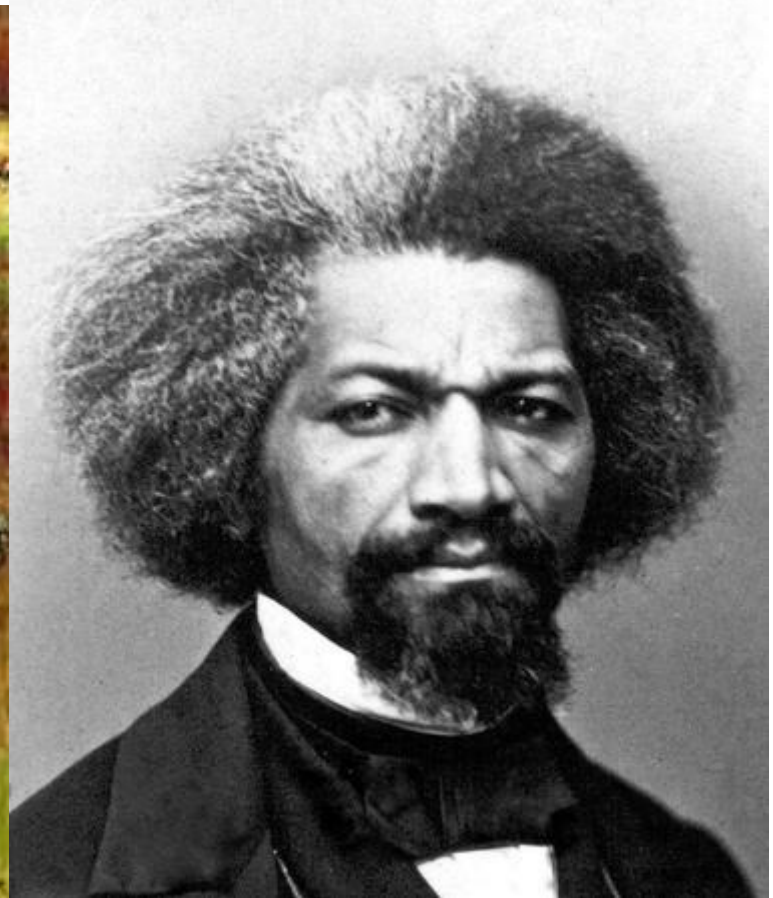


Grade Six History and Social Science: U.S. History to 1865



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Grade 6 Curriculum for Loudoun County Public Schools
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The purpose of this **curriculum** is to lay out the conceptual outcomes for **instruction**. The instructional strategies used will then build the learning towards those outcomes, while **assessment** will determine if the outcomes set forth in the **curriculum** have been achieved.

This curriculum document is organized to help teachers plan and carry out authentic Learning experiences that allow students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. In this document, each unit's learning outcomes or objectives are listed first, followed by ideas for making the content more authentic for students, and ending with ideas for driving or challenging questions that allow the students to build an understanding through an inquiry process.

There are six units in the curriculum. Since the foundations of the units are conceptual, they encompass and call for the study of *more than* just the Virginia SOLs for US History to 1865. SOL connections are listed in red following each learning outcome. This means that when teachers focus on the outcomes and/or the concepts they will include in instruction, they are naturally and organically embedding the Virginia State Standards.



US History to 1865, Unit I: North America: The Location, the Land and the People



At the end of this unit, students will be able to:

1. Explain how a geographic “location” becomes a “place” when humans interact with the physical geography. (Includes USI.1b)
2. Make connections between the past and the present by explaining how the study of archaeological evidence led to an understanding of how early cultures developed in North America; including Cactus Hill located in southeastern Virginia. (Includes: USI.3a)
3. Demonstrate how American Indian tribes interacted with their environments to live and form communities. (Includes: USI.3b, c)
4. Compare the different perspectives held by the American Indians, European explorers and settlers about how the land should be used. (Includes USI.4b)

Idea(s) for making this content **AUTHENTIC** for students:

Scaffold the learning for students in this unit by having them investigate questions about their own geographic location:

1. How does the physical geography *where* I live, explain *how* I live? (i.e., houses in my community are made of; what plant life grows in this region; why do I wear a coat in the winter, etc.)
2. How does understanding how I interact with the geography in my region help me understand how American Indians interacted with their regions?

Ideas for an Essential or Driving question:

How can we use what we learned about the American Indians adapting to their environment, to improve our relationship with the land today?

How are humans changing the physical environment of the Earth’s surface?

How does where we live determine who we are?

