

**United States History - Grade 6****Course Overview**

At the Little Chute Middle School, sixth grade social studies students continue to learn United States History. In fifth grade, they studied U.S. history from its beginning to the Civil War and Reconstruction. This year students will study U.S. history from the Industrial Revolution to the current year. Students will experience history through reading, writing, video, music, art, class discussion, and projects. The purpose of this course is to expose students to historical events in such a way that they see how history affects their future.

**Scope and Sequence**

<b>Timeframe</b>	<b>Unit</b>	<b>Instructional Topics</b>
20 Day(s)	The Industrial Revolution	<ol style="list-style-type: none"> <li>1. Then and Now</li> <li>2. Industrial Revolution</li> <li>3. Labor Unions</li> <li>4. Immigration</li> <li>5. Comic Strips</li> <li>6. Imperialism</li> <li>7. People that shaped the Industrial Revolution</li> <li>8. The Titanic and the Endurance</li> <li>9. Using 6 + 1 Trait Writing</li> <li>10. Review and Assessment</li> </ol>
20 Day(s)	The War to End All Wars	<ol style="list-style-type: none"> <li>1. Causes of WWI</li> <li>2. Mapping the War</li> <li>3. Political Cartoons and Propaganda</li> <li>4. New Warfare</li> <li>5. People that shaped our nation in WWI</li> <li>6. Using 6 +1 Trait Writing to Create a Poem</li> <li>7. The End of the War</li> <li>8. Review and Assessment</li> </ol>
15 Day(s)	The Roaring Twenties	<ol style="list-style-type: none"> <li>1. The Roar of the Twenties</li> <li>2. Harlem Renaissance</li> <li>3. People That Shaped the Roaring Twenties</li> <li>4. The Stock Market</li> <li>5. Review and Assessment</li> <li>6. Using 6 +1 Trait Writing to Compose a Script</li> </ol>
25 Day(s)	Empty Pockets	<ol style="list-style-type: none"> <li>1. The Causes and Effects of the Great Depression</li> <li>2. FDR</li> <li>3. People That Shaped Our Nation During the Depression</li> <li>4. An American Gothic</li> <li>5. Leading up to WWII</li> <li>6. Review and Assessment</li> </ol>
20 Day(s)	The World On Fire	<ol style="list-style-type: none"> <li>1. Causes of the War</li> <li>2. Mapping the War</li> <li>3. Alliances in WWII</li> <li>4. The Attack on Pearl Harbor</li> <li>5. People That Shaped World War II</li> <li>6. Propaganda</li> <li>7. The End of WWII and the United Nations</li> <li>8. The Holocaust</li> <li>9. Review and Assessment</li> </ol>
20 Day(s)	Happy Days?	<ol style="list-style-type: none"> <li>1. The Popular Culture of the Time</li> <li>2. New Technology</li> <li>3. The Cold War</li> <li>4. The Civil Rights Movement</li> <li>5. The Environment</li> <li>6. The Space Race</li> </ol>

20 Day(s)	Years of Turbulence	7. John F. Kennedy 8. Using 6 +1 Trait Writing to Compose and Perform Readers' Theater 9. Review and Assessment 1. The Vietnam War 2. People That Shaped the World During the Vietnam War 3. The Pop Culture 4. The Civil Rights Movement 5. The Moon Landing 6. The Watergate Scandal 7. Review and Assessment
20 Day(s)	Times, They Are A-Changing	1. The Cold War Ends 2. New Vocabulary 3. New Technology, Pop Culture, and Politics 4. Controversy 5. Research Project 6. Review and Assessment
10 Day(s)	www.yourtime.com	1. Looking Back 2. Using 6 +1 Trait Writing to Share Opinions 3. Students will examine the events of their lives.
Ongoing	Thinking Maps to Organize and Remember	1. Circle Map 2. Bubble Map 3. Double Bubble Map 4. Tree Map 5. Flow Map 6. Multi-Flow Map 7. Brace Map 8. Analogy or Bridge Map 9. Multiple Features Map
Ongoing	Strategies to Comprehend Concepts	1. Synthesizing 2. Questioning
Ongoing	Strategies to Build One's Own Vocabulary	1. Logging With Words and Images 2. Chaos to Categories 3. Rate and Log 4. Pencil to Publish 5. Vocabulary Dice 6. Merge and Fork

### Academic Vocabulary

Vocabulary is listed on an attachment for each unit.

### Materials and Resources

No textbook is used in this course. All materials can be found in the classroom cupboard, the team six storage room, my folder on the district server, and the curriculum binders. Video clips are either in my folder or in Safari Montage.

## Course Details

### **UNIT: The Industrial Revolution** -- 20 Day(s)

#### **Description**

This unit will be taught in September for four weeks. During this unit the students will begin their investigation of the twentieth century, starting with the years 1880 - 1913. The students will compare and contrast daily life of people then and now. They will learn about the Industrial Revolution and its impact on the twentieth century. Students will study our imperialism, formation of labor unions, the arrival on new immigrants, the Spanish-American War, the Panama Canal, and the beginnings of conservation concerns. Students will learn about various people from this time period to include Helen Keller, Teddy Roosevelt, Samuel Gompers, Charlie Chaplin, the Wright Brothers, and Jane Addams. Students will read independently and chorally recite Emma Lazarus's poem on the Statue of Liberty. They will compare and contrast the Titanic with the Endurance. To evaluate their learning, students will write summary paragraphs on given topics from this time period, create a 6+1 writing piece, and complete a written test.

#### **Academic Vocabulary**

Attachment below.

#### **Unit Level Key Questions**

Listed with each learning target.

#### **Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

### **TOPIC: Then and Now** -- 1 Day(s)

#### **Learning Targets**

Students will compare life today to life a hundred years ago.

How is life today different from life in the Industrial Revolution?

