

**Brick Township Public Schools SOCIAL STUDIES CURRICULUM**

**6<sup>TH</sup> GRADE**

Aligned to the New Jersey Student Learning Standards for Social Studies

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

**BRICK TOWNSHIP PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM**

**Content Area: Social Studies**

**Course Title: 6<sup>th</sup> Grade Social Studies**

**Grade Level: 6**

A New Nation  
(1777-1800)

September-October-November

The New Republic  
(1800-1855)

December-January

The Nation Expands  
(1790-1860)

February-March-April

The Nation Breaks Apart  
(1861-1877)

May-June

**Date Created: June 21, 2016 by Stacey Elmendorf and Senala Nolasco**

***Revised: June 29, 2017 by Catherine Essner, Matthew Lafferty, Kimberly Weigle  
Michael Cintron, David Kuster***

**Board Approval Date: September 14, 2017**

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### BRICK TOWNSHIP PUBLIC SCHOOLS

#### 6<sup>th</sup> Grade Social Studies: A New Nation 1777-1800

**Content Area: Social Studies**

**Unit Title: A New Nation 1777-1800**

**Target Course/Grade Level: Grade 6**

**Unit Summary:**

After the Revolutionary War, much needed to be done in the new United States. The ideas of the Revolution had to be preserved in the country's new government. During the first years of the United States, political leaders met and discussed the form that the government should take. Often, people disagreed about how the new nation should be organized. Debates still take place about the framework of the U. S. government, which is written in the Constitution. In this unit, you will learn about the creation of the Constitution and how that document affects us today.

**Primary interdisciplinary connections:** Language Arts, Science, and Geography

**21<sup>st</sup> Century Themes:** "Needed Nine" Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, Trade

**Technology connections:** 8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

#### Learning Targets

**Content Standards:**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Content Statement:**

The fundamental principles of the United States Constitution serve as the foundation of the United States Government today.

The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

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#### Reading History & Social Studies

- 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.
- 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).
- 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.
- RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9:** Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Writing History

- WHST.6-8.1.** Write arguments focused on *discipline-specific content*.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.

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E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.6-8.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Tolerance in History**

\***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

\***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

\***SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

\***SOC.6.3.8.CS4** - [*Content Statement*] - Listen open-mindedly to views contrary to their own.

\***SOC.6.3.8.CS5** - [*Content Statement*] - Collaboratively develop and practice strategies for managing and resolving conflict.

\***SOC.6.3.8.CS6** - [*Content Statement*] - Demonstrate understanding of democratic values and processes.

\***SOC.6.3.8.CS7** - [*Content Statement*] - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

\***SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.

\***SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.

\***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.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.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by the acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
6.1.8.B.3.b	Determine the extent to which geography of the United States influenced the debate on representation on Congress and federalism by examining the New Jersey and Virginia Plans
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of the state and national governments during this time.
6.1.8.D.3.c	Analyze the impact of George Washington as general of the American Revolutionary forces and as the first president of the United States.
6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with the resettlement of Native Americans.
6.1.8.C.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.
6.1.12.A.2.c	Compare and contrast the arguments of the Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"><li>● What events and ideas affected the writing of the Articles of Confederation and Constitution?</li><li>● How do the ideas in the Constitution affect the lives of Americans?</li><li>● What important events occurred during the terms of the first two U.S. presidents?</li></ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>● The Articles of Confederation provided a framework for a national government.</li><li>● Problems faced by the young nation made it clear that a new constitution was needed.</li><li>● A new constitution provided a framework for stronger national government.</li><li>● Americans carried on a vigorous debate before ratifying the Constitution.</li><li>● The U.S. Constitution balances the powers of the federal government among the legislative, executive and judicial branches.</li><li>● The Bill of Rights was added to the Constitution to define clearly the rights and freedoms of citizens.</li><li>● American citizenship involves great privileges and serious responsibilities.</li><li>● President Washington and members of Congress established a new national government.</li><li>● Treasury secretary Alexander Hamilton developed a financial plan for the national government.</li><li>● The United States faced significant foreign and domestic challenges under Washington.</li><li>● The development of political parties in the United States contributed to differing ideas about the role of the federal government.</li></ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>● The American people examined many ideas about government.</li><li>● The Articles of Confederation laid the base for the first national government of the United States.</li><li>● The Confederation Congress established the Northwest Territory.</li><li>● The United States had difficulties with other nations.</li><li>● Internal economic problems plagued the new nation.</li></ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● Where did the Americans find ideas for their government?</li><li>● Should the states that banned slavery have been more insistent that other states ban it also? Why or why not?</li><li>● Why would you have voted for or against the Articles?</li><li>● The sentence that explains when a territory could ask to join the Union is?</li><li>● One weakness in the Articles of Confederation is?</li></ul>

