and compare how ideas become laws at the local, state, and national level by:
  - Reading and completing activities in Social Studies Alive! Chapter 15 and 6th Grade Resource Folder Unit 1 - US Constitution -Google Slides - The Bill of Rights

**When discussing current events:**

Students will be able to:

- Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue, construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues and deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion by:
  - Completing a mock election connecting it to the primary presidential nominations and elections.  
<https://www.icivics.org/teachers/lesson-plans/mock-election>
- Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy by:
  - Searching Google for an Oradell Budget Issue and have students take a stance and defend their position.

Modifications	
<b>English Language Learners</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (vocabulary, etc.) preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Preview content vocabulary. Support from ESL teacher. Chromebook carts and extensions-guided webquests. Graphic organizers ( <i>The Branches of</i>

	<i>Government, The Bill of Rights, Checks and Balances</i> ). Social Studies Alive online textbook features ( <i>vocabulary flashcards, text-to-speech, review activities</i> ). Google Translation. Copy of notes.
<b>Special Education</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues ( <i>pictures with vocabulary terms</i> ), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers ( <i>The Branches of Government, The Bill of Rights, Checks and Balances</i> ). Social Studies Alive online textbook features ( <i>vocabulary flashcards, text-to-speech, review activities</i> ). Copy of notes.
<b>At-Risk</b>	Prompting, reassurance and time to formulate ideas, visual clues ( <i>pictures with vocabulary terms</i> ), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers ( <i>The Branches of Government, The Bill of Rights, Checks and Balances</i> ). Social Studies Alive online textbook features ( <i>vocabulary flashcards, text-to-speech, review activities</i> ). Copy of notes.
<b>Gifted and Talented</b>	Enrichment/independent/research projects, challenge activities ( <i>determining importance of rights, arguing/debating their opinion, researching the reasoning and examples of use of each right in the Bill of Rights, researching the rights not placed in the final Bill of Rights and examining and explaining why they believe they were not included</i> ), independent ( <i>as opposed to guided</i> ) reading, peer tutoring to demonstrate mastery.
<b>504</b>	Extended time, prompting, re-assurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers ( <i>The Branches of Government, The Bill of Rights, Checks and Balances</i> ). Social Studies Alive online textbook features ( <i>vocabulary flashcards, text-to-speech, review activities</i> ). Copy of notes.

## **Evidence of Learning - Assessment**

### **Formative:**

- Teacher Observation
- Exit Tickets
- Notebook Lesson Checks
- Review Games
- Pre-Tests
- KWL
- [Ranking the Amendments Activity](#)

### **Summative:**

- End of Unit Assessment
- Projects
  - Constitution Tasks
  - Bill of Rights One-Pager

### **Alternative:**

- Bill of Rights T-Shirt
- Bill of Rights Project Template (*Select 5-10 Amendments & Explain Each One*)

## **Core Instructional Materials**

- TCI - Social Studies Alive
- Newsela Social Studies
- The Clever Teacher Slideshow
- Junior Scholastic Magazine

## **Digital Resources**

- TCI - Social Studies Alive
- [OPS 6th Grade Resources-2023](#) - Unit 1
- [Jr. Scholastic](#)
- [Watch Liberty's Kids, The Complete Series | Prime Video](#)



- <https://newsela.com/>
- <https://www.brainpop.com/>
  - Articles of Confederation
  - U.S. Constitution
  - Constitutional Convention
- <https://www.readworks.org/>
- <https://www.commonlit.org/en>
- <https://www.icivics.org/>
- <https://junior.scholastic.com/pages/content-hubs/us-constitution.html>
- education.nationalgeographic.org
- revolutionarynj.org

### **Additional Learning Activities**

- Classroom Constitution
- Bill of Rights Project (TCI)
- Do I Have A Right? (iCivics)
- Write a Letter to Your Congressional Representative
- Write a Journal Entry as a Delegate Present at the Constitutional Convention
- Discussion Questions
  - What positions of the founding fathers required compromise in the creation and adoption of the Constitution and Bill of Rights?
  - What are the similarities and differences of the Articles of Confederation and the U.S. Constitution in relation to the powers of national government?
  - Examine the New Jersey and Virginia plans. How did the demographics influence representation in Congress and federalism?
  - How did events including and surrounding the American Revolution impact socioeconomic groups, policies, perspectives, and relations with other countries?
  - How did the Bill of Rights exclude particular groups of people?

