

**Randolph Township Schools
Randolph Middle School
Sixth Grade United States History Curriculum**

*“In the end, we will remember not the words of our enemies, but the silence of our friends.”
-Dr. Martin Luther King, Jr.*

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Curriculum Developed:
July, 2020

Date of Board Approval:
August 18, 2020

**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators, and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The sixth-grade social studies program continues the study of United States History that commences in the fifth grade. Students begin the grade six course with an investigation of United States society in the years prior to the Civil War. They continue their studies to trace the emergence of the United States as a world power, and students examine the critical events of the twentieth century including World War I, World War II, and the Holocaust. The course will be developed in compliance with New Jersey Student Learning Standards in Social Studies, the New Jersey state mandate for Holocaust education, the Common Core State Standards for Literacy in History/Social Studies, and the standards and goals established by the Randolph Township Board of Education.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
1 weeks	I	Introduction to Social Studies and American Government
1 weeks	II	American Government and Elections
3 weeks	III	A Divided Nation
2 weeks	IV	The Civil War
6 weeks	V	Reconstruction
6 weeks	VI	American Expansion and Immigration
1 weeks	VII	Human and Civil Rights
4 weeks	VIII	Industry & Progressivism
3 weeks	IX	World War I
3 weeks	X	1920s
4 weeks	XI	The Great Depression and World War II
2 weeks	XII	The Holocaust

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Unit I: Introduction to Social Studies/American Government

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p> <p>6.3.8.CivicsPR.2: 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.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p> <p>CCSS for History/Social Studies:</p>	The study of social studies helps to identify patterns in history and allows for connections to be made between the past and present.	<ul style="list-style-type: none"> Why study history? What is “social studies”?
	The structure of the United States government allows for checks and balances which protect the rights of citizens.	<ul style="list-style-type: none"> What makes an effective government? What responsibilities should a government have for its citizens?
	All people should be afforded certain rights and freedoms.	<ul style="list-style-type: none"> What is a human right? What rights should be guaranteed to all people in the world?
	Members of society have the obligation to be informed and engaged citizens.	<ul style="list-style-type: none"> What is the role of a citizen?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The study of social studies helps us in understanding the past, the present, and the future.	Evaluate the importance of learning social studies.
	The United States government is made up of three branches: legislative, judicial, and executive.	Identify the three branches of government and their functions.
	The legislative branch of the federal government creates bills and the President signs them into law.	

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Unit I: Introduction to Social Studies/American Government

<p>RH 6-8.1 Cite specific evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4 Determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>		
	<p>Congress and the American people are responsible for creating and passing amendments to the United States Constitution.</p> <p>Rights are things that all people should have, and a privilege is something that not everyone can have.</p> <p>Information on public issues can be found in newspapers, online resources, and in government records.</p>	<p>Explain the difference between how a law and an amendment are passed.</p> <p>Demonstrate an understanding of the amendments to the Constitution using real life examples.</p> <p>Contrast the differences between a right and a privilege.</p> <p>Evaluate the accuracy of information from media sources and public records.</p>
	<p>VOCABULARY: engaged, leadership, social studies, representation</p> <p>KEY TERMS: citizenship, multiculturalism, community, amendment, right, privilege, legislature, judicial, executive, bill, law, Constitution, Bill of Rights</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

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Unit I: Introduction to Social Studies/American Government

- Do Now/ Think-Pair-Share Activities
- Journal Writing
- Burning Questions Board
- Exit Tickets

KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess prior knowledge and identify learning goals for the unit
- Bill of Rights scenario activity
- Branches of government jigsaw
- Branches of government Rainbow Lens Activity (Perspective learning)

SUGGESTED TIME ALLOTMENT	1 Week
SUPPLEMENTAL UNIT RESOURCES	Primary Sources <ul style="list-style-type: none">• United States Constitution Secondary Sources <ul style="list-style-type: none">• <i>United States History; Civil War to Present</i>

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Unit II: Elections

TRANSFER: Students will practice citizenship and civic responsibility through informed decision making in current elections.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>CCSS for History/Social Studies: RH 6-8.1 Cite specific evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4 Determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, reflection, and revision)</p>	Citizens of the United States have both rights and responsibilities.	<ul style="list-style-type: none"> • What does it mean to be a citizen? • What are the ways in which citizens could use their rights?
	Voters discern a candidate's position on issues to inform their vote.	<ul style="list-style-type: none"> • How should a citizen make decisions about voting?
	Elected officials are responsible for representing their constituents needs and values in a fair manner.	<ul style="list-style-type: none"> • What does it mean to be a leader? • How can leaders balance the needs of a variety of citizens?
	Citizens can voice their opinions and values through voting.	<ul style="list-style-type: none"> • What factors could prevent or challenge a citizen's ability to fulfil their right to vote?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Being an effective citizen requires voting, expressing opinions, respecting divergent thinking, and being informed on key issues such as healthcare and education.	Identify themes and similarities among the characteristics of effective citizens.
	Elections generally take place in November.	Participate in a mock election coinciding with actual elections/primaries.