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| <ul style="list-style-type: none"><li>● Shay's Rebellion pointed out weaknesses in the Articles of Confederation.</li><li>● Many Americans called for changes in the national government.</li><li>● The Constitutional Convention met to improve the government of the United States.</li><li>● The issue of representation led to the Great Compromise.</li><li>● Regional debate over slavery led to the Three-Fifths Compromise.</li><li>● The U.S. Constitution created federalism and a balance of power.</li><li>● The Federalists and Antifederalists engaged in debate over the new Constitution.</li><li>● The Federalist Papers played an important role in the fight for ratification of the Constitution.</li><li>● Ten amendments were added to the Constitution to provide a Bill of Rights to protect citizens.</li><li>● The framers of the Constitution devised the federal system.</li><li>● The legislative branch makes the nation's laws.</li><li>● The executive branch enforces the nation's laws.</li><li>● The judicial branch determines whether or not laws are constitutional.</li><li>● The First Amendment guarantees basic freedoms to individuals.</li><li>● Other amendments focus on protecting citizens from certain abuses.</li><li>● The rights of the accused are an important part of the Bill of Rights.</li><li>● The rights of states and citizens are protected by the Bill of Rights.</li><li>● Citizenship in the United States is determined in several ways.</li></ul> | <ul style="list-style-type: none"><li>● Why did tariffs hurt U.S. citizens?</li><li>● The sentence that lists problems facing the states is?</li><li>● What conditions caused a depression in the United States?</li><li>● Name one reason Philadelphia was chosen as the site of the Convention.</li><li>● The sentence that explains what action the delegates took about the slave trade.</li><li>● What do you think about checks and balances?</li><li>● Why did George Mason oppose the Constitution?</li><li>● Why did states hold constitutional conventions?</li><li>● What kind of bill did several states demand?</li><li>● Why do you think the Constitution has lasted more than 200 years?</li><li>● Describe concurrent powers.</li><li>● What determines each state's number of representatives?</li><li>● How can Congress undo a presidential veto?</li><li>● Why might a president appoint more diverse Justices?</li><li>● What does the Bill of Rights do?</li><li>● When is a search warrant needed?</li><li>● Predict a situation in which a government might exercise its right of eminent domain.</li><li>● What powers are held by the states and the people?</li><li>● What limits exist on the rights of legal immigrants?</li><li>● Where is the oath of allegiance taken?</li><li>● Why do citizens have duties along with rights?</li><li>● Why is community service important and valuable?</li><li>● Why did some women support a larger national role for women?</li><li>● What did cabinet members provide for the president?</li><li>● What limited the president's ability to nominate federal judges?</li></ul> |
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| <ul style="list-style-type: none"><li>● Citizens are expected to fulfill a number of important duties.</li><li>● Active citizen involvement in government and the community is encouraged.</li><li>● In 1789 George Washington became the first president of the United States.</li><li>● Congress and the president organized the executive and judicial branches of government.</li><li>● Americans had high expectations for their new nation.</li><li>● Hamilton tackled the problem of settling national and state debt.</li><li>● Thomas Jefferson opposed Hamilton's views on government and the economy.</li><li>● Hamilton created a national bank to strengthen the U.S. economy.</li><li>● The United States tried to remain neutral regarding events in Europe.</li><li>● The United States and Native Americans came into conflict in the Northwest Territory.</li><li>● The Whiskey Rebellion tested Washington's administration.</li><li>● In his Farewell Address, President Washington advised the nation.</li><li>● The rise of political parties created competition in the election of 1796.</li><li>● The XYZ affair caused problems for President John Adams.</li><li>● Controversy broke out over the Alien Sedition Acts.</li></ul> | <ul style="list-style-type: none"><li>● The sentences that explain the contrast between what country residents and town residents wanted.</li><li>● In what year was the agreement signed that led to the New York Stock Exchange?</li><li>● How did the government raise money during the Revolution?</li><li>● How did Hamilton persuade the southern leaders?</li><li>● The sentences that explain Hamilton's and Jefferson's views of the American people.</li><li>● Name one reason Hamilton supported a national bank.</li><li>● Do you think the Bank was a good idea? Why or why not?</li><li>● Why might some Americans support the French Revolution?</li><li>● What did the United States gain from Pinckney's Treaty?</li><li>● Why might American Indians have protested the U.S. settlements?</li><li>● Name two dangers that Washington mentioned in his farewell speech.</li><li>● The rise of political parties created competition in the election of 1796.</li><li>● The XYZ affair caused problems for President John Adams.</li><li>● Controversy broke out over the Alien Sedition Acts.</li></ul> |
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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**6th Grade Social Studies: The New Republic 1800-1855**