Students will listen to a book called, *If You Lived 100 Years Ago* or an article and fill in a double bubble map to compare and discuss their lives to those living at the turn of the last century.

**Assessment:** Use a checklist to assess map.

### **TOPIC: Industrial Revolution** -- 3 Day(s)

#### **Learning Targets**

Students will explain how the Industrial Revolution was a turning point in US history.

What is a turning point? Was the Industrial Revolution a turning point for the US?

Students will learn what the Industrial Revolution was and how it affected the United States. They will investigate the numbers of immigrants entering the US at this time. They will study the new technology emerging: flight, the Panama Canal, and the Titanic. Famous people from this era will be studied such as Jane Addams and the Wright Brothers.

**Assessment:** Written paragraph on why the Industrial Revolution was a turning point in US history.

### **TOPIC: Labor Unions** -- 2 Day(s)

#### **Description**

Why were labor unions needed during the Industrial Revolution?

We will read "Growing Pains" using an anticipation guide before, during, and after. After discussing, taking a stand, sharing surveys done at home, students will journal their opinions of labor unions today in paragraph form.

#### **Learning Targets**

Students will define and evaluate the need for labor unions.

Why were labor unions needed during the Industrial Revolution?

Students will learn how labor unions developed, their importance during the Industrial Revolution, and key people that helped form them. Child labor will be discussed. The Triangle Factory will be a read-aloud. They will watch the musical, *Newsies*, to see how difficult it was to form unions. Students will then conduct a parent survey to form an opinion on the role and importance of unions today. A paragraph expressed their feelings will be written.

**Assessment:** Written paragraph explaining their personal opinion on the need for unions will be assessed.

**TOPIC: Immigration** -- 1 Day(s)

**Learning Targets**

Students will discuss the impact of immigration on the Industrial Revolution.

What was life like for the early immigrants?

Was our motto, "E Pluribus Unum," followed at this time?

Students will study what immigration was like during the Industrial Revolution. Students will share what they know about their ancestors' journey to the US. They will study both Ellis Island and Angel Island. Reciting and analyzing Emma Lazarus's poem will be done. The skill of reading graphs is practiced. They will make connections between immigration and racism/prejudices by using a multi-flow map. Money will be investigated to find our nation's motto.

**Assessment:** Graphs will be assessed.

**TOPIC: Comic Strips** -- 1 Day(s)

**Learning Targets**

Students will create comic strips as they did the 1900's.

How did the newspapers of this time add humor?

**Assessment:** Comics will be assessed.

**TOPIC: Imperialism** -- 2 Day(s)

**Learning Targets**

Students will debate the use of force to acquire land.

What is imperialism?

How was the US affected by it?

Students will use an anticipation guide as they read about Alaska and Hawaii. They will take a stand to show how they feel about how we acquired new land.

Students will examine the causes and the effects of the Spanish-American War.

They will learn how it started and what we gained by entering this war. Discussions will lead into how this war impacts us today.

Students will examine the need for, workings of and location of the Panama Canal.

How did we get the land to build the Panama Canal?

Students will read how the canal was built, how we got the land, and how it changed the world. They will create maps of the world to show the shortened route and to show how a lock works. A paragraph will accompany each map. Students will make a flow map to show how the Panama Canal works.

**Assessment:** Maps and paragraphs will be assessed.

**TOPIC: People that shaped the Industrial Revolution** -- 2 Day(s)

**Learning Targets**

Students will investigate people that played a key role in US history during the Industrial Revolution.

Who shaped our nation during the Industrial Revolution?

I will model one way to share information about a famous person. Students will then use a 9 square activity to choose their own way to share information.

**TOPIC: The Titanic and the Endurance** -- 2 Day(s)

**Description**

Students will read, watch, and discuss these famous boats. A double bubble map will be completed for a summative assessment.

**Learning Targets**

Students will determine the importance of the newspaper since information was delivered via the newspaper during the Industrial Revolution.

Students will learn about the importance of the newspapers during this time. They will then create a front page in cooperative groups. They will already have seen "Newsies" to reinforce the connection between unions and newspapers. Students will compare and contrast the boats called Titanic and Endurance.

How is the Titanic like the Endurance? How is it different?

Students will read about and watch a video clip about each boat then create a double bubble map to show similarities and differences.

**Assessment:** Map will be assessed using a checklist.

**TOPIC: Using 6 + 1 Trait Writing** -- 2 Day(s)

**Description**

Using voice and word choice, students will "become" a person from the Industrial Revolution.

**Learning Targets**

Students will review the current unit and be assessed to show evidence of learning.

How can you study for this test?

**Assessment:** Test will be assessed.

**TOPIC: New Warfare** -- 2 Day(s)

**Learning Targets**

Students will review the current unit and be assessed to show evidence of learning.

How can you study for this test?

Review activities like vocabulary dice, clickers, and password will be examples.

This will be a paper and pencil test.

**Assessment:** Test will be assessed.

**UNIT: The War to End All Wars** -- 20 Day(s)

**Description**

This unit will be taught in October for four weeks. In this unit students will learn about World War I and its influence on the rest of the twentieth century. Students will locate and label various countries in Europe, learn facts about the war, and be introduced to war propaganda and political cartooning. Other topics covered in this unit will include, but not be limited to the following: women's fight for the right to vote, the music of the times, and the Great Migration. To evaluate students' learning they will draw diagrams of new warfare used in WWI, compose a letter home from the war (6+1 Traits) using the computer lab, and take a written test.

**Academic Vocabulary**

Attached below.

**Materials and Resources**

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**TOPIC: Causes of WWI** -- 1 Day(s)

**Learning Targets**

Students will use a multi-flow map to examine the MAIN causes of the World War I.

What caused World War I?

Students will learn new vocabulary...militarism, alliances, imperialism, and nationalism. They will study the main facts about WWI using articles on the Great War, the Lusitania, and the Zimmerman Telegram. Students will take a stand regarding us getting involved.