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Unit II: Elections

<p>and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Presidential and Gubernatorial elections take place every four years.</p> <p>The major political parties that exist in the United States are the Republican and Democratic parties as well as the possibility of other political parties reflecting different points of view such as the Green Party.</p> <p>Ballots include both candidates for elected offices as well as public questions on matters of public issues.</p> <p>VOCABULARY:</p> <p>primary</p> <p>KEY TERMS:</p> <p>democracy, suffrage, referendum, citizenship, Democrat, Republican, electoral college</p>	<p>Identify and critique political party platforms and determine those that align with their own personal values.</p> <p>Analyze a sample ballot for the upcoming election and interpret public questions.</p> <p>Develop, draft, and refine arguments for or against upcoming referendums.</p>
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Unit II: Elections

ASSESSMENT EVIDENCE: Students will show their learning by:

- Do Now/ Think-Pair-Share Activities
- Journal Writing
- Burning Questions Board
- Exit Ticket

KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess prior knowledge and identify learning goals for the unit
- Analyze current election sample ballot
- Debate public questions
- Compare/Contrast term limits of government officials
- Mock Election

SUGGESTED TIME ALLOTMENT

1 Week

SUPPLEMENTAL UNIT RESOURCES

Primary Sources

- Current election ballot
- United States Constitution

Secondary Sources

- *Crash Course: Elections*
- *Crash Course: U.S. Government and Politics*
- www.newsela.com
- www.icivics.org

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Unit III: A Divided Nation

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War.</p>	The institution of slavery affected the entire country socially, politically, economically, and through judicial decisions which led to the Civil War.	<ul style="list-style-type: none"> • What internal issues within a country might create conflict? • Why have people over time been willing to enslave others?
	In response to the racial injustices of the institution of slavery, individuals and groups participated in actions of resistance and rebellion.	<ul style="list-style-type: none"> • When and how is it acceptable for people to challenge unjust laws? • What makes a person stand up for a cause?
	The argument over slavery in the context of territorial expansion led to compromises and conflict between states' rights advocates and the federal government.	<ul style="list-style-type: none"> • How can internal conflict in a country be resolved? • What are the positives and negatives of coming to a compromise?
	Fundamental disagreements between northerners and southerners contributed to the Civil War.	<ul style="list-style-type: none"> • When can war be justified? • How can disagreements lead to conflict?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Slavery created political and social obstacles to western expansion by creating conflict between free and slave state advocates in Congress and in America.	Explain the conflict created by having the option of slavery or freedom in the new territories.

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<p>War using multiple sources from different perspectives.</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p> <p>6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>African American slaves were considered to be property and were treated as such.</p> <p>Slaves resisted by attacking their owners, refusing to work, sabotaging equipment, and learning to read and write.</p> <p>Abolitionists fought to end slavery through various means of resistance such as writing about it, helping slaves escape, and giving speeches.</p> <p>The agricultural economy of the south and the industrial economy of the north created lifestyle differences that caused much conflict and polarized the nation.</p> <p>The Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act challenged the debate between states' rights and the Federal government's power in newly developed territories.</p> <p><i>Uncle Tom's Cabin</i>, The Kansas-Nebraska Act (popular sovereignty), the Dred Scott Decision, John Brown's Raid, and the election of 1860 were main events that led to the Civil War.</p>	<p>Identify examples of how African Americans were treated as property.</p> <p>Examine the ways in which slaves resisted their captors.</p> <p>Describe the different methods of protest, resistance, and violence employed in reacting to the institution of slavery.</p> <p>Compare and contrast strengths and weaknesses of sectional economic systems and examine how sectional differences led to conflict.</p> <p>Explain why the issues related to slavery versus states' rights became so intense by 1860.</p> <p>Determine the causes and effects of the events that led to the American Civil War.</p>
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Unit III: A Divided Nation

<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Rulings of the judicial branch of the federal government allowed for the continuation of slavery.</p> <p>VOCABULARY:</p> <p>citizen, narrative, compromise, discrimination, agriculture, industry, economy, resistance, upstander</p> <p>KEY TERMS:</p> <p>sovereignty, popular sovereignty, federal, abolitionist, terrorist, zealot, martyr, constitutional, unconstitutional, secession</p>	<p>Evaluate the events that led to the establishment of the Confederate States of America and the attack on Fort Sumter.</p> <p>Interpret the judicial response to the conflicts surrounding the slavery debate.</p> <p>Interpret ideas and events from different historical perspectives.</p>