**Content Area: 6<sup>th</sup> grade Social Studies**

**Unit Title:** The New Republic 1800-1855

**Target Course/Grade Level: 6<sup>th</sup> grade**

**Unit Summary**

By the time the country had experienced two presidential terms, people had begun to think of themselves as Americans. A new sense of pride and unity influenced all areas of American society, from politics to art, from economics to religion. Settlers began moving deeper into the continent and the United States began to grow. In the next four chapters, you will learn about the first expansion of the young nation.

**Primary interdisciplinary connections: Language Arts, Geography, and Science**

**21<sup>st</sup> Century Themes:** “Needed Nine” Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, Trade

**Technology connections:** 8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Learning Targets**

**Content Standards:**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Content Statement:**

Reading History & Social Studies

**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;

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provide an accurate summary of the source distinct from prior knowledge or opinions.

**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).

**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.

**RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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**RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Writing History

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

- F. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- G. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- I. Establish and maintain a formal/academic style, approach, and form.
- J. Provide a concluding statement or section that follows from and supports the argument presented.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- G. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- H. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- I. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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- L. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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#### **Tolerance in History**

\***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

\***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

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\***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

#### **CONTENT STANDARDS LINK:**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.		
6.1.8.A.4.c	Assess the extent to which voting rights were expanded during Jacksonian Democracy.		
6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.		
6.1.8.B.4.b	Map territorial expansion and settlement, as well as locations of conflicts with and resettlement of Native Americans.		
6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.		
6.1.12.A.2.d	Explain how Judicial Review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.		
6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.		
6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.		
6.1.12.A.3.b	Determine the extent to which America's Foreign Policy (i.e., Tripoli Pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.		
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.		
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of the United States political boundaries.		
6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., Missouri Compromise and the Compromise of 1850).		
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# Brick Township Public Schools SOCIAL STUDIES CURRICULUM

## 6<sup>TH</sup> GRADE

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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

	<ul style="list-style-type: none"><li>● A rising sense of national unity allowed some regional differences to be set aside and national interests to be served.</li><li>● As the United States grew, developments in many cultural areas contributed to the creation of a new American identity.</li><li>● The expansion of voting rights and the election of Andrew Jackson signaled the growing power of the American people.</li><li>● Andrew Jackson’s presidency was marked by political conflicts.</li><li>● President Jackson supported a policy of Indian removal.</li><li>● The American West attracted a variety of settlers.</li><li>● In 1836 Texas gained its independence from Mexico.</li><li>● The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.</li><li>● The California Gold Rush changed the future of the West.</li></ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"><li>● The election of 1800 marked the first peaceful transition in power from one political party to another.</li><li>● President Jefferson’s beliefs about the federal government were reflected in his policies.</li><li>● Marbury v. Madison increased the power of the judicial branch of government.</li><li>● As American settlers moved west, control of the Mississippi River became more important to the United States.</li><li>● The Louisiana Purchase almost doubled the size of the United States.</li><li>● Expeditions led by Lewis, Clark, and Pike increased Americans’ understanding of the West.</li></ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● How did the presidential candidates wage the campaign of 1800?</li><li>● Name one action Jefferson took based on his principles.</li><li>● Why did Marbury sue Madison?</li><li>● Why would Americans want to move into Louisiana?</li><li>● Why did Jefferson worry about the port of New Orleans?</li><li>● What are two reasons that Napoleon did not try to conquer Louisiana?</li><li>● The sentences that explain why Jefferson wanted to know more about the west are?</li><li>● Why did Britain and France try to stop the United States from selling goods to the other?</li><li>● How was embargo an alternative to war?</li></ul>

