

Wells Junior High School Course Summary Template

Name of Course: Social Studies 6

Course Overview: 19th Century American History, Civics and Government, World Political Geography		
Summary: This course will be centered around citizenship, government and American history in the late 18th century and much of the 19th century. The connection point back to Grade 5 will be a retrieval of the impact of America winning the Revolutionary War, which will lead into the study of the creation of the Constitution. We will discover how the U.S. grows and states were formed as slave states or free states, leading to the eventual division of the nation and resulting in the Civil War. There will be a modern day focus on the Constitution with a study of the purposes and structures of the U.S. government. Students will learn how these structures have impacted, and continue to influence, our history and development as a nation. The process of becoming a U.S. citizen and the notions of good and effective citizenship will be a primary focus in the first unit. Additionally, in Grade 6 social studies, there will be two year-long threads: World Political Geography and Current Events.		
Unit of Study	Essential Question(s)	Content/Skill/Concept
Citizenship	<u>Overarching Essential Question:</u> How do people become U.S. citizens and how can an individual be a good and effective citizen? Essential Questions: • Why do people move? • What is citizenship? • What is the role of a U.S. citizen in government? • What is good and effective citizenship, including the relationship between rights and responsibilities? Possible Extensions • What does it mean to have human rights and civil rights? • How do goals and values influence action?	Students will: • Explain the legal status of what it means to be a “citizen” • Understand relevant vocabulary related to the immigration experience and citizenship process. • Recognize the processes by which a person becomes a U.S. citizen. • Investigate some of the reasons that immigrants might come to the U.S.A. • Identify historical and recent immigrant groups. • Identify examples and discuss the purpose of rights, duties, and responsibilities of citizens • Practice note taking skills and interact with the information about good and effective citizenship through retrieval, application, and analysis of knowledge. • Apply the steps in the naturalization process while participating in a 6th grade citizenship simulation • Examine qualities of good and effective citizenship and how these ideals influence action Possible Extension: Distinguish between human rights and civil rights and discuss how these apply to people in general and specifically to U.S. citizenship

Wells Junior High School Course Summary Template

Name of Course: Social Studies 6

Introduction to U.S. Government: Historical Background and Structure of the Three Branches of Government	<u>Overarching Essential Question:</u> Why has the U.S. Constitution been an enduring document? Essential Questions: • What events led to the creation of the Constitution? • What is the purpose of the U.S. Constitution? (What are the goals of the Constitution?) • What are the features of the U.S. Constitution? • What are the structures and functions of the three branches of government? • How do federalism and checks and balances play a role in the U.S. government?	Students will: • Recognize various reasons that the Articles of Confederation failed and how the Constitutional Convention attempted to solve the related problems • Analyze the meaning of each phrase in the Preamble and detect how those goals were met in the writing of the Constitution • Identify the parts of the Constitution • Identify the three branches of government, including the basic structures, purposes, and powers of each branch and the people and buildings that are associated with each. • Use the U.S. Constitution as a primary resource to answer informational questions about the functions and processes of government. • Sequence the steps in how a bill becomes a law and the steps in how a law is carried out. • Apply Constitutional rights and freedoms to real and simulated court cases • Distinguish between the various roles of the President of the U.S. • Give examples of why the Constitution has been able to endure. • Discuss the roles of federalism and checks and balances and apply these concepts to various scenarios.
Westward Expansion - The U.S. Grows and Divides	<u>Overarching Essential Question:</u> How did westward expansion physically and politically shape the U.S.? Essential Questions: • Why did America expand westward? (Touch back to the concept of “why do people move?” from the citizenship unit.)	Students will: • Identify major physical features on the U.S. map. • Sequence major events in the westward expansion of the U.S., including the general cause and effect of each event regarding the debate on slavery, leading to the Civil War • Compare and contrast experiences of settlers and native peoples in the westward expansion of the U.S.