### **Interdisciplinary Connections**

#### ***English Language Arts***

- **RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **L6.6.:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.5.:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Reading History and Social Studies**

#### **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.

#### **Integration of Knowledge and Ideas**

- **RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.

#### **Science**

- **MS-PS1-4:** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most

plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

### **Practices**

- **CLKSP1** Act as a responsible and contributing community member and employee.
- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Writing a journal entry as a concerned citizen to reflect on understanding of key concepts
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Using Google Check-In (weekly discussions, etc.) to monitor your emotions
    - Discuss how people involved in stressful negotiations (such as those seen in the Constitutional Convention) could effectively manage their emotional states (i.e., deep breathing, etc.)
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:

- Students can put themselves in the shoes of local and state delegates during the Constitutional Convention
  - Discuss how the delegates interacted during the Constitutional Convention
    - Make connections to current government meetings/elections
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Discuss accountable talk and appropriate debate conversation
    - Engaging in collaborative discussions
    - Incentives for individual students and small groups
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Engaging in collaborative discussions using appropriate dialogue and conversation
    - Following directions

**NJSLS Computer Science Design Thinking**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

**New Jersey Student Learning Standards for Social Studies  
UNIT 2 - The Conflicts & Harmonies of American Growth**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans

		during this time period.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Social and political systems have protected and denied human rights (to varying degrees) throughout time.	6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.
<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical contexts and events continue to shape people's perspectives.	6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
<b>Civics, Government, and Human Rights: Civic and</b>	Civic participation and deliberation are the responsibility of every member of society.	6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the

<b>Political Institutions</b>		appropriate local, state, or national level.
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	6.3.8.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
<b>Civics, Government, and Human Rights: Civic and Political Institutions</b>	Economic decision making involves setting goals, weighing costs and benefits and identifying the resources available to achieve those goals.	6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

## UNIT 2 - The Conflicts & Harmonies of American Growth

### Essential Questions

- How do social, political, cultural, technological, and economic factors shape historical events and developments?
- How can individuals influence the creation of rules, laws, and public policy in a democratic government?
- How do historical contexts and events shape people’s perspectives?
- How does one acquire power?
- How can we advocate for people without power?
- How can you reclaim power? Can you ever reclaim what’s lost once it’s taken away? Explain your thinking.

### Student Learning Objectives with Suggested Student Learning Activities

Students will be able to:

- Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period by:

- Analyzing Primary Sources with Graphic organizer- Notice Wonder Connect [Primary Source 1 Trail of Tears Painting](#)
- Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts) by:
  - Reading the article and completing the writing/quiz activities  
<https://newsela.com/view/ck9noof3w03li0iqjaq8chhgu/?levelId=ck7ecvjwy0inr14p7rzvtpxyj>
- Evaluate the impact of the institution of slavery on the political and economic expansion of the United States, assess the extent to which voting rights were expanded during the Jacksonian period, map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans, Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States, Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements and analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war by:
  - Choosing, reading and completing activities from Folders below:
    - [WestwardExpansionUnitBundle](#),
    - [FREEWestwardExpansionAnalyzingPointofViewandtheManifestDestiny-1](#)
    - [Manifest-Destiny-and-U.S-Westward-Expansion .pdf](#)
    - 6th Grade Resource Folder Unit 2 - Civil War Google Slides
    - [Expansion of America Tasks](#)
- Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level and collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education by:
  - Formulating and posting a question on <https://www.gopangea.org/>, then reading and responding to answers of students from other countries.
- Take a position on an issue of inequality and share ideas to ensure people are treated fairly by:
  - Listening to segment of Obama’s speech discussing MLK’s speech [Obama's Full MLK Anniversary Speech](#) and through a lens of taking a stand on issues then:
  - Read and do activity for [The Constitution and Race](#)
  - Read and discuss Women’s Rights [The Legal Status of Women, 1776–1830 | AP US History Study Guide from The Gilder Lehrman Institute of American](#)