**TOPIC: Mapping the War** -- 2 Day(s)

**Learning Targets**

Students will label and color-code countries involved in WWI on a world map using an atlas.

Who was involved in WWI?

**TOPIC: Political Cartoons and Propaganda** -- 2 Day(s)

**Learning Targets**

Students will interpret and create a political cartoon or propaganda poster.

Will you choose a political cartoon or a propaganda poster?

Students will see and discuss a variety of political cartoons and propaganda posters from WWI. Discussions will involve why and how these are used by our media and government to persuade public opinion.

**Assessment:** Final art piece will be assessed.

**TOPIC: New Warfare** -- 2 Day(s)

**Learning Targets**

Students will compare and contrast WWI to earlier wars and determine it was a different kind of war because of the new weapons used.

Can you use a double bubble to compare wars?

New weapons and types of combat for WWI will be discussed, read, and watched on video clips. Students will create drawings to show their knowledge of the new warfare. A group double bubble map will be created. Artwork and maps will be viewed via a gallery walk.

**Assessment:** Participation in activities will be assessed.

**TOPIC: People that shaped our nation in WWI** -- 2 Day(s)

**Learning Targets**

Students will study Wilson's 14 points and the League of Nations.

What would your plan for peace sound like?

Students work in groups to create a Peace Declaration.

Students will investigate people that played a key role in US history during World War I.

Who was making the news during WWI?

Students will form triads to learn about famous people from WWI, choose an activity from their 9 square, and present to class.

**TOPIC: Using 6 +1 Trait Writing to Create a Poem** -- 3 Day(s)

**Learning Targets**

Students will use voice and word choice to write a poem from the western front.

Students will prewrite, write a first draft, and type a final copy of a poem written on the western front. The traits being evaluated are voice and word choice. Primary source poems will be read in class. This activity will follow a read-aloud called, *Christmas in the Trenches*.

**Assessment:** Poem using rubric will be assessed.

**TOPIC: The End of the War** -- 1 Day(s)

**Learning Targets**

Students will analyze the results of WWI and how they set the tone for WWII.

What can we add to the multi-flow map we started?

Because we only told the causes of WWI, we can now add the effects. After reading about the end of the war and watching it, students will write a reflective paragraph.

**Assessment:** Paragraph will be assessed.

**TOPIC: Review and Assessment** -- 2 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

How can we study for this test?

Use charts of paper to list main ideas of WWI. After timed walks through the charts, assign groups certain thinking maps to review concepts.

This will be a paper and pencil test.

**Assessment:** Test.

**UNIT: The Roaring Twenties** -- 15 Day(s)

**Description**

This unit will be taught in November for three weeks. In this unit students will learn how the United States "roared" after World War I, and then came "crashing" down. Students will study Henry Ford and the assembly line, the emergence of the radio, the first scares of Communism, Jazz, the Harlem Renaissance, Prohibition, and the Stock Market Crash. Students will learn about various famous people to include Amelia Earhart, Charles Lindbergh, Gandhi, Henry Ford, Adolf Hitler, Billie Holliday, Louie Armstrong, and Duke Ellington. Students will be evaluated using their creation and performance of a 1920's radio show, and a paper-pencil test.

## Academic Vocabulary

Attached below.

## Materials and Resources

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### TOPIC: The Roar of the Twenties -- 1 Day(s)

#### Learning Targets

Students will analyze how WWI and its horrors affected the "party" attitude of the 20's.

They will also connect the Treaty of Versailles to Hitler's rise to power in Germany. They will contrast the depression of Germany with the rowdy behaviors in the US. A multi-flow map will be used.

**Assessment:** Map will be assessed.

Students will describe the concept of installment buying and debate its usage.

Is installment buying a good thing? Take a stand.

After the war, spending increases with the introduction of buying on margin and installment buying. The class will then take a stand on the merit of installment buying.

Students will examine the popular culture of the 1920's.

We will dance the Charleston and talk about the crazy stunts being done for money.

### TOPIC: Harlem Renaissance -- 2 Day(s)

#### Learning Targets

Students will study the Great Migration and its role in the Harlem Renaissance.

What was the Great Migration?

How did the Great Migration impact the US?

Read Jacob Lawrence's Great Migration and discuss the impact of the movement of African-Americans to the north.

Make a flow map to show it.

**Assessment:** Flow Map.

Students will create art using the techniques of the Harlem Renaissance.

What did the art look like? How is it recognized?

Show ppt of the art samples.

Students will examine the Harlem Renaissance through art, writing, and music.

Students will try drawing like a renaissance artist or writing like a poet.

Recite Langston Hughes' poem, *Dream* and listen to jazz.

### TOPIC: People That Shaped the Roaring Twenties -- 2 Day(s)

#### Learning Targets

Students will investigate people that played a key role in US history during the 1920's.

Who was making the news in the 1920's?

Students will pair up to learn about and present a 9 square activity for a famous person from this time. (Gandhi, Ford, Lindbergh, Earhart, Hitler, Armstrong, Holiday, Capone, Carver, Hughes, Ellington at some ideas.)

**Assessment:** Presentation.

### TOPIC: The Stock Market -- 2 Day(s)

#### Learning Targets

Students will describe how the stock market works and play a game to watch selected stocks.

How will you do in the stock market?

Students will read about basic stock market terms, watch a video clip, and then play a game, Pit, to get a feel for buying and selling stocks.

**Assessment:** Teacher observation

Students will explain the importance of radio while creating their own radio shows.

What did the first radio shows sound like?

Students will watch the old *Annie* for the segment on radio. Radio Show projects will be explained.

**TOPIC: Review and Assessment** -- 2 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

How can you study for this test?

Students will use review activities to get ready.

This will be a paper and pencil test.