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/index.shtml

US History to 1865, Unit II: The Influence of European & African Culture in North America



At the end of this unit, students will be able to:

1. Use a world map to locate the regions in North America and Africa that were explored by the Spanish, French, Portuguese and English. (Includes: USI.4a)
2. Create a graphic organizer to compare the motivations and obstacles faced by the Spanish, French, Portuguese, and English explorations. (Includes: USI.1e; USI.4a)
3. Explain the reasons and outcomes (slavery) of the Portuguese voyages of discovery along the coast of West Africa. (Includes: USI.4a, c)
4. Describe the cultural, economic and social interactions between Europeans and native populations in North America and Africa that led to cooperation, conflict, and the foundation for race relations today. (Includes: USI.4b)
5. Make connections between the accomplishments of explorers and the way we live today. (Includes USI.4a)

Idea(s) for making this content **AUTHENTIC** for students:

Begin the unit by having students parallel the experience of exploring in their own lives:

1. Where have I explored? Why did I explore? (i.e., the woods in my backyard, on vacation with my family, through a video game, etc.).
2. How did I treat the people that were already in the place where I was exploring?
3. What did I like most about exploring? What challenges did I face in exploring a place I had never been?

Ideas for an Essential or Driving question:

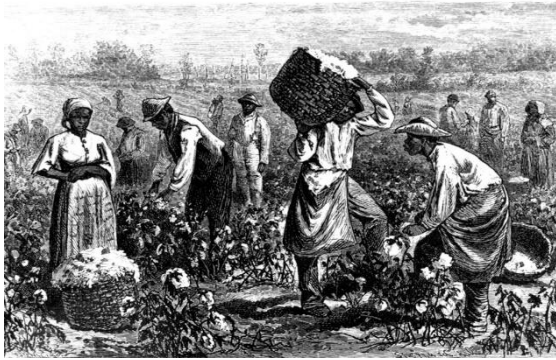
What type of “code of ethics” might explorers use when investigating new worlds?

How can explorers make contributions to a culture and a society and how might they have a negative impact?

How might the characteristics of explorers help or hinder their relationships with the people they encounter?

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US History to 1865, Unit III: Building a New System: Colonial America



At the end of this unit, students will be able to:

1. Use maps to explain the geographic context of the Colonial Period in America. (Includes: USI.2)
2. Make conclusions about why the English decided to colonize America. (Includes: USI.5a)
3. Use a decision-making model to weigh the costs and benefits of leaving home (voluntarily) to colonize a new land. (Includes USI.1h)
4. Describe life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their geography and environment to produce goods and services, including examples of specialization and interdependence. (Includes: USI.5b, c)
5. Examine to what extent the colonial economy depended on enslaved Black people. (Includes USI.5c)
6. Describe how colonial life in America consisted of a hierarchy of different groups, where those at the bottom had little opportunity and little or no freedom. (Includes: USI.5d)
7. Explain the multiple ways enslaved Black people during Colonial America challenged the system of bondage. (Includes: USI.5d)

Idea(s) for making this content **AUTHENTIC** for students:

1. Ask the students how the “Black Lives Matter” movement can be connected to Colonial America.
2. Have the students compare and contrast the Abolitionists, and then ask the students if there are any modern-day Abolitionists.

Ideas for an Essential or Driving question:

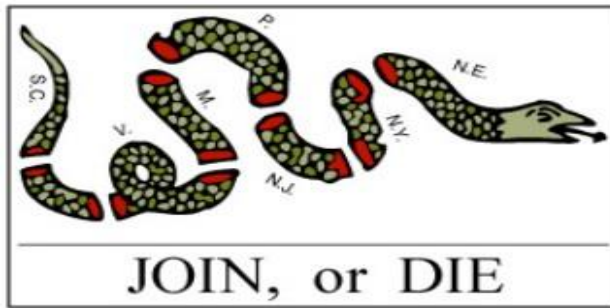
What evidence is there that Colonial America was a democratic society?

How did the social hierarchy in the colonial period contribute to race relations today?

Why does it take the perspective of everyone in a story to truly understand history?

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US History to 1865, Unit IV: The Birth of a Nation: A Quest for Economic & Political Freedom



At the end of this unit, students will be able to:

1. Use maps and other geographic tools to explain the geographic context of the Revolutionary period in America. (Includes: USI.2)
2. Explain the political and economic factors that changed many white Americans from loyal British subjects to rebellious Patriots. (Includes: USI.5e)
3. Identify the steps Great Britain took to increase control over its colonies and the reasons why many white colonists became dissatisfied with that control. (Includes: USI.6a)
5. Explain how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence. (Includes: USI.6b)
6. Describe the key events and individuals (including women, free and enslaved black Americans, Native Americans) who had the biggest impact on The outcome of the Revolutionary War. (Includes: USI.6c)
7. Use primary sources to describe how the Revolutionary war affected Patriots, Loyalist, American Indians, enslaved African Americans and women. (Includes: USI.1c;)
8. Draw conclusions about the reasons the colonies were able to defeat a mighty power like Great Britain. (Includes: USI.6d)

Idea(s) for making this content **AUTHENTIC** for students:

1. Have the students think about the reasons that teenagers begin to pull away from their parents and want more “independence.” Then ask them to make connections between the reasons teenagers begin to pull away and the reasons the American colonies began to rebel.
2. Have students analyze why “homeland advantage” is so important in fighting a war and then have them apply those concepts to both the Revolutionary war and the war in Afghanistan.