**Evidence of Learning - Assessment**

Formative:

- Teacher Observation
- Exit Tickets
- Notebook Lesson Checks
- Review Games
- Pre-Tests
- KWL

Summative:

- End of Unit Assessment
- Projects: Oregon Trail Project - 6th Grade Resource Folder Unit 2 - Oregon Trail Research
- Oregon Trail Escape Room - 6th Grade Resource Folder Unit 2 - Oregon Escape Room
- [W](#) Expansion of America Tasks.docx

Alternative:

- Digital Notebook Tasks (*from TeachTCI/S.S. Alive Chapter Lessons*)
- Reading Passages

**Core Instructional Materials**

- TCI - Social Studies Alive
- Newsela Social Studies
- The Clever Teacher Slideshow
- Junior Scholastic Magazine

**Supplemental Materials**

- STEAM Integration: [UNIT 8](#) - STEAM TANK

**Digital Resources**

- TCI - Social Studies Alive
  - Louisiana Purchase
  - Negotiating the Louisiana Purchase
  - Lewis and Clark



- History Kids: Sacagawea
- Election of Andrew Jackson
- Removal of American Indians by Andrew Jackson
- Alien and Sedition Acts
- <https://newsela.com/>
- OPS 6th Grade Resource Folder [Unit 2](#)
- [Jr. Scholastic](#)
- <https://www.brainpop.com/>
  - Andrew Jackson
  - Gold Rush
  - Lewis and Clark
  - Trail of Tears
  - Native American Traditions
- <https://www.readworks.org>
- <https://www.commonlit.org/en>
- <https://www.icivics.org/>
- <https://www.khanacademy.org/humanities/us-history/the-early-republic/age-of-jackson/v/jacksonian-democracy-part-1>
- <https://junior.scholastic.com>

### **Additional Learning Activities**

- Newspaper/Broadcast Project on Westward Expansion
- Oregon Trail Project
- Journal Entries
- Gallery Walk
- Webquests
- Discussion Questions:
  - How did America's relationships with other nations and cultures change as a result of changing policies, treaties, tariffs and agreements?
  - In which ways did Manifest Destiny influence the acquisition of land through annexation, diplomacy and war?
  - What was the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States?
  - How did expansion and settlement lead to conflicts with and removal of Native Americans?

- In what ways did the Alien and Sedition Acts undermine civil liberties and what were the underlying motivations for these acts?
- How did perspectives differ about or relating to expansion and its effects on land, people, and politics?

### **Interdisciplinary Connections**

#### ***English Language Arts***

- **RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **L6.6.:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.5.:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### **Reading History and Social Studies**

##### **Key Ideas and Details**

- **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.

##### **Integration of Knowledge and Ideas.**

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

##### **Science**

- **MS-PS1-3:** The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and

economic conditions. Thus, technology use varies from region to region and over time.

- **MS-PS1-4:** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **Practices**

- **CLKSP1** Act as a responsible and contributing community member and employee.
- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

### **Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Writing a journal entry from the perspective of another (explorers, pioneers, Native Americans, immigrants, etc.) to reflect an understanding of key concepts and emotions
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:

- Reflections (verbal or written) on trials and tribulations of traveling (both voluntary and involuntary) and exploration into the new frontier
        - Students will include struggles that were faced while on the journey westward
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
  - Connections:
    - Writing about westward expansion experiences and include personal opinions about events that occurred
    - View or engage in discussion around various images (*if possible to play a virtual game of ‘The Oregon Trail’*) or other interactive games to better visualize the time period
    - Read primary resources to view documents from pioneers and other documents then discuss
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Examine the relationships and interactions of those that traveled together (role play)
    - Incentives for individual students and small groups that work productively
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Using class time appropriately
    - Engaging in collaborative discussions using accountable talk
    - Following directions

**NJSLS Computer Science Design Thinking**

8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).