**Assessment:** Test.

**TOPIC: Using 6 +1 Trait Writing to Compose a Script** -- 4 Day(s)

**Learning Targets**

Students will explain the importance of radio while creating their own radio shows.

What did the first radio shows sound like?

Students will watch the old *Annie* for the segment on radio. Radio Show projects will be explained.

Roles will be assigned for this cooperative activity.

**Assessment:** Presentation using rubric.

**UNIT: Empty Pockets** -- 25 Day(s)

**Description**

This unit will be taught in November and December for five weeks. In this unit students will learn about the Stock Market Crash, the Great Depression, the Dust Bowl, and the events leading to World War II. Students will learn about the impact Presidents Hoover and Roosevelt had on the United States. Students will be reading articles about this time in history, watching video footage from this time, listening to vintage music, and singing the blues. Evaluation will be a written test.

On November 11th each year, 6th graders are involved in our local Veterans' Day Ceremony and time is spent in class getting ready with speaking parts and songs.

**Academic Vocabulary**

Attached below.

**Materials and Resources**

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**TOPIC: The Causes and Effects of the Great Depression** -- 1 Day(s)

**Learning Targets**

Students will compare their lives to someone older.

*How will talking about the Great Depression help you learn more?*

Students will conduct interviews over the holidays to discover what their family members know about the Great Depression and WWII.

Students will participate in a review of the current unit and be assessed to show evidence of learning.

*What blues would you be singing?*

As a review, students will decide the greatest cause and create a blues number to sing.

There will be a review of all vocabulary and concepts. Then a paper and pencil test will follow.

**TOPIC: FDR** [Ongoing]

**Learning Targets**

How did FDR compare to Hoover?

*How can you show the differences and similarities between Hoover and Roosevelt?*

Students will learn that President Hoover and President Roosevelt had different views in regard to the government's role in our economy. Debates will take place on which President they agree with and why they feel as they do.

**Assessment:** Double Bubble Map (F)

Students will interpret what impact FDR had on the US during the Great Depression and WWII.

*What did FDR do for the USA?*

The New Deal will be introduced and the role of government in the country's economy will be discussed. An answer will be given in paragraph form.

**Assessment:** A written paragraph (S)

**TOPIC: People That Shaped Our Nation During the Depression** -- 3 Day(s)

**Learning Targets**

Students will investigate people that played a key role in US history during the Great Depression.

*Who was making the news during this time?*

Students will read about and compare Hitler/Gandhi, Earhart/Lindbergh. Students work on their own to learn about and present using their 9-square.

**Assessment:** Double Bubble Maps (F)  
Presentation (S)

**TOPIC: An American Gothic** -- 1 Day(s)

**Learning Targets**

Students will study Grant Wood's American Gothic to draw facts on this period in time.

*How can you become an American Gothic?*

See activity below.

**Assessment:** Drawing (S)

**TOPIC: Leading up to WWII** [Ongoing]

**Learning Targets**

Students will witness that while FDR was digging America out of the Great Depression, the Axis Powers were setting the stage for World War II.

*What was happening in Europe during our Great Depression?*

Students will create a flow map to show how WWII was developing.

**Assessment:** Flow Map (F)

**TOPIC: People That Shaped World War II** -- 2 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

*What blues would you be singing?*

As a review, students will decide the greatest cause and create a blues number to sing.

There will be a review of all vocabulary and concepts. Then a paper and pencil test will follow.

**Assessment:** The Blues (F)  
Test (S)

**UNIT: The World On Fire** -- 20 Day(s)

**Description**

This unit will be taught in December and January for four weeks. In this unit students will learn about World War II and its impact on world history and keep track of it all in a WWII Diary. Students will map the war in Europe and in the Pacific, interview family members, and study the facts of the war. They will listen to music from the era, watch video footage, and be exposed to the political propaganda used in this war. Picture books and a Power Point presentation will be used to expose students to the Jewish Holocaust. Students will be evaluated on a written test and on their WWII Diary kept during this unit.

**Academic Vocabulary**

Attached below.

**Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

**TOPIC: Causes of the War** -- 1 Day(s)

**Learning Targets**

Students will identify the Axis Powers and their plan for controlling the world.

*How can you show the steps to the US getting into WWII?*

Discussions will focus on the US staying neutral until there was no choice but, to engage in war. Flow maps will be made in diary and comments written.

**Assessment:** Flow Map (F)

**TOPIC: Mapping the War** -- 1 Day(s)

**Learning Targets**

Students will label the location of major countries involved in WWII.

*Who was involved in WWII?*

Use an atlas and historical map to label countries.

**Assessment:** Map (F)

**TOPIC: Alliances in WWII** -- 1 Day(s)

**Learning Targets**

Students will identify which countries formed the Allies and the Axis Powers.

*Which countries were teaming up with the alliances?*

Color-code the map labeled earlier to show the Axis and Allies.

**Assessment:** Map (S)

**TOPIC: The Attack on Pearl Harbor** -- 2 Day(s)

**Learning Targets**

Students will visit the EAA Air Museum in Oshkosh and draw the Eagle Hangar.

*What artifacts of WWII do you see in the Eagle Hangar?*

Under the direction of the art teacher, students will lie on the floor of the museum and draw what they see.

**Assessment:** Drawing (F)

**TOPIC: People That Shaped World War II** -- 2 Day(s)

**Learning Targets**

Students will investigate people that played a key role in US history during WWII.

*Who was making the news during WWII?*

Students will use their 9 square activity and learn about a famous person of WWII, as well as, common people on the Homefront.

**Assessment:** Presentation (S)

Students will create Bridge Maps to connect people of WWII.

*How can you make connections between people from WWII?*

In groups, students will create bridge maps with a relating factor of their choice.

**Assessment:** Bridge Maps (S)

**TOPIC: Propaganda** -- 2 Day(s)

**Learning Targets**

Students will be exposed to the propaganda posters of WWII then create their own.