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| <ul style="list-style-type: none"><li>● Violations of U.S. neutrality led Congress to enact a ban on trade.</li><li>● Native Americans, Great Britain, and the United States came into conflict in the West.</li><li>● The War Hawks led a growing call for war with Great Britain.</li><li>● American forces held their own against the British in the early battles of the war.</li><li>● U.S. forces stopped British offensives in the East and South.</li><li>● The effects of the war included prosperity and national pride.</li><li>● The United States and Great Britain settled their disputes over boundaries and control of waterways.</li><li>● The United States gained Florida in an agreement with Spain.</li><li>● With the Monroe Doctrine, the United States strengthened its relationship with Latin America.</li><li>● Growing nationalism led to improvements in the nation's transportation systems.</li><li>● The Missouri Compromise settled an important regional conflict.</li><li>● The outcome of the election of 1824 led to controversy.</li><li>● American writers created a new style of literature.</li><li>● A new style of art showcased the beauty of America and its people.</li><li>● American ideals influenced other aspects of culture, including religion and music.</li><li>● Architecture and education were affected by cultural ideals.</li><li>● Democracy expanded in the 1820s as more Americans held the right to vote.</li><li>● Jackson's victory in the election of 1828 marked a change in American politics.</li><li>● Regional differences grew during Jackson's presidency.</li></ul> | <ul style="list-style-type: none"><li>● How did British agents aid Native Americans in the west?</li><li>● Describe the problem that Madison faced in 1808.</li><li>● The sentences that contrast the U.S. and British navies are?</li><li>● Why was Andrew Jackson considered a hero?</li><li>● In what ways did the war benefit the United States?</li><li>● What were the results of the Convention of 1818?</li><li>● Why did President Monroe send Jackson to Florida?</li><li>● What convinced the Spanish to negotiate with the Americans?</li><li>● Why did the United States support Latin American independence?</li><li>● How might a single currency encourage interstate trade?</li><li>● Why were improvements in water transportation so important?</li><li>● How did Henry Clay help Missouri enter the Union?</li><li>● How did Andrew Jackson lose the election of 1824?</li><li>● What was Irving's message?</li><li>● How did Bingham depict the West in his paintings?</li><li>● How were spirituals important for religious revival meetings?</li><li>● Why did Jefferson want Americans to change their styles of architecture?</li><li>● Who was left out in the push to give Americans more voting rights?</li><li>● Who supported Jackson for president?</li><li>● What were some of the key differences between Jackson and Adams?</li><li>● Why might so many people have attended the election party?</li><li>● Why did northerners disagree with southerners on the issue of tariffs?</li></ul> |
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| <ul style="list-style-type: none"><li>● The rights of the states were debated amid arguments about a national tariff.</li><li>● Jackson's attack on the Bank sparked controversy.</li><li>● Jackson's policies led to the Panic of 1837.</li><li>● The Indian Removal Act authorized the relocation of Native Americans to the West.</li><li>● Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court.</li><li>● Other Native Americans resisted removal with force.</li><li>● During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade.</li><li>● The Mormons traveled west in search of religious freedom.</li><li>● Many American settlers moved to Texas after Mexico achieved independence from Spain.</li><li>● Texans revolted against Mexican rule and established an independent nation.</li><li>● Many Americans believed that the nation had a manifest destiny to claim new lands in the West.</li><li>● As a result of the Mexican-American War, the United States added territory in the Southwest.</li><li>● American settlement in the Mexican Cession produced conflict and a blending of cultures.</li><li>● The discovery of gold brought settlers to California.</li><li>● The gold rush had a lasting impact on California's population and economy.</li></ul> | <ul style="list-style-type: none"><li>● How did the Tariff of Abominations help industries in the North?</li><li>● How did Jackson and Calhoun differ on the debate over states' rights?</li><li>● What happened when the federal bank's funds were moved to state banks?</li><li>● Why might voters have chosen Harrison over Van Buren?</li><li>● Why were Jackson's policies toward Native Americans controversial?</li><li>● Why was the Indian Territory established?</li><li>● How did the Sauk resist removal?</li><li>● How did the outcome for the Seminole differ from that of other Native Americans?</li><li>● What did mountain men do?</li><li>● Where was the first major non-Native American settlement located?</li><li>● What do you think was the main language spoken in Santa Fe at this time?</li><li>● Why did Mormon leaders create a series of settlements?</li><li>● During the early 1800s, what empire did California and Texas belong to?</li><li>● From what region of the United States did most settlers come to Texas?</li><li>● The sentence that helps explain why tension grew between the central Mexican government and the American settlers in Texas.</li><li>● What did many American settlers bring with them to Texas?</li><li>● How did the boundaries of the United States change during the 1840s?</li><li>● How might Californios have viewed the arrival of large numbers of American settlers?</li><li>● Some Americans at the time thought President Polk provoked the Mexican attack by stationing soldiers on the Rio Grande. Do you agree? Explain your answer.</li><li>● Why is the issue of water rights much more serious in the West than it is in the East?</li><li>● What country was California part of in 1840?</li></ul> |
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	<ul style="list-style-type: none"><li>● Would mining experience have helped the average forty-niner? Explain your answer.</li><li>● Who had more “job security,” the miners or the service providers? Why?</li><li>● What consequence of the gold rush made California eligible for statehood?</li></ul>
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### BRICK TOWNSHIP PUBLIC SCHOOLS