**Asian American and Pacific Islander Component**

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

**[The Contributions of the Chinese Transcontinental Railroad Workers - Lesson Plan](#)**

**New Jersey Student Learning Standards for Social Studies  
UNIT 3 - The Socioeconomic Development of Early America**

<b>Disciplinary Concept</b>	<b>Core Idea</b>	<b>Performance Expectations</b>
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Economic decision making involves setting goals and identifying the resources available to achieve those goals.	6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
<b>Economics, Innovation, and Technology: Economic Ways of Thinking</b>	Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

## UNIT 3 - The Socioeconomic Development of Early America



### Essential Questions

- How do social, political, cultural, technological, and economic factors shape historical events and developments?
- How have social and political systems protected and denied human rights (to varying degrees) throughout time?
- How does goal setting and resources impact economic decision making?
- How do changes in human capital, physical capital, and natural resources impact a national economy?

### Student Learning Objectives with Suggested Student Learning Activities

Students will be able to:

- Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals and examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period by reading, discussing and completing the following activities:
  - [13d. Revolutionary Changes and Limitations: Slavery](#)
  - [Slavery and Sectionalism - Newsela](#)
  - [Lincoln's Changing Views on Slavery](#)
  - [DBQ: Lowell Mill Factory Documents](#)
- Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation by:
  - Reading the primary sources and completing the activity Difference of Opinion:
    - [National Bank - Different Opinions Activity](#)
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation, analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted by:
  - Reading and completing the discussion questions on
    - [W TheFirstIndustrialRevolutionStoriesoftheWorkingClassDBQ-1.docx](#)
    - [W TheFirstIndustrialRevolutionReadingandQuestions-1.doc](#)
  - Reading and discussing the following powerpoint/slide presentations
    - [P Americaandthe1stIndustrialRevolution17941869-1 \(1\).pptx](#)
    - [P IndustrializationUrbanizationTheFirstIndustrialRevolution-1 \(1\).pptx](#)

- Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted by:
  - Reading and discussing the following articles:
    - [Push and Pull Factors - Teachers \(U.S. National Park Service\)](#)
- Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes) by:
  - Engaging in discussions around the inventions, innovations the students are creating to learn more about the importance of patents to protect the creator.
    - STEAM Integration: [UNIT 8](#) - STEAM TANK
  - Reading and discussing the following articles and slide presentation:
    - [Scarcity and Opportunity Cost.pdf](#)
    -  Opportunity Cost Economics.pdf
    -  Factors-of-Economic-Growth.pptx

Modifications	
<b>English Language Learners</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (vocabulary, etc.), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Preview content vocabulary. Support from ESL teacher. Chromebook carts and extensions-guided webquests. Graphic organizers (The Constitution and Money, Trade and Business, Producers and Consumers). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Google Translation. Copy of notes.
<b>Special Education</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (The Constitution and Money, Trade and Business, Producers and Consumers). Social Studies Alive online textbook features (vocabulary flashcards,

	text-to-speech, review activities). Copy of notes.
<b>At-Risk</b>	Prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (The Constitution and Money, Trade and Business, Producers and Consumers). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Copy of notes.
<b>Gifted and Talented</b>	Enrichment/independent/research projects, challenge activities (determining importance of the impact of technology on the economy, arguing/debating their opinion of economic influences, researching the major economical impacts during the time period, choosing an economical impact and examining what history would have been like had that not occurred), independent (as opposed to guided) reading, peer tutoring to demonstrate mastery.
<b>504</b>	Extended time, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (The Constitution and Money, Trade and Business, Producers and Consumers). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Copy of notes.

**Evidence of Learning - Assessment**

*Formative*

- Teacher Observation
- Exit Tickets
- Notebook Lesson Checks
- Review Games



- Pre-Tests
- KWL

### Summative

- End of Unit Assessment

### Alternative

- Digital Notebook Tasks (*from TeachTCI/S.S. Alive Chapter Lessons*)
- Additional Reading Passages

### **Core Instructional Materials**

- TCI - Social Studies Alive
- Projects: Shark Tank
- Newsela Social Studies
- The Clever Teacher Slideshow
- Junior Scholastic Magazine

