

6th Grade Social Studies Curriculum

Unit 1: Constitution Review

Unit 2: Early America

Unit 3: Age of Jackson

Unit 4: Westward Migration

Unit 5: Sectionalism

Unit 6: Civil War & Reconstruction

Grade: 6 Subject: Social Studies	Unit 1: Constitution Review
Big Idea/Rationale	<ul style="list-style-type: none"> • Constitution Review will refresh students on the concepts learned at the end of Fifth Grade. The unit will explore the compromises necessary to frame the United States Constitution and the ratification process.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Analyze the formation of the U. S. Government under the Constitution. • Distinguish between branches of government. • Dissect the differences of opinions and the compromises.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What are the functions of the United States Government? • How does the United States Government limit abuses of power? • What were the perspectives of Federalist and Anti-federalists in framing the Constitution? • What were the compromises that framed the Constitution? • What is the process for amending the Constitution?
Content (Subject Matter)	<ul style="list-style-type: none"> • Constitutional Convention • United States Constitution • Bill of Rights
Skills/ Benchmarks (CCSS Standards)	<p>2009 NJCCCS</p> <ul style="list-style-type: none"> • 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.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.b—Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. • 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. <p>CCS</p> <ul style="list-style-type: none"> • 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources. • 06-08.RH.02—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. • 06-08.RH.03—Identify key steps in a texts description of a process related

to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).

- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. sequentially comparatively causally).
- 06-08.RH.06—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).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.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.
- 06-08.WHST.1—Write arguments focused on *discipline-specific content*.
 - 06-08.WHST.1.a—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.
 - 06-08.WHST.1.b—Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 06-08.WHST.1.c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - 06-08.WHST.1.d—Establish and maintain a formal style.
 - 06-08.WHST.1.e—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WHST.2— Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 06-08.WHST.2.a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 06-08.WHST.2.b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 06-08.WHST.2.c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 06-08.WHST.2.e—Establish and maintain a formal style and objective tone.
 - 06-08.WHST.2.f—Provide a concluding statement or section that follows from and supports the information or explanation presented

	<ul style="list-style-type: none"> • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials and Resources	<ul style="list-style-type: none"> • United States Constitution • <i>James Madison</i> by Garry Wills • <i>The New Nation, 1789-1850</i> by Joy Hakim • Virginia Plan • New Jersey Plan • Connecticut Compromise • 1790 Census by state • 1790 Congressional Representation by state • 2014 Congressional Representation by state
Notes	

Grade: 6 Subject: Social Studies	Unit 2: Early America
Big Idea/Rationale	<ul style="list-style-type: none"> • Early America will examine the new nation under the Constitution from the Washington Administration to the Era of Good Feelings. Students will investigate the differences of governing philosophies that formed the first party system, the expansion of the nation to the Pacific and another war with Britain while monitoring the evolution of the American system of government and the individuals that impacted it.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Trace the events of the administrations of Washington, Adams, Jefferson, Madison & Monroe. • Distinguish between the Federalists and the Jeffersonian Republicans. • Investigate the First Party System, the Louisiana Purchase, the War of 1812 & the Era of Good Feelings.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • What challenges did the early America have to deal with? • What were the major differences between Federalists and Jeffersonian Republicans? • How did the Louisiana Purchase come to pass? • What caused the War of 1812? • What was the Era of Good Feelings? • What was the Missouri Compromise? • What was the Monroe Doctrine?
Content (Subject Matter)	<ul style="list-style-type: none"> • Washington, Adams, Jefferson, Madison & Monroe Administrations • First Party System • Alien & Sedition Acts • Louisiana Purchase • War of 1812 • Era of Good Feelings • Missouri Compromise • Monroe Doctrine
Skills/ Benchmarks (CCSS Standards)	2009 NJCCCS <ul style="list-style-type: none"> • 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.e—Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. • 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.C.3.b—Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time. • 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.A.4.b—Analyze how the concept of Manifest Destiny influenced the

acquisition of land through annexation, diplomacy, and war.

- 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.