#### The Nation Expands 1790-1860

**Content Area:** 6<sup>th</sup> grade Social Studies

**Unit Title:** The Nation Expands 1790-1860

**Target Course/Grade Level:** 6<sup>th</sup> grade

#### Unit Summary

The United States continued to grow in size and wealth, experiencing revolutions in technology and business, as did other parts of the world. During the earliest phases of expansion, regions of the United States developed differently from each other. Citizens differed in their ideas of progress, government, and religion. For the success of the nation, they tried to compromise on their disagreements. In the next four chapters, you will learn about two regions in the United States, and how they were alike and different.

**Primary interdisciplinary connections:** Language Arts, Geography, and Science

**21<sup>st</sup> Century Themes:** “Needed Nine” Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, Trade

**Technology connections:** 8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

#### Learning Targets

#### Content Standards

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, nation, and global communities.

Reading History & Social Studies

**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.

**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).

**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.

**RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

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**RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

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

**RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Writing History

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

- K. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- L. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- N. Establish and maintain a formal/academic style, approach, and form.
- O. Provide a concluding statement or section that follows from and supports the argument presented.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- M. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- N. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- O. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- P. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Q. Establish and maintain a formal/academic style, approach, and form.
- R. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.6-8.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Tolerance in History**

**\*SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

**\*SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**\*SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**\*SOC.6.3.8.CS4** - [*Content Statement*] - Listen open-mindedly to views contrary to their own.

**\*SOC.6.3.8.CS5** - [*Content Statement*] - Collaboratively develop and practice strategies for managing and resolving conflict.

**\*SOC.6.3.8.CS6** - [*Content Statement*] - Demonstrate understanding of democratic values and processes.

**\*SOC.6.3.8.CS7** - [*Content Statement*] - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**\*SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.

**\*SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.

**\*SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

#### **CONTENT STANDARDS LINK:**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

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6.1.8.D.4.b	Describe the efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
6.1.12.D.2.d	Analyze arguments for new women’s roles and rights, and explain why 18 <sup>th</sup> -century society limited women’s aspirations.
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What changes occurred in the North during the early 1800’s?</li> <li>● How did slavery and agriculture affect the economy and society of the South?</li> <li>● What goals did American social reformers have during the early 1800’s?</li> <li>● How did the issue of slavery affect politics in the United States?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● The Industrial Revolution transformed the way goods were produced in the United States.</li> <li>● The introduction of factories changed working life for many Americans.</li> <li>● New forms of transportation improved business, travel, and communication in the United States.</li> <li>● Advances in technology led to new inventions that continued to change daily life and work.</li> <li>● The invention of the cotton gin made the South a one-crop economy and increased the need for slave labor.</li> <li>● Southern society centered around agriculture.</li> <li>● The slave system in the South produced harsh living conditions and occasional rebellions.</li> <li>● The population of the United States grew rapidly in the early 1800s with the arrival of millions of immigrants.</li> <li>● New movements in art and literature influenced many Americans in the early 1800s.</li> <li>● Reform movements in the early 1800s affected religion, education, and society.</li> <li>● In the mid-1800s, debate over slavery increased as abolitionists organized to challenge slavery in the United States.</li> <li>● Reformers sought to improve women’s rights in American society.</li> <li>● Antislavery literature and the annexation of new lands intensified the debate over slavery.</li> </ul>

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	<ul style="list-style-type: none"><li>● The Kansas-Nebraska Act heightened tensions in the conflict over slavery.</li><li>● The split over the issue of slavery intensified due to political division and judicial decisions.</li><li>● The United States broke apart due to the growing conflict over slavery.</li></ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"><li>● The invention of new machines in Great Britain led to the beginning of the Industrial Revolution.</li><li>● The development of new machines and processes brought the Industrial Revolution to the United States.</li><li>● Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812.</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li><li>● What was Whitney's revolutionary idea?</li><li>● Why had Americans relied on foreign goods too much?</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li><li>● What was Whitney's revolutionary idea?</li><li>● Why had Americans relied on foreign goods too much?</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li></ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li><li>● What was Whitney's revolutionary idea?</li><li>● Why had Americans relied on foreign goods too much?</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li><li>● What was Whitney's revolutionary idea?</li><li>● Why had Americans relied on foreign goods too much?</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li><li>● What was Whitney's revolutionary idea?</li><li>● Why had Americans relied on foreign goods too much?</li><li>● In what way were goods made in the early 1700s?</li><li>● In what way did Arkwright's machine make history?</li><li>● What information did Slater bring with him to the United States?</li></ul>

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- What information did Slater bring with him to the United States?
- What was Whitney's revolutionary idea?
- Why had Americans relied on foreign goods too much?
- Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements.
- Industrialization led to the growth of cities.
- American cities experienced urban problems due to rapid growth.
- Transcendentalists and utopian communities withdrew from American society.