### **Digital Resources**

- TCI - Social Studies Alive
- [OPS 6th Grade Resources-2023](#) Unit 3
- <https://newsela.com/>
- [Jr. Scholastic](#)
- <https://www.brainpop.com/>
  - Industrial Revolution
  - Immigration
- <https://www.readworks.org/>
- <https://learnzillion.com/>
- <https://www.commonlit.org/en>
- <https://www.icivics.org/>
- <https://www.pbs.org/kenburns/the-civil-war/>
- <https://www.mountvernon.org/george-washington/colonial-life-today/early-american-economics-facts/>
- <https://junior.scholastic.com>

### **Additional Learning Activities**

- Civics in U.S. Economy Inquiry Project - TCI
- Free Market Economy Puzzles - TCI
- Pencil Economy Project - TCI
- Discussion Questions
  - How did major technological developments revolutionize land and water transportation as well as the economy in NJ and the nation?
  - How did the debates involving the National Bank, uniform currency and tariffs determine each of these economic challenges facing the new nation?
  - How did technological innovations affect the status and social class of different groups of people and explain the outcomes that resulted?
  - What were the push-pull factors that led to increases in immigration and why did ethnic and cultural conflicts arise?
  - How did efforts to reform education, women's rights, slavery and other issues affect the Antebellum Period?
  - How did the Louisiana Purchase affect economic development?
  - How did government incentives and disincentives affect the economy?
  - How did workers advocate for and create change in their societies?

### **Interdisciplinary Connections**

#### ***English Language Arts***

- **RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **L6.6.:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### **Reading History and Social Studies**

#### **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).

#### **Science**

- **MS-PS1-3:** The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus, technology use varies from region to region and over time.
- **MS-PS1-4:** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

### **NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.2.8.CAP.20: Identify the items to consider when estimating the cost of funding a business.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

#### **Practices**

- **CLKSP1** Act as a responsible and contributing community member and employee.
- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

- **CLKSP9** Work productively in teams while using cultural/global competence.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Writing a personal reflection on the writings (Tubman, Stanton, etc.) featured in this unit
    - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
    - Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Compare and contrast their own stressors, and how they manage them, to those of the past (*children labor, etc.*)
    - Discuss various tasks children of their age were assigned
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Reflect (through journaling, scene writing, role playing, etc.) the challenges, both physical but also emotional, that disenfranchised/disadvantaged groups such as new immigrants, women, and African Americans faced.
    - Compare and contrast challenges groups faced during this time period with challenges groups face in modern America.
    - Examine how the struggles of groups (i.e., workers) had an impact on modern life.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Engaging in collaborative discussions
    - Incentives for individual students and small groups

- Use accountable talk to enhance classroom relationships and promote positive conversations
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Design a set of “factory rules” that reflects the needs of not only the factory owners but also of the workers
    - Class rules and routines
    - Engaging in collaborative discussions
    - Following directions

**NJSLS Computer Science Design Thinking**

8.2.8.ITH.2: Compare how technologies have influenced society over time.

[Diversity Mandate Lesson Plans](#)

February: *The Undefeated* by Kwame Alexander

**New Jersey Student Learning Standards for Social Studies  
UNIT 4 - The Deconstruction & Reconstruction of America**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Social and political systems have protected and denied human rights (to varying degrees) throughout time.	6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
<b>Era 3. Revolution &amp; the New Nation (1754-1820s)</b>	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

<b>Era 4. Expansion &amp; Reform (1801-1861)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events may have single, multiple, direct and indirect causes and effects.	6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events may have single, multiple, direct and indirect causes and effects.	6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events may have single, multiple, direct and indirect causes and effects.	6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical contexts and events shaped and continue to shape people's perspectives.	6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
<b>Era 5. Civil War and</b>	Historical events and developments are shaped by social,	6.1.8.HistoryCC.5.e: Compare and contrast

<b>Reconstruction (1850-1877)</b>	political, cultural, technological, and economic factors.	the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
<b>Era 5. Civil War and Reconstruction (1850-1877)</b>	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
<b>Civics, Government, and Human Rights: Human and Civil Rights</b>	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
<b>Economics, Innovation, and Technology: Economic Ways of Thinking</b>	Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

#### UNIT 4 - The Deconstruction & Reconstruction of America

##### **Essential Questions**

- How do social, political, cultural, technological, and economic factors shape historical events and developments?
- How do historical contexts and events shape people’s perspectives?
- How does goal setting and resources impact economic decision making?
- How do current social issues reflect the issues of this time period?
- How can we address societal issues in an effective, yet non-violent manner?