*If you were hired by the US, what propaganda poster would you create?*

Students will follow the activity attached below, but put it into their diary.

**Assessment:** Drawing (s)

**TOPIC: The End of WWII and the United Nations** -- 2 Day(s)

**Learning Targets**

Students will examine the impact WWII has had on us today.

*How did WWII end?*

Students will learn of the final days of WWII including the surrender of Germany, the bombing of Japan, and the surrender of Japan. The United Nations and the effects of WWII on the rest of the world is introduced. A time line will be created in their diary.

**Assessment:** None

**TOPIC: The Holocaust** -- 5 Day(s)

**Learning Targets**

Students will examine the Holocaust and describe it in poetry.

*What words can describe the Holocaust?*

A read aloud, *Erika's Story*, will be read to introduce the Holocaust. An activity called *The List* will be completed. Students will create their own poetry about the Holocaust in their diary.

**Assessment:** Poetry (S)

**TOPIC: The Cold War** -- 1 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

This will be a paper and pencil test.

Students will visit the EAA Air Museum in Oshkosh and draw the Eagle Hangar.

*What artifacts of WWII do you see in the Eagle Hangar?*

Under the direction of the art teacher, students will lie on the floor of the museum and draw what they see.

**Assessment:** Drawing (F)

**UNIT: Happy Days?** -- 20 Day(s)

**Description**

This unit will be taught in January and February for four weeks. In this unit students will learn about the Communist scare and the part it played in the Cold War. Topics covered include the Space Race, the Korean War, the Civil Rights Movement, the pop culture, and the rebirth of the environmental movement. Students will be dancing, listening to, and singing vintage music. Our study of pop culture will culminate on our annual 50's Day. Students will observe the sharp contrast between who was having happy days at this time with who was having just the opposite.

**Academic Vocabulary**

Attached below.

**Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

**TOPIC: The Popular Culture of the Time** -- 3 Day(s)

**Learning Targets**

Students will participate while learning the history of rock and roll, the clothes, the slang, and the daily lives of people living in the 1950's.

*What things would you consider happy? Which ones are not happy?*

Students will create two circle maps, one of the good and the other for the not-so-good things happening at this time.

**Assessment:** Circle Maps (F)

Students will read about this period in time.

*How many new things can you learn?*

Using their circle maps, grab and read for 20 minutes and add to each circle.

**Assessment:** Circle Maps (F)

Students will perform activities in 5 minute investigations.

*What can you learn in 5 minutes?*

Using the stations set up, students will travel in groups to 7 activities to learn more hands-on about this time in history. They will complete a hand out as they travel and add to their circle maps.

**Assessment:** Circle Maps (F)

Hand outs (S)

**TOPIC: New Technology** -- 1 Day(s)

**Learning Targets**

Students will give examples of the new inventions developed during and after WWII.

*How can you organize these inventions?*

They will learn about the advancements in science and medicine, plus much more and organize them using chaos to categories. A paragraph will be written explaining which category is most important in their opinion.

**Assessment:** Chaos to Categories (F)

Written paragraph (S)

## **TOPIC: The Cold War** -- 1 Day(s)

### **Learning Targets**

Students will identify how the Cold War developed.

*How can you show the steps to the Cold War?*

They will also discuss the Cold War and how it still lingers in some areas of our lives. A flow map will be created.

**Assessment:** Flow Map (F)

Students will analyze the causes and effects of the Korean War.

*What were the causes and effects of the Korean War?*

Students will read and complete a multi-flow map with a partner.

**Assessment:** Multi-flow Map (S)

Students will compare and contrast Communism with our Democracy.

*How can you show the differences and similarities between Communism and Democracy?*

Students will use a double bubble map to compare/contrast. They will learn about Joe McCarthy to help get a picture of how bad our fear was at this time.

**Assessment:** Double Bubble Map (S)

Students will evaluate the Domino Theory in regards to the Cold War.

*What was happening in China and Germany after WWII?*

Students will investigate both countries and the effects of Communism. A written opinion will precede taking a stand in class.

**Assessment:** Written opinion (F)

## **TOPIC: The Civil Rights Movement** -- 1 Day(s)

### **Learning Targets**

Students will investigate the beginning of the Civil Rights Movement.

*How can you show the events of the CRM?*

Topics will include Martin Luther King, Jr., Rosa Parks, the Little Rock Nine, and many others. Instead of a time line, students will create a flow map. Discussions will involve students taking a stand on issues.

**Assessment:** Flow Map (F)

Taking a stand (F)

Students will evaluate several events in the Civil Rights Movement.

*How would you rate these events?*

As we watch *A Time for Justice* and role play the Greensboro Sit-Ins, students will fill in a multi-feature map to share their opinions about the events.

**Assessment:** Multi-Feature Map (F)

## **TOPIC: The Environment** -- 2 Day(s)

### **Learning Targets**

Students will describe and distinguish between the efforts of Rachel Carson and others to save the environment.

*How do people's actions of this time differ with people's today?*

The use of PCB's and littering in the 1950's will be investigated.

Students will use drawings to compare a "silent" spring to a "perfect" spring.

*How did Rachel Carson's book change our country?*

Use magazines to show a silent spring vs. a normal one. Use activity attached below.

## **TOPIC: The Space Race** -- 1 Day(s)

### **Learning Targets**

Students will study the competition between the United States and the Soviet Union in the race to space.

*Were the early NASA missions successful? Who was winning the race to space?*

Using video and hand outs, students will describe the race and determine if the competition was healthy or not. Additions made to circle maps.

**Assessment:** Take a stand (F)

**TOPIC: John F. Kennedy** -- 1 Day(s)

**Learning Targets**

Students will examine the life of John Kennedy and his role as President.

*Was JFK good for the USA?*

After reading, video clips, and class discussions students will respond to the key question.