- What was Whitney's revolutionary idea?
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- What was Whitney's revolutionary idea?
- Why had Americans relied on foreign goods too much?
- Compare and contrast Irish and German immigration between 1840 and 1860.
- Why did nativists worry about the increasing numbers of immigrants?
- Why do you think culture changed after the Industrial Revolution?
- Why were living conditions so poor in urban areas?
- Name two transcendentalist thinkers.
- Why might transcendentalists seek to create utopian communities?

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| <ul style="list-style-type: none"><li>● American Romantic painters and writers made important contributions to art and literature.</li><li>● The Second Great Awakening sparked interest in religion.</li><li>● Social reformers began to speak out about temperance and prison reform.</li><li>● Improvements in education reform affected many parts of the population.</li><li>● Northern African American communities became involved in reform efforts.</li><li>● Americans from a variety of backgrounds actively opposed slavery.</li><li>● Abolitionists organized the Underground Railroad to help enslaved Africans escape.</li><li>● Despite efforts of abolitionists, many remained opposed to ending slavery.</li><li>● Influenced by the abolition movement, many women struggled to gain equal rights for themselves.</li><li>● Calls for women's rights met opposition from men and women.</li><li>● The Seneca Falls Convention launched the first organized women's rights movement in the United States.</li><li>● The addition of new land in the West renewed disputes over the expansion of slavery.</li><li>● The Compromise of 1850 tried to solve the disputes over slavery.</li><li>● The Fugitive Slave Act caused more controversy.</li><li>● Abolitionists used antislavery literature to promote opposition.</li><li>● The debate over the expansion of slavery influenced the election of 1852.</li><li>● The Kansas-Nebraska Act allowed voters to allow or prohibit slavery.</li><li>● Pro-slavery and antislavery groups clashed violently in what became known as "Bleeding Kansas."</li></ul> | <ul style="list-style-type: none"><li>● Name the titles of famous novels written by American Romantics.</li><li>● What can you infer from the fact that this period was called the Second Great Awakening?</li><li>● How did prisons change as a result of reformers like Dorothea Dix?</li><li>● What was the common school movement?</li><li>● How could skilled slaves buy their freedom?</li><li>● What could happen to family members at a slave auction?</li><li>● How were laws used to control slaves?</li><li>● How did slaves keep their culture alive?</li><li>● When did Nat Turner's Rebellion occur?</li><li>● Why did critics of the Grimké sisters think women should not speak in public?</li><li>● What arguments did critics use against women's rights?</li><li>● Why was the Seneca Falls Convention important?</li><li>● Why do you think most of the leaders in the women's rights movement were women?</li><li>● Why do you think southerners were opposed to the Wilmot Proviso?</li><li>● What made Henry Clay's law a compromise?</li><li>● How can you tell that Anthony Burns was a slave?</li><li>● How did Harriet Beecher Stowe impact the issue of slavery in America?</li><li>● Why was Franklin Pierce a popular candidate in the South?</li><li>● How did the Kansas Nebraska Act get its name?</li><li>● What do you think would be the consequences of one state having two governments?</li><li>● What caused the Sack of Lawrence?</li><li>● Was Senator Charles Sumner for or against slavery?</li><li>● Why might it matter to voters that James Buchanan had been out of the country during "Bleeding Kansas"?</li><li>● Name the three decisions the Supreme Court made in the Dred Scott case.</li></ul> |
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- Political parties in the United States underwent change due to the movement to expand slavery.
- The Dred Scott decision created further division over the issue of slavery.
- The Lincoln-Douglas debates brought much attention to the conflict over slavery.
- John Brown's raid on Harpers Ferry intensified the disagreement between free states and slave states.
- The outcome of the election of 1860 divided the United States.
- The dispute over slavery led the South to secede.

- Are you surprised to know that at the time of the Dred Scott decision, a majority of Supreme Court Justices were from the South? Why or why not?
- Why do you believe Lincoln would not talk about slavery in the existing slave states?
- Why did Lincoln question the Democrats' belief in popular sovereignty?
- When did John Brown's raid begin?
- Why do you think John Brown's raid scared southerners?
- What are the names of the presidential candidates who ran for election in 1860?
- What event led southern states to secede from the United States of America?