Ideas for an Essential or Driving question:

What happens when a diverse group of people living in a community must choose sides in a war?

When is violence a sound strategy for political and social change?

Justify the Revolutionary War from two perspectives—an act of treason or fighting against oppression?

*Under what circumstances might **you** have become a revolutionary in 1776?*

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US History to 1865, Unit V: In Search of Government, Territory, Knowledge and Personal Freedom



At the end of this unit, students will be able to:

1. Analyze the weaknesses of the government established by the Articles of Confederation. (Includes: USI.7a)
2. Describe the historical development of the Constitution by focusing on events and people who helped create this document. (Includes: USI.7b)
3. Explain how efforts to ratify the Constitution resulted in compromises; one of which dehumanized Black Americans. (Includes: USI.7b)
4. Defend the decision to add a Bill of Rights to the Constitution. (Includes: USI.7b)
5. Use maps to illustrate how territorial expansion in the 19th century changed the political map of the U. S., and then explain the impact of this expansion. (Includes: USI.8a)
6. Explain how the issues of expansion and annexation were connected to the issue of slavery. (Includes: USI.8a; USI.8c)
7. Use primary documents to defend or refute the pioneers' rationale for moving westward. (Includes: USI.1a; USI.8b)
8. Illustrate the geographic and economic factors that positively or negatively affected groups (include American Indians) of people as settlers moved westward. (Includes: USI.8b)
9. Use images to analyze the positive or negative impact of inventions including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. (Includes: USI.8d)

Idea(s) for making this content **AUTHENTIC** for students:

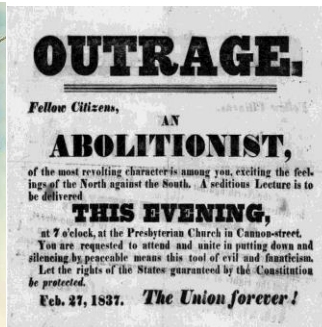
- Aliens have taken over the U.S. and have told the people that the Bill of Rights is being reduced to 3 from 10. Have students choose the top three and justify their selection.
- Have students compare the impact of the inventions of the 18th century with those of the late 20th and early 21st century

Ideas for an Essential or Driving question:

- What role does compromise play in government? Is it better to have no Constitution or one that is seriously flawed?
- Why did the Founding Fathers find it necessary to add a "Bill of Rights" to the Constitution?
- How was the idea of "Manifest Destiny" used to justify westward expansion?
- How was the Native American portrayed by artists during the era of Manifest Destiny?

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US History to 1865, Unit VI: Growing Pains as the United States Struggles with Identity



At the end of this unit, students will be able to:

1. Use a graphic organizer to describe the cultural, economic, and moral issues around owning human beings that divided the nation. (Includes: USI.9a)
2. Analyze the reasons why efforts to compromise on sectional issues, including slavery, ultimately failed. (Includes USI.9b)
3. Compare the abolitionist movement and its leaders with the women's suffrage movement, and explain why these two organizations, both advocating for civil rights, did not join forces. (Includes USI.8e)
4. Identify on a map of the U.S., the states that seceded from the Union and explain their reasons. (Includes: USI.9b)
5. Describe the leaders (including African Americans both enslaved and free, women and American Indians) and events that had the biggest impact on the outcome of the American Civil War. (Includes: USI,9d)
6. Use maps to explain how location and topography influenced critical developments in the war, including major battles. (Includes: USI.9e)
7. Describe the effects of war and its ultimate cost and benefit, from the perspectives of Union and Confederate soldiers (including African American soldiers, women, and enslaved African Americans). (Includes: USI.9f)

Idea(s) for making this content **AUTHENTIC** for students:

- Have students compare the similarities and differences in the relationship between the parties in Congress during the Civil War and Today.
- The North and the South are geographically separated; how has modern inventions kept different regions of the country more "connected" with one another than they were during the Civil War?

Ideas for an Essential or Driving question:

How did debates over, or interpretations of, the U. S. Constitution, shape the causes, course, and consequences of the Civil War?

Could the Civil War have been avoided?

What is the legacy of the Gettysburg Address and the Civil War? Do they still matter today?

Was the South's secession from the Union justified?

Is war the only way to affect real change?

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