**Assessment:** Written paragraph (S)

**TOPIC: Using 6 +1 Trait Writing to Compose and Perform Readers' Theater** -- 2 Day(s)

**Learning Targets**

Students will use circle maps to compose and perform a skit.

Who will you become? Were these Happy Days or Not?

Students will pull a topic and "become" that group of people from this time so we can hear their point of view. First, circle maps will be done, rotating the class to get stronger and more varied ideas. Scripts will be written as a group and performed using the Reader's Theater format shown earlier.

**Assessment:** Performance (S)

**TOPIC: Review and Assessment** -- 1 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

This assessment will be a written test.

**Assessment:** Written test (s)

**UNIT: Years of Turbulence** -- 20 Day(s)

**Description**

This unit will be taught in February and March for four weeks. In this unit students will be able to get an idea of our nation divided between a war for the first time in a hundred years. The Vietnam Conflict stirred emotions in our nation like nothing before had done. Students will learn the facts of the war, debate its value, and hear both sides of the debate from primary sources, including the role of the Hmong. They will also listen to vintage music, learn vintage dances, study the changing role of women, the many "movements" of the time, witness the moon landing, and the resignation of President Nixon. To evaluate their progress, students will take a written test.

**Academic Vocabulary**

Attached below.

**Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

**TOPIC: The Vietnam War** -- 4 Day(s)

**Learning Targets**

Students will examine the causes leading to our involvement in Vietnam.

*What steps lead us to the Vietnam War?*

Students will read an article and create a Multi-Flow map with just the causes written.

**Assessment:** Multi-Flow Map

Students will debate our involvement in the Vietnam War.

*Was Vietnam our war to fight?*

Students will conduct an interview with an adult that was alive during the war. Then, after sharing interviews in class, will write an opinion paper. Lastly, we will take a stand.

**Assessment:** Opinion Paper (S)

Interview Complete (F)

Students will examine the new warfare used during the Vietnam War.

*How did this war look different from others?*

Students will create a 4-square of drawings to be shared the following day in a gallery walk.

**Assessment:** Drawings complete (F)

Students apply new vocabulary specific to this unit.

*How can you organize this list of vocabulary terms?*

Using a given list students will choose to either use Rate and Log or Chaos to Categories to organize the list.

**Assessment:** Chosen Literacy Tool

**TOPIC: People That Shaped the World During the Vietnam War** -- 2 Day(s)

**Learning Targets**

Students will investigate people that played a key role in US history during the Vietnam Years.

*Who was making the news during this war?*

Using a PPT the class will create a Multi-Feature Map. They will then write a paragraph explaining which person in their opinion was most significant.

**Assessment:** Paragraph (S)

**TOPIC: The Pop Culture** -- 2 Day(s)

**Learning Targets**

Students will examine the mood of the Home Front during this war and compare it to past wars.

*How did the Home Front deal with this war?*

Hippies, Kent State, draft dodgers, hawks and doves are among the topics taught. Informal written opinion to be shared milling to vintage music.

**Assessment:** Written Opinion (F)

Students will investigate the music, fads, and attitudes of people during this period in history.

*How did this war "look" at home?*

Students will create a poster to show the drug scene, flower power, slang, etc. of the times to shared with a gallery walk.

**Assessment:** Poster (F)

**TOPIC: The Civil Rights Movement** -- 2 Day(s)

**Learning Targets**

Students will witness the struggles continuing within the Civil Rights Movement.

*What other civil rights were being fought for along with Black Americans?*

Students will learn about Cesar Chavez/Migrant Farmers, Grey Panthers, Betty Friedan/Feminists, and Malcolm X/Black Panthers. Peace sign graphic organizer is used. A written response to the movements will be composed along with a Bridge Map.

**Assessment:** Written response to Civil Rights Movements (S)

Bridge map (F)

**TOPIC: The Moon Landing** -- 2 Day(s)

**Learning Targets**

Students will examine the moon landing and its impact on the Cold War.

*Who is winning the Space Race now?*

Using 1st Thoughts/Revised Questions, students will read and watch about the Apollo 11 mission. They will take a stand regarding the race, the cost, the fact vs. fiction debate. Students will investigate one of their lingering questions and report back to class.

**Assessment:** Lingering Question Research (S)

**TOPIC: The Watergate Scandal** -- 1 Day(s)

**Learning Targets**

Students will analyze political cartoons and learn the events of Watergate.

*To tell the truth or not tell the truth, that is the question!*

Students will read about the Watergate Scandal, map it out on a Flow Map, and check out political cartoons created at this time. One cartoon will be evaluated by the students independently. A written response to the scandal will be composed as if a hippie is telling the story. This will be shared by milling to music the following class period.

**Assessment:** Political Cartoons (S)

**TOPIC: Review and Assessment** -- 2 Day(s)

**Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

*How can you study for this test?*

Students will add the effects to the original Multi-Flow started at the beginning of this unit. Clickers and Password will be used.

This will be a paper and pencil test.

**Assessment:** Test (S)

### **UNIT: Times, They Are A-Changing** -- 20 Day(s)

#### **Description**

This unit will be taught in April for four weeks. In this unit students will study the years 1976 - Students' Birth. During this unit students will see how connected the world has become. While they are Internet users, it is important for them to see it didn't happen overnight. As technology grew, so did our connections to the world. Instead of being a community of neighbors within a town gradually the world became a global community. Student will learn about various famous people and events from this time. A short research project, *3 Truths and A Lie*, is done. Students will be evaluated on their famous person presentation to the class, their project, and a take home written test.

#### **Academic Vocabulary**

Attached below.

#### **Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

#### **TOPIC: The Cold War Ends** -- 2 Day(s)

##### **Learning Targets**

Students will read an article and label a current map of Europe.

*When the Wall came down, how did Europe change?*

Students will read an article and label a current map of Europe.

Students will read about the Berlin Wall, watch a PPT, and discuss its impact.