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**BRICK TOWNSHIP PUBLIC SCHOOLS**

**The Nation Breaks Apart 1861-1877**

**Content Area: 6<sup>th</sup> grade Social Studies**

**Unit Title:** The Nation Breaks Apart 1861-1877

**Target Course/Grade Level: 6<sup>th</sup> grade**

**Unit Summary**

When compromise after compromise failed, the United States was divided by war. The American Civil War tested the strength of the bond between the states. During the Civil War, Americans fought each other on battlefields and in government. Ideas about slavery and sovereignty led many soldiers to fight. Eventually the nation was reunited, but deep scars remained. In this unit, students will learn about the war and the period after when rebuilding the South became a priority.

**Primary interdisciplinary connections: Language Arts, Geography, and Science**

**21<sup>st</sup> Century Themes:** “Needed Nine” Cause & Effect, Conflict & Resolution, Culture, Geography, Government, Religion, Technology, Tolerance, Trade

**Technology connections:** 8.1-8.2 use of digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Learning Targets**

**Content Standards**

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, nation, and global communities.

**Content Statement:**

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different issues on slavery.

The Civil War and Reconstruction had a lasting impact on the development of the United States.

Reading History & Social Studies

**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.

**RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social

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studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**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.

**RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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

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

**RH.6-8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Writing History

**WHST.6-8.1.** Write arguments focused on *discipline-specific content*.

- P. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Q. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- R. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- S. Establish and maintain a formal/academic style, approach, and form.
- T. Provide a concluding statement or section that follows from and supports the argument presented.

**WHST.6-8.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- S. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- T. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- U. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- V. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W. Establish and maintain a formal/academic style, approach, and form.
- X. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

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**WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.6-8.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Tolerance in History**

\***SOC.6.3.8.CS1** - [*Content Statement*] - Recognize the causes and effects of prejudice on individuals, groups, and society.

\***SOC.6.3.8.CS2** - [*Content Statement*] - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

\***SOC.6.3.8.CS3** - [*Content Statement*] - Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

\***SOC.6.3.8.CS4** - [*Content Statement*] - Listen open-mindedly to views contrary to their own.

\***SOC.6.3.8.CS5** - [*Content Statement*] - Collaboratively develop and practice strategies for managing and resolving conflict.

\***SOC.6.3.8.CS6** - [*Content Statement*] - Demonstrate understanding of democratic values and processes.

\***SOC.6.3.8.CS7** - [*Content Statement*] - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

\***SOC.6.3.8.CS8** - [*Content Statement*] - Challenge unfair viewpoints and behaviors by taking action.

\***SOC.6.3.8.CS9** - [*Content Statement*] - Make informed and reasoned decisions.

\***SOC.6.3.8.CS10** - [*Content Statement*] - Accept decisions that are made for the common good.