CCS

- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—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.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
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- 06-08.WHST.2— Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 06-08.WHST.2.a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

	<ul style="list-style-type: none"> • 06-08.WHST.2.b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • 06-08.WHST.2.c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic. • 06-08.WHST.2.e—Establish and maintain a formal style and objective tone. • 06-08.WHST.2.f—Provide a concluding statement or section that follows from and supports the information or explanation presented • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials and Resources	<ul style="list-style-type: none"> • Alien & Sedition Acts (Library of Congress) • Empire for Liberty (Thomas Jefferson) • Hamilton’s Bank Proposal (Wikipedia) • Marbury v. Madison (PBS) • The President’s House (George Munger) • Tariff of 1789 (Wikipedia) • Star Spangled Banner (Francis Scott Key) • American System (Wikipedia) • McCulloch v. Maryland (PBS) • Gibbons v. Ogden (PBS) • Monroe Doctrine Political Cartoon
Notes	

Grade: 6 Subject: Social Studies	Unit 3: Age of Jackson
Big Idea/Rationale	<ul style="list-style-type: none"> • Jacksonian Era will explore the contradictory expansion of democracy under Andrew Jackson and the attempts to expand and reform American society.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Describe the electoral process and the contingency, in case there is no electoral majority. • Identify Andrew Jackson as the hero of the 19th Century common man. • Trace the development of the doctrine of nullification. • Trace the impact of Jackson’s decision to veto the national bank. • Summarize the treatment of the Native Americans in the first half of the 19th Century. • Identify and describe slaves’ attempts to escape and revolt. • Connect the transcendental movement to the reform movements across the nation, including abolitionism, utopian communities, education and prison reform, the temperance movement and the women’s rights movement. • Trace the immigration of Irish and Germans mid-19th Century.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Who were the candidates and what were the results of the Presidential Election of 1824? • What was Andrew Jackson’s background before he became president? • How did the South Carolina react to the Tariff of 1828? • What were the effects of the Indian Removal Act? • How did President Jackson handle the Supreme Court decision pertaining to Indian Removal? • How did the cotton gin impact Southern economy, slavery and westward expansion? • What effect did Denmark Vesey, Nat Turner, & Harriet Tubman on slaves’ lives? • What was the transcendental movement? • How did the abolition movement begin? • What were utopian communities? • How did education & prison reforms develop? • How did the Women’s Rights Movement develop? • How did the Temperance Movement develop? • What were the push and pull factors of Irish and German immigration?
Content (Subject Matter)	<ul style="list-style-type: none"> • Corrupt Bargain • Age of Jackson • Indian Removal • Nullification Crisis • Reform Movements <ul style="list-style-type: none"> • Abolitionism • Transcendentalism • Public Education • Prison Reform • Women’s Rights Movement • Old Immigration - Irish & German

**Skills/ Benchmarks
(CCSS Standards)**

2009 NJCCCS

- 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.A.4.c—Assess the extent to which voting rights were expanded during the Jacksonian period.
- 6.1.8.B.4.b—Map territorial expansion and settlement, as well as the locations of conflicts with and removal 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.
- 6.1.8.D.4.a—Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.1.8.D.4.b—Explore 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.

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	<p>reasons, and evidence.</p> <ul style="list-style-type: none"> • 06-08.WHST.1.d—Establish and maintain a formal style. • 06-08.WHST.1.e—Provide a concluding statement or section that follows from and supports the argument presented. <ul style="list-style-type: none"> • 06-08.WHST.2— Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> • 06-08.WHST.2.a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • 06-08.WHST.2.b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • 06-08.WHST.2.c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic. • 06-08.WHST.2.e—Establish and maintain a formal style and objective tone. • 06-08.WHST.2.f—Provide a concluding statement or section that follows from and supports the information or explanation presented • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Popular & Electoral Votes for the Presidential Election of 1824. • Andrew Jackson’s Letter to Maj. William B. Lewis • The Brave Boy of Waxhaws – Currier & Ives • “Andrew Jackson’s Duel with Charles Dickinson” by Hal Morris

	<ul style="list-style-type: none">• “Battle of New Orleans” by Edward Percy Moran• “King Andrew the First” Lithograph – Library of Congress• “George Washington’s Inaugural Procession – Columbia Magazine• Removal of American Indians, 1830-1838 Map – Maps.com• Indian Removal Populations Chart• “Cherokee Indian Cases, 1830s” – PBS.org• Blank United States Map Outline – Indian Removal Activity
Notes	