*What happened to the Wall?*

*Students will read about the Berlin Wall, watch a PPT, and discuss its impact.*

Students will choose a topic, research it, and create a project to explain their topic to the class.

*What will your "lie" be?*

Students will create 3 Truths and A Lie project following attached activity.

**Assessment:** 3 Truths and A Lie Project (S)

#### **TOPIC: New Vocabulary** -- 1 Day(s)

##### **Learning Targets**

Students will apply new vocabulary specific to this unit.

*How can you organize this list of vocabulary terms?*

Using a given list students will choose to either use Rate and Log or Chaos to Categories to organize the list.

**Assessment:** Chosen Literacy Tool (S)

#### **TOPIC: New Technology, Pop Culture, and Politics** -- 3 Day(s)

##### **Learning Targets**

Students will organize major changes in technology, pop culture, and politics.

*How will you organize this time line?*

Using a tree map, students will view a time line PPT and sort into categories. A written response will be done to show students' opinion of significance.

**Assessment:** Written paragraph (S)

#### **TOPIC: Controversy** -- 3 Day(s)

##### **Learning Targets**

Students will react to the events in Tiananmen Square.

*How brave are you?*

Students will read about and watch the incident in China. Students will take a stand to show for what topics they'd be willing to fight.

Students will evaluate Reagan's role in the Iran-Contra Scandal.

Was Ronald Reagan good for the USA?

Students will read about and watch the arms deal, Flow Map the events, and then write a response. They will take the response to an adult and get feedback to share in the following class.

**Assessment:** Written response (S)

Flow Map (S)

Students will take a stand on the Iran Hostage Crisis.

*What would you have done?*

Students will read about and watch the hostage event. They will then take a stand in writing on given topics related to this crisis, followed by moving to show where they stand.

**Assessment:** Written response (F)

### **TOPIC: Research Project** -- 2 Day(s)

#### **Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

*How can you prepare for the test?*

Students will play vocabulary dice and use chaos to categories to study. This will be a paper and pencil take home test.

**Assessment:** Vocabulary Dice (F)

### **TOPIC: Using 6 +1 Trait Writing to Share Opinions** -- 2 Day(s)

#### **Learning Targets**

Students will participate in a review of the current unit and be assessed to show evidence of learning.

*How can you prepare for the test?*

Students will play vocabulary dice and use chaos to categories to study. This will be a paper and pencil take home test.

**Assessment:** Vocabulary Dice (F)

Chaos to Categories (F)

Take Home Test (S)

### **UNIT: [www.yourtime.com](http://www.yourtime.com)** -- 10 Day(s)

#### **Description**

This unit will be taught in May and June. It will last approximately two weeks. In this unit students will see a connection between their own lives and historical events as we study the year they were born - now. Topics will include, but not be limited to the following: Terrorism, New Technology, and Famous People. They will learn about the recent past to see how the United States has evolved. Investigation will lead students to see how history affects the future. The unit will end with the class making predictions about their future and the future of the United States within the world community. Students will be evaluated using a personal time line and a Where I Stand paper.

#### **Academic Vocabulary**

Attached below.

#### **Materials and Resources**

All materials can be found in either the classroom cupboard, the team six storeroom, the team 6 social studies folder on the T drive, or the curriculum binder. Vintage music is stored on my computer in the Media Center.

### **TOPIC: Looking Back** -- 2 Day(s)

#### **Learning Targets**

Students will review the past year of units in order to make logical predictions for the future of the United States.

*What have we learned so far?*

After looking over all the units, students will complete a prediction sheet and interview an adult in the building with the same questions. Class discussion will follow.

Students will revisit the double bubble map created earlier and add new technology to it.

*What did you forget on your original map?*

Students will be given back their first day of class double bubble maps and add the many new technologies we have today

Students will reflect on past topics and give awards.

*Who will get your awards?*

Students will follow the attached activity as a reflection of our past year in social studies. They will work in groups for this activity.

Students will compete in an end of the year trivia contest.

*What do you remember? What did you learn?*

Students will form teams to compete in a trivia contest from all units covered this year.

**TOPIC: Using 6 +1 Trait Writing to Share Opinions** -- 2 Day(s)

**Learning Targets**

Students will summarize their thoughts on issues studied this year as they impact their future.

*Where do YOU stand?*

Students will create an essay stating their opinions to be shared in a community circle the following class.

**Assessment:** Essay (S)

**TOPIC: Students will examine the events of their lives.** -- 4 Day(s)

**Learning Targets**

Students will identify what happened the day they were born.

*What happened the day you were born?*

Students will use given website to complete the attached activity.

**Assessment:** Activity (S)

Students will create a time line to show personal and historical events.

*What has happened in your lifetime?*

Using the activity attached, students will make personal time lines.

**Assessment:** Time Lines (S)

**UNIT: Thinking Maps to Organize and Remember** -- Ongoing

**Description**

As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

**TOPIC: Circle Map** [Ongoing]

**Description**

- Seeking context
- Generate relevant information

**Learning Targets**

Students will generate relevant information or seek context using a circle map.

**TOPIC: Bubble Map** [Ongoing]

**Description**

- Attributes
- Traits
- Properties
- Description

**Learning Targets**

Students will organize attributes, traits, properties or descriptions with a bubble map.

**TOPIC: Double Bubble Map** [Ongoing]

**Description**

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

**Learning Targets**

Students will compare and contrast using a double bubble map.

**TOPIC: Tree Map** [Ongoing]

**Description**

- Classification
- Main Idea/Details
- Persuasive
- Theme

**Learning Targets**

Students will construct a Tree Map to classify or sort main ideas from details.

**TOPIC: Flow Map** [Ongoing]

**Learning Targets**

Students will organize sequences, develop timelines and show chronological order.