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Unit III: A Divided Nation

ASSESSMENT EVIDENCE: Students will show their learning by:

- Do Now/ Think-Pair-Share Activities
- Four Corner Debate
- Journal Writing
- Write Around Activities
- Read for Meaning
- Somebody Wanted But So
- Formative assessment such as an exit/entrance ticket
- Culminating Unit Assessment

KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess prior knowledge and identify learning goals for the unit
- Graphic organizer: text analysis
- Stations Activity: Timeline, “What Ifs”, Photograph Analysis, Map activity, Storytelling, Matching, and Frame Routine
- Cause and effect chart
- Primary Source Analysis
- “Read to Learn” Strategy

SUGGESTED TIME ALLOTMENT

3 Weeks

SUPPLEMENTAL UNIT RESOURCES

Primary Sources

- “A House Divided” speech
- Reaction to John Brown’s Raid
- Dred Scott decision
- The Missouri Compromise
- The Compromise of 1850

Secondary Sources

- *America: The Story of Us: Divided*
- *American Experience: Abolitionists*

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Unit III: A Divided Nation

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| | <ul style="list-style-type: none">• <i>United States History: Civil War to Present</i>• TED Talks video: <i>Modern Day Slavery</i>• <i>Crash Course: Causes of the Civil War</i>• <i>Howard Zinn, A Young People's History of the United States (Pages 135-152)</i>• <i>Represent: 200 Years of African American Art A Resource for Students and Teachers</i>• <i>Two Miserable Presidents: Everything Your Schoolbooks Didn't Tell You About the Civil War</i> by Steve Sheinkin |
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Literary

- *Uncle Tom's Cabin*
- *Narrative Life of Frederick Douglass*

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Unit IV: The Civil War

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	Civil wars are fought for social, political, and economic reasons	<ul style="list-style-type: none"> • What would justify a civil war? • Why do people rebel?
	People participate in wars for a variety of reasons and in a variety of ways.	<ul style="list-style-type: none"> • Why would people choose to participate or not participate in war?
	War drives technological advancement and innovation.	<ul style="list-style-type: none"> • What inspires innovation?
	Strengths and weaknesses of the north and south determined their successes and failures in the war	<ul style="list-style-type: none"> • What factors could be considered strengths or weaknesses in fighting a war?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>The South fired the first shots on Fort Sumter, starting the Civil War, in April 1861.</p> <p>President Lincoln, and the north, fought the war in order to keep the United States unified and strong. The south fought to keep slavery and to maintain their agricultural economy and lifestyle.</p>	<p>Identify the event that sparked the Civil War.</p> <p>Identify and evaluate the military and political strategies of the Confederacy and the Union.</p>

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<p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.1.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.</p> <p>WHST 6-8.1.B: Support claim(s) with logical reasoning, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST 6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 6-8.1.D: Establish and maintain a formal style.</p> <p>WHST 6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST 6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p>	<p>Immigrants, women, and African Americans participated in the American Civil War.</p> <p>The north had an advantage in the Civil War based on population and industry and the south had an advantage based on their strategy of a defensive war and their strong military leaders.</p> <p>The American Civil War was an industrialized war.</p> <p>Political and military leaders such as Lincoln, Davis, Lee, Sherman, Grant sought to bring about an end to the war through new tactics and strategies (e.g. total war, Anaconda Plan, Emancipation Proclamation).</p> <p>The end of the Civil War created challenges for the United States to rebuild the strength of the nation as the conflict over newly freed slaves was causing additional tensions.</p> <p>VOCABULARY:</p> <p>logistical, attrition, strategic, innovation, execute, bravado, veteran, firearm,</p>	<p>Summarize the contributions of various participants of the Civil War.</p> <p>Compare and contrast the advantages and disadvantages of the Confederacy and the Union.</p> <p>Analyze how the industrialization of America impacted the war.</p> <p>Explain the significance of total war, the Anaconda Plan, the War of Attrition, the Emancipation Proclamation, and the Battle of Gettysburg.</p> <p>Predict how the lives of freedmen, southerners, and northerners will change in the reunited country.</p>
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Unit IV: The Civil War

<p>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST 6-8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST 6-8.2.E: Establish and maintain a formal style and objective tone.</p> <p>WHST 6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST 6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been achieved.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>proclamation, textiles, casualties, blockade, imports, exports, textile mills</p> <p>KEY TERMS:</p> <p>diplomacy, emancipation, habeas corpus, total war, enlisted, patriotism, Confederacy</p>	
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Unit IV: The