##### **Student Learning Objectives and Suggested Student Learning Activities**

Students will be able to:

- Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals and examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period by reading, discussing and completing the following activities:
  - [13d. Revolutionary Changes and Limitations: Slavery](#)
  - [Slavery and Sectionalism - Newsela](#)
  - [Lincoln's Changing Views on Slavery](#)
  - [DBQ: Lowell Mill Factory Documents](#)
  
- Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad by completing one of the following activities:
  - [OPS 6th Grade Resources-2023](#) - Unit 4 -
    - Harriet Tubman and the Underground Railroad,
    - Slavery Choice Board
    - Slavery Reading Materials/Activity
  
- Prioritize the causes and events that led to the Civil War from different perspectives and construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives by looking at primary sources, reading articles, discussing and completing The Clever Teacher activities below:
  - Day 1, 2 , 3, 7, and 9 [OPS 6th Grade Resources-2023](#) - Unit 4 - Civil War Unit - Google Slides
- Analyze critical events and battles of the Civil War from different perspectives and assess the human and material costs of the Civil War in the North and South by:
  - Continuing to discuss the Civil War through TCI Lessons 20 and 21.
  - Engage in Civil War Battles activity through The Clever Teacher in Resource Folder.
- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives and construct an argument as to the source of human rights and how they are best protected and examine the roles of women, African Americans, and Native Americans in the Civil War by:
  - Reading one of the following instructional sets and discussing/answering questions:
    - <https://newsela.com/subject/other/2000294338/resources/text-set/2000294338>
    - <https://newsela.com/subject/other/2000432688/resources/text-set/2000432688>



- <https://newsela.com/subject/other/2000432710/resources/text-set/2000432710>
- Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life by:
  - Reading and discussing the following articles:
    - [Abraham Lincoln and Emancipation | Articles and Essays | Abraham Lincoln Papers at the Library of Congress | Digital Collections](#)
    - [The Emancipation Proclamation | National Archives](#)
    - [Slavery, Civil War, & Democracy: What Did Lincoln Believe?](#)
- Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology) by:
  - Completing the following activity: [CivilWarMapActivity-1 \(1\).pdf](#)
- Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South and analyze the economic impact of Reconstruction on the South from different perspectives by:
  - Engaging in a discussion through the completion of the [w Civil War Project.docx](#)
- Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation) by:
  - Researching school districts four day week policies and taking a position that is based on quantitative data:
    - [4-day school weeks: Educational innovation or detriment? | Brookings](#)
    - [Four Day School Week Data.pdf](#)

Modifications	
<b>English Language Learners</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (vocabulary, etc.) preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Preview content vocabulary. Support from ESL teacher. Chromebook carts and extensions-guided webquests. Graphic organizers (Differences Between the North and South, The Missouri Compromise, The Compromise of 1850). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Google Translation. Copy

	of notes.
<b>Special Education</b>	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (Differences Between the North and South, The Missouri Compromise, The Compromise of 1850). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Copy of notes.
<b>At-Risk</b>	Prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (Differences Between the North and South, The Missouri Compromise, The Compromise of 1850). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Copy of notes.
<b>Gifted and Talented</b>	Enrichment/independent/research projects, challenge activities (examine both the views of the North and South and create a compare & contrast document, create a detailed illustrated timeline of the events of the Civil War, create a fictional story explaining how the country would look today if the South had won the Civil War), independent (as opposed to guided) reading, peer tutoring to demonstrate mastery.
<b>504</b>	Extended time, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions-guided webquests. Graphic organizers (Differences Between the North and South, The Missouri Compromise, The Compromise of 1850). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities). Copy of notes.