#### **CONTENT STANDARDS LINK:**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

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6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward reconstruction in the South.		
6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War		
6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and the South.		
6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.		
6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.		
6.1.8.D.5.b	Analyze the critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.		
6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.		
6.1.8.D.5.d	Analyze the effectiveness of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the United States Constitution from multiple perspectives.		
6.1.12.B.4.a	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.		
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• In what ways did the Civil War transform the nation?</li> <li>• How did a deeply divided nation move forward after the Civil War?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Civil War broke out between the North and the South in 1861.</li> <li>• Confederate and Union forces faced off in Virginia and at sea.</li> <li>• Fighting in the Civil War spread to the western United States.</li> <li>• The lives of many Americans were affected by the Civil War.</li> <li>• Union victories in 1863, 1864, and 1865 ended the Civil War.</li> <li>• The nation faced many problems in rebuilding the Union.</li> <li>• The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.</li> </ul> </td> </tr> </table>		<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• In what ways did the Civil War transform the nation?</li> <li>• How did a deeply divided nation move forward after the Civil War?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Civil War broke out between the North and the South in 1861.</li> <li>• Confederate and Union forces faced off in Virginia and at sea.</li> <li>• Fighting in the Civil War spread to the western United States.</li> <li>• The lives of many Americans were affected by the Civil War.</li> <li>• Union victories in 1863, 1864, and 1865 ended the Civil War.</li> <li>• The nation faced many problems in rebuilding the Union.</li> <li>• The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.</li> </ul>
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	<ul style="list-style-type: none"> <li>● As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Following the outbreak of war at Fort Sumter, Americans chose sides.</li> <li>● The Union and Confederacy prepared for war.</li> <li>● Union and Confederate forces fought for control of the war in Virginia.</li> <li>● The Battle of Antietam gave the North a slight advantage.</li> <li>● The Confederacy attempted to break the Union naval blockade.</li> <li>● Union strategy in the West centered on control of the Mississippi River.</li> <li>● Confederate and Union troops struggled for dominance in the Far West.</li> <li>● The Emancipation Proclamation freed slaves in Confederate states.</li> <li>● African Americans participated in the war in a variety of ways.</li> <li>● President Lincoln faced opposition to the war.</li> <li>● Life was difficult for soldiers and civilians alike.</li> <li>● The Union tried to divide the Confederate Army at Fredericksburg, but the attempt failed.</li> <li>● The Battle of Gettysburg in 1863 was a major turning point in the war.</li> <li>● During 1864 Union campaigns in the East and South dealt crippling blows to the Confederacy.</li> <li>● Union troops forced the South to surrender in 1865, ending the Civil War.</li> <li>● President Lincoln and Congress differed in their views as Reconstruction began.</li> <li>● The end of the Civil War meant freedom for African Americans in the South.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● How did the South react to Lincoln’s election to the presidency?</li> <li>● How did Lincoln respond to the surrender of Fort Sumter?</li> <li>● Why didn’t cotton diplomacy work?</li> <li>● In what ways did civilians help the war effort?</li> <li>● What did the First Battle of Bull Run show?</li> <li>● Which Civil War battles were identified in this lesson?</li> <li>● Provide a sentence that supports the statement that the Union blockade of Southern ports was very effective.</li> <li>● Why did the Union consider control of the Mississippi River critical?</li> <li>● How do you know that Fort Henry and Fort Donelson were Confederate forts?</li> <li>● How was New Orleans captured?</li> <li>● Why was Vicksburg difficult to capture?</li> <li>● Why did the siege of Vicksburg succeed when attacks on Vicksburg had failed?</li> <li>● What was the purpose of the Emancipation Proclamation?</li> <li>● How were contrabands different from other African Americans who joined the Union army?</li> <li>● What is habeas corpus?</li> <li>● How did women help the war effort?</li> <li>● How did the Battle of Gettysburg start?</li> <li>● How long did the Battle of Gettysburg last?</li> <li>● Who won the Battle of Gettysburg?</li> <li>● How did General William Sherman help President Lincoln get re-elected?</li> <li>● In what year did the Civil War end?</li> <li>● What was the purpose of Reconstruction?</li> <li>● What part of the Constitution granted freedom to all slaves?</li> </ul>

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<ul style="list-style-type: none"><li>● President Johnson’s plan began the process of Reconstruction.</li><li>● President Lincoln and Congress differed in their views as Reconstruction began.</li><li>● The end of the Civil War meant freedom for African Americans in the South.</li><li>● President Johnson’s plan began the process of Reconstruction.</li><li>● Reconstruction governments helped reform the South.</li><li>● The Ku Klux Klan was organized as African Americans moved into positions of power.</li><li>● As Reconstruction ended, the rights of African Americans were restricted.</li><li>● Southern business leaders relied on industry to rebuild the South.</li></ul>	<ul style="list-style-type: none"><li>● Why would southerners oppose the education of African Americans?</li><li>● Why did Congress refuse to accept the southern states back into the Union?</li><li>● What was the purpose of Reconstruction?</li><li>● What part of the Constitution granted freedom to all slaves?</li><li>● Why would southerners oppose the education of African Americans?</li><li>● Why did Congress refuse to accept the southern states back into the Union?</li><li>● Who was the first African American senator?</li><li>● Name the groups of Americans that were targeted by the Ku Klux Klan.</li><li>● Why did southern Republicans lose power during the 1870s?</li><li>● How was the economy of the “Old South” different from the economy of the “New South”?</li></ul>
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## BRICK TOWNSHIP PUBLIC SCHOOLS

### Evidence of Learning

#### Formative Assessments:

- Quick Write
- Graphic Organizers
- Oral Questioning
- Open Ended Questions
- Hand Signals
- Turn to your partner
- Portfolio Check
- Index Card Summaries/Questions
- Journal Entry
- Observations
- Think-Pair-Share
- Ticket to Leave
- Web/Concept Map
- Exit Card
- Quiz

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-Presentations

### **Summative Assessments:**

- Section Quizzes
- Chapter Tests
- Unit Assessments

-Projects

### **Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP/504 plans for modifications.
- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Tiered Assignments

### **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

History Channel

Teacher Tube

Online textbook

Achieve3000

Brain Pop

PBS

Read Works

Trade Books

Commonlit.org

Edpuzzle.org

Read Write Think

America Story of US DVD collection