**TOPIC: Multi-Flow Map** [Ongoing]

**Learning Targets**

Students will organize cause and effect information and make predictions.

**TOPIC: Brace Map** [Ongoing]

**Learning Targets**

Students will organize information for technical writing.  
Students will organize information from whole to part.  
Students will recognize physical relationships of an object.

**TOPIC: Analogy or Bridge Map** [Ongoing]

**Learning Targets**

Students will compare and reason analogies.  
Students will solve analogies.

**TOPIC: Multiple Features Map** [Ongoing]

**Learning Targets**

Students will classify multiple sources of information.  
Students will organize information by attributes, traits or properties.

**UNIT: Strategies to Comprehend Concepts** -- Ongoing

**TOPIC: Synthesizing** [Ongoing]

**Description**

Benefits of **SYNTHESIZING**:

- uses schema to help understand new information
- uses schema to enrich interpretations
- prioritizes thinking
- allows deep thinking about relationships between concepts
- clears up confusion
- confirms schema
- builds and creates new schema
- solidifies understandings
- develops awareness of thinking
- expands thinking
- allows for consideration of larger issues and ideas
- results in questioning, inferring and connecting

**Learning Targets**

Students will show ownership of Rank Ordering strategy.

Rank Ordering strategy will support positive thinking, deeper thinking, solid understandings, and consideration of larger issues and ideas.

Students will show ownership of the Key Word strategy

Key Concept:

When students use the **Key Word Strategy**, they pause after each paragraph or small chunk of text and select a word or short phrase that best represents the main message in that portion of text. Students will benefit in a variety of ways:

- Students must pause frequently and consider the content of what was just read. This slows reading pace.
- Students make a conscious effort to identify the most important information in each paragraph.

By slowing down and thinking about the information, children are more likely to incorporate new knowledge into their prior knowledge.

Students will show ownership of the Making Connections strategy.

Clears up confusion

Confirms and reshapes schema

Heightens awareness of one's thinking

- Information I KNEW
- Information I LEARNED
- Merge and write an overview of new understandings

### **TOPIC: Chaos to Categories** [Ongoing]

#### **Description**

When students use **Chaos to Categories** as a strategy throughout the

Instructional cycle, they benefit in the following ways:

Connect new learning to make meaning.

Create visual cues of what is being read.

Periodically evaluate their understanding

#### **Learning Targets**

Students will show ownership of First Thoughts and Revised Questions strategy

This strategy helps students wrestle with tougher parts, probe into new areas, formulate new beliefs, and draw conclusions.

Students will show ownership of Questions Searching For Answers strategy

This strategy helps students explain ever changing understandings, draw conclusions and wrestle with new information.

Students will show ownership of Two Page Note Taking strategy

This strategy helps students slow down and focus on important parts, practice note taking strategies, analyze information and draw new conclusions.

### **UNIT: Strategies to Build One's Own Vocabulary** -- Ongoing

#### **Description**

These are strategies for the students. As students gain control of these vocabulary tools they will be able to increase vocabulary proficiency as they gain new knowledge and manipulate content.

### **TOPIC: Logging With Words and Images** [Ongoing]

#### **Description**

When students use **Log of Words** and Images as a strategy throughout the instructional cycle, they benefit in the following ways:

- Clear up confusions or explain ever-changing understandings
- "Slow down" to wrestle with the tougher parts or focus on the important parts
- Heighten awareness of how one thinks as concepts evolve
- Solidify understandings

#### **Learning Targets**

Students will record important concepts and continually evaluate their own understanding of content.

Record the words, phrases, and pictures that come to mind as your understanding grows.

**TOPIC: Chaos to Categories** [Ongoing]

**Description**

When students use ***Chaos to Categories*** as a strategy throughout the

Instructional cycle, they benefit in the following ways:

Connect new learning to make meaning.

Create visual cues of what is being read.

Periodically evaluate their understanding

**Learning Targets**

Students will develop thinking about relationships between concepts and solidify their understandings.

**TOPIC: Rate and Log** [Ongoing]

**Description**

When students use ***Rate and Log*** as a strategy throughout the instructional cycle, they benefit in the following ways:

Clear up confusions or explain ever-changing understandings

"Slow down" to wrestle with the tougher parts or focus on the important parts

Heighten awareness of how one thinks as concepts evolve

Confirm, build upon or reshape schema

Solidify understandings

**Learning Targets**

Students will explain ever-changing understandings and reshape schema.

**TOPIC: Pencil to Publish** [Ongoing]

**Description**

***Pencil to Publish*** is used when students are asked to recall everything they know or think they know about a particular topic, they are improving their skills in becoming more independent readers and focusing on some critical reading strategies:

Connecting new knowledge to make meaning.

Thinking ahead to what might be coming in the text.

Regularly evaluating their own understanding.

Having a plan for how to approach a task.

**Learning Targets**

Students will connect new knowledge to make meaning and think ahead while reading.

**TOPIC: Vocabulary Dice** [Ongoing]

**Description**

When students use ***Vocabulary Dice*** as a strategy throughout the instructional cycle, they benefit in the following ways:

Clear up confusions or explain ever-changing understandings

"Slow down" to wrestle with the tougher parts or focus on the important parts

Heighten awareness of how one thinks as concepts evolve

Allow more deeply developed thinking about relationships between concepts

Solidify understandings

**Learning Targets**

Students will develop relationships between concepts.

**TOPIC: Merge and Fork** [Ongoing]

**Description**

The ***Merge and Fork*** is used when students are asked to compare people, items, or concepts they are thinking about what might be similar or different about the two. By practicing this strategy students are improving their skills in becoming more independent readers and focusing on some critical reading strategies:

Connecting new knowledge to make meaning.

Regularly evaluating their understanding.

Occasionally summarizing what is read.

Having a plan for how to approach the reading task.

**Learning Targets**

Students will complete the vocabulary tool by comparing and recording similarities and differences.