## **Evidence of Learning - Assessment**

### **Formative**

- Teacher Observation
- Exit Tickets
- Notebook Lesson Checks
- Review Games
- Pre-Tests
- KWL

### **Summative**

- End of Unit Assessment
- Projects:
- [OPS 6th Grade Resources-2023](#) - Unit 4 -
  - Civil War Trading Cards
  - U.S. Map Activity
  - Civil War Tasks

### **Alternative**

- Additional reading passages
- T.I.S.S.U.E.S. (*Causes of the Civil War Graphic Organizer*)

## **Core Instructional Materials**

- TCI - Social Studies Alive
- Newsela Social Studies
- The Clever Teacher Slideshow
- Junior Scholastic Magazine

## **Digital Resources**

- TCI - Social Studies Alive
- [OPS 6th Grade Resources-2023](#) - Unit 4 -

- <https://newsela.com/>
- [Jr. Scholastic](#)
- <https://www.brainpop.com/>
  - Causes of the Civil War
  - Civil War
  - Abraham Lincoln
- <https://www.readworks.org/>
- <https://learnzillion.com/>
- <https://www.commonlit.org/en>
- <https://www.icivics.org/>
- <https://junior.scholastic.com>

### **Additional Learning Activities**

- Google Presentations - Causes of Civil War
- Graphic Organizer - T.I.S.S.U.E.S. or Foldables
- Jigsaw Activities - Life before the War and Events Leading to the War
- Trading Cards
- Discussion Questions
  - What were the key differences between the north and south?
  - What were conflicting attitudes which led to increased tension?
  - How did the institution of slavery inherently violate human rights and contradict American ideas?
  - How did elements associated with elections and war such as healthcare, education and transportation affect a person's life/lifestyle?
  - What were Lincoln's reasons and views on the writing of an order to free the slaves?
  - What was the Emancipation Proclamation & the Gettysburg Address and how do these continue to impact citizens?
  - How do the battles affect the outcome of the war including human and material costs on the north as well as the south?
  - What roles did geography, natural resources, demographics, transportation and technology have on the outcome of the Civil War?
  - How can one compare and contrast the approaches demonstrated by Congress, Lincoln, and Johnson of the Reconstruction of the south?

- What were the successes and failures of Reconstruction from different perspectives?
- What were the roles of African Americans, Native Americans, women and abolitionists in the war and what was their impact on the United States?
- What are the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments and how did they affect the people of the United States?
- How were political parties formed and shaped by differing perspectives regarding the role and power of the federal government?

### **Interdisciplinary Connections**

#### ***English Language Arts:***

- **RI.6.1.:** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **W6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **L6.6.:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.5.:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### **Reading History and Social Studies**

##### **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.

**Math**

- **6.SP.1:** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

**Science**

- **MS-PS1-3:** The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.
- **MS-PS1-4:** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

**NJSLS Career Readiness, Life Literacies, and Key Skills**

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Practices**

- **CLKSP1** Act as a responsible and contributing community member and employee.
- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

**Social Emotional Learning Competencies**

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Through discussion and reflection, students will think deeply about the realities of the American Civil War in

regard to family, life, health care, and even death.

- Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
- Reflecting on one's learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Use accountable talk in discussions
    - Self-evaluation of class time and work
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Analyze firsthand accounts from soldiers from the North and South and reflect on their experiences and emotions.
    - Look at current events and reflect on how historical experiences of groups can have an impact on members actions and beliefs today (i.e., Confederate statue controversies, Confederate battle flag controversies, etc.)
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Engaging in collaborative discussions
    - Incentives for individual students and small groups
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules and routines
    - Engaging in collaborative discussions
    - Following directions

### **NJSLS Computer Science Design Thinking**

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **The Amistad Commission's Literacy Component**

- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

[Lesson Plan-African American Contributions to Civil War](#)

#### Additional Activities

- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

#### Suggested Read-Alouds

- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Henry's Freedom Box* by Ellen Levine

#### Learning Activities

- Students develop their awareness of social and civic realities, cultural differences, and injustices that need to be righted through writing and discussion.

### **NJ Commission on Holocaust Education**

- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.

[Pink and Say Lesson Plan](#)