Grade: 6 Subject: Social Studies	Unit 4: Westward Migration
Big Idea/Rationale	<ul style="list-style-type: none"> • Westward Migration will survey the expansion of the nation through the 19th Century beginning with the Louisiana Purchase and continuing through the concept of manifest destiny to examine westward migration’s effects on American territorial boundaries, as well as tensions between North and South.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Trace the expansion of America westward beyond the Appalachian Mountains. • Analyze the Texas War for Independence. • Summarize the events of the Mexican-American War. • Identify the overland trails. • Define the California Gold Rush. • Trace the roots of the sectional crisis through the impact of admission of new territory into America.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How did America expand from ‘sea to shining sea?’ • How did Texas become a part of America? • Why did America fight a war against Mexico? • What were the effects of America’s war against Mexico? • What was the Oregon Trail? • What was the Mormon Trail? • What was the Santa Fe Trail? • What was the California Gold Rush? • How did westward migration factor into the coming Civil War?
Content (Subject Matter)	<ul style="list-style-type: none"> • Texas War for Independence • Mexican-American War • Oregon Trail • Santa Fe Trail • Mormon Trail • California Gold Rush
Skills/ Benchmarks (CCSS Standards)	<p>2009 NJCCCS</p> <ul style="list-style-type: none"> • 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.A.4.b—Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. • 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 the locations of conflicts with and removal 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 nation. • 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. <p>CCS</p>

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- 06-08.RH.02—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.
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 - 06-08.WHST.2.c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

	<ul style="list-style-type: none"> • 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic. • 06-08.WHST.2.e—Establish and maintain a formal style and objective tone. • 06-08.WHST.2.f—Provide a concluding statement or section that follows from and supports the information or explanation presented • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Texas Declaration of Independence • Political Maps of United States expansion • Political Maps of Indian Relocation • Manifest Destiny newspaper excerpt from the United States Magazine • Manifest Destiny Painting • Maps of Oregon, Santa Fe, and Mormon Trails • History Channel Gold Rush Documentary • History Channel Documentary on Texas War of Independence
<p>Notes</p>	

Grade: 6 Subject: Social Studies	Unit 5: Sectionalism
Big Idea/Rationale	<ul style="list-style-type: none"> • Sectionalism will explore the entrepreneurs and new technology that shifted the young American nation from an agricultural society into an industrial economy. New ideas drastically shifted production, transportation and communication in the United States. The new national markets that developed uniquely linked together regional economies that began to modernize without the American South.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Trace the development of the American shift from agriculture to industry. • Examine the development and effects of new methods of transportation and communication. • Distinguish between regional economic ties. • Investigate the sectional crisis in the antebellum era.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • How did the Industrial Revolution come about? • How did the development of roads and canals change the nation? • How did the telegraph change the nation? • How did the nation begin to develop sectional economies? • How did the sectional compromises delay the Civil War?
Content (Subject Matter)	<ul style="list-style-type: none"> • Industrial Revolution • Factory System • Transportation Revolution • Communication Revolution • Sections Economies • Sectional Compromises
Skills/ Benchmarks (CCSS Standards)	<p>2009 NJCCCS</p> <ul style="list-style-type: none"> • 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.b—Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. • 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. • 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.D.5.a—Prioritize the causes and events that led to the Civil War from different perspectives. <p>CCS</p> <ul style="list-style-type: none"> • 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources. • 06-08.RH.02—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.

- 06-08.RH.03—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).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. sequentially comparatively causally).
- 06-08.RH.06—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).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
- 06-08.RH.09—Analyze the relationship between a primary and secondary source on the same topic.
- 06-08.RH.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.
- 06-08.WHST.1—Write arguments focused on *discipline-specific content*.
 - 06-08.WHST.1.a—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.
 - 06-08.WHST.1.b—Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - 06-08.WHST.1.c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - 06-08.WHST.1.d—Establish and maintain a formal style.
 - 06-08.WHST.1.e—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WHST.2— Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 06-08.WHST.2.a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 06-08.WHST.2.b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 06-08.WHST.2.c—Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - 06-08.WHST.2.e—Establish and maintain a formal style and objective tone.
 - 06-08.WHST.2.f—Provide a concluding statement or section that

	<p>follows from and supports the information or explanation presented</p> <ul style="list-style-type: none"> • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • PBS Article: Slave Revolts in America • PBS Timeline: Slave Revolts in America • PBS Article: Nat Turner • Daniel Webster Speech excerpt in response to Senator Hayne • Senator Hayne speech excerpt • Description of Lowell, MA. by Henry Mills (1845) • Jefferson letter to John Adams (1812) • Excerpt from Alexis de Tocqueville’s Democracy in America • Dred Scott Decision • Political Maps of United States in 1850s • Nystrom Atlas maps: Missouri Compromise; Compromise of 1850; Kansas-Nebraska Act; Dred Scott Decision • Abraham Lincoln: Excerpt from House Divided Speech • Political Cartoon: Sumner-Brooks Incident • Uncle Tom’s Cabin excerpts
<p>Notes</p>	

Grade: 6 Subject: Social Studies	Unit 6: Civil War & Reconstruction
Big Idea/Rationale	<ul style="list-style-type: none"> • Civil War & Reconstruction analyzes the causes of the American Civil War, as well as the post-war attempt to put the country back together. Students will discover the extent of the differences of opinions that contributed to the military conflict that cost 600,000 American soldiers their lives. In addition to the legal and military struggle 4 million African slaves were freed, the Constitution was amended 3 times, and President Lincoln transformed the American democracy, but still freedom and equality remained elusive after the war.
Enduring Understanding (Mastery Objective)	<ul style="list-style-type: none"> • Examine the causes of the American Civil War. • Trace the effects of the American Civil War on the soldiers and civilians who lived during the era. • Distinguish between Reconstruction plans. • Assess Reconstruction.
Essential Questions (Instructional Objective)	<ul style="list-style-type: none"> • Why did the American Civil War come about? • How was the American Civil War won? • How did the American Civil War affect life? • What was Lincoln’s plan for Reconstruction? • What role did President Andrew Johnson play during Reconstruction? • Why was Congressional Reconstruction a dramatic shift? • Was Reconstruction successful?
Content (Subject Matter)	<ul style="list-style-type: none"> • American Civil War <ul style="list-style-type: none"> • Battles • Effects • Reconstruction <ul style="list-style-type: none"> • Lincoln’s Plan • Johnson’s Reconstruction • Congressional Reconstruction
Skills/ Benchmarks (CCSS Standards)	2009 NJCCCS <ul style="list-style-type: none"> • 6.1.8.A.5.a—Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. • 6.1.8.A.5.b—Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of 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 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 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 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

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- 06-08.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources.
- 06-08.RH.02—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.
- 06-08.RH.03—Identify key steps in a texts description of a process related to history/social studies (e.g. how a bill becomes law how interest rates are raised or lowered).
- 06-08.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.
- 06-08.RH.05—Describe how a text presents information (e.g. sequentially comparatively causally).
- 06-08.RH.06—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).
- 06-08.RH.07—Integrate visual information (e.g. in charts graphs photographs videos or maps) with other information in print and digital texts.
- 06-08.RH.08—Distinguish among fact opinion and reasoned judgment in a text.
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 - 06-08.WHST.1.c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - 06-08.WHST.1.d—Establish and maintain a formal style.
 - 06-08.WHST.1.e—Provide a concluding statement or section that follows from and supports the argument presented.
- 06-08.WHST.2— Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 06-08.WHST.2.a—Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - 06-08.WHST.2.b—Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 06-08.WHST.2.c—Use appropriate and varied transitions to create

	<p>cohesion and clarify the relationships among ideas and concepts.</p> <ul style="list-style-type: none"> • 06-08.WHST.2.d—Use precise language and domain-specific vocabulary to inform about or explain the topic. • 06-08.WHST.2.e—Establish and maintain a formal style and objective tone. • 06-08.WHST.2.f—Provide a concluding statement or section that follows from and supports the information or explanation presented <ul style="list-style-type: none"> • 06-08.WHST.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 06-08.WHST.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. • 06-08.WHST.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. • 06-08.WHST.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 • 06-08.WHST.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. • 06-08.WHST.9—Draw evidence from informational texts to support analysis reflection, and research. • 06-08.WHST.10—Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<p>Materials and Resources</p>	<ul style="list-style-type: none"> • Emancipation Proclamation • Gettysburg Address • Transcript of First Sections of Homestead Act • Gardner photographs of Civil War carnage • Civil War Trust articles: Bull Run, Antietam, Gettysburg • Photograph Lincoln conspirators’ execution • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • “Everything Points to a Democratic Victory this Fall” political cartoon (1874) • “Worse Than Slavery” political cartoon (1874) • Nystram Atlas Civil War Battles Map • Nystram Atlas Reconstruction Map • PBS New Orleans Riots article
<p>Notes</p>	