Wells Junior High School Course Summary Template

Name of Course: Social Studies 6

	• How did/does geography affect settlement? • How did the U.S. gain the various territories west of the Mississippi River? • How did westward expansion contribute to the causes of the Civil War? • What are some impacts that westward expansion had on the U.S.?	• Identify major routes and patterns of settlement in the westward expansion of the U.S. • Discuss various impacts that westward expansion had on the nation
The Era of Reform and Invention in the 19th and Early 20th Centuries	<u>Overarching Essential Question:</u> How did invention and social reform change the nation in the 1800s? <u>Essential Questions:</u> • What is the historical background of slavery becoming an institution in the USA? • What were some of the major reform movements and pivotal inventions of the 19th century? • What factors motivate people to work for societal change? • What factors motivate people to research and invent new products and processes? • How does one change lead to another? • What personal characteristics and skills define an effective leader for change?	Students will: • Discuss historical background and economic roots of slavery in the U.S. • Examine varied effects of the institution of slavery on enslaved people and their posterity, including the varied conditions of life for enslaved persons, attempted revolts, acts of resistance and the long-lasting impacts of the history of the institution of slavery on future generations • Examine some of the political and social reform efforts surrounding abolition. • Discuss the rise of industry and the growth of cities • Compare and contrast 19th century living on a farm versus living in a city and working at a factory • Discuss various societal reform movements and pivotal inventions of the era, including several effects these had on the nation • Identify various figures in U.S. history related to reform movements and the industrial revolution of the 19th and early 20th centuries and identify what characteristics and skills helped them to become leaders. • Research and present information about an assigned reformer or inventor of the era. • Draw conclusions as to how reform movements and inventions of the 19th century have

Wells Junior High School Course Summary Template

Name of Course: Social Studies 6

		affected today's society.
U.S. Civil War and Reconstruction	<u>Overarching Essential Question:</u> What were the causes and effects of the American Civil War? <u>Essential Questions:</u> • What events sparked the nation to move toward war as a way to settle differences? • What conditions did Civil War soldiers and civilians on the homefront endure? • Which major events during the war were turning points and why? • In what ways did the Civil War transform the nation? • How do these changes affect life today? • What were the goals and outcomes of the Reconstruction Era?	Students will: • Sequence the major events leading up to the Civil War • Identify the causes and effects of major events leading up to the Civil War. • Identify the states that seceded from the U.S. • Compare and contrast the advantages and disadvantages of the North and South at the beginning of the Civil War. • Identify the strategies of each army and apply them to assess the success of various major battles of the Civil War • Examine the life of a Civil War soldier and label the items worn and carried by soldiers.. • Discuss the significance of the Emancipation Proclamation in terms of human rights, political implications, and military strategies. • Identify major figures on both sides of the War. • Recognize the participation of Wells soldiers and sailors in the Civil War • Describe the effects of the War on the civilian populations. • Identify the conditions of Reconstruction and discuss the outcomes of the era.
Current Events	<u>Overarching Essential Question:</u> How do we do "critical reading" of news reporting sources and why is it important? • How do current events impact individuals and collective communities at various levels of society?	Students will: • Use various literary skills to do critical reading of a student news magazine. Skills include the ability to identify main ideas, understand new vocabulary, frame an opinion based on a debate, sequence events, use textual evidence when answering questions, and identify cause and effect. • Students will read and respond to current national and world events in various ways.

Wells Junior High School Course Summary Template

Name of Course: Social Studies 6

Political Geography of the USA and World Major Topics:	<u>Overarching Essential Questions:</u> Where are various countries of the world located? How do we use geographical tools and concepts to understand the world? Essential Questions: - Political divisions on the world map: (Assessed) Discussion of current and historical events and statistics related to geography: - What are some of the major current and historical events related to some of these places? - Why is it important to be aware of geographical locations? - How has the geography of the region affected the people and the history of the area? - What tools and concepts are important to use when learning about geography?	Students will: - Identify continents, countries, U.S. states, U.S. capital cities and Maine counties on political world map - Have class discussions of current and historical events related to the regions being identified for each map assessment. - Use scale distance, longitude and latitude, directionality - cardinal and ordinal, reading graphs and charts, interpreting various maps using a legend
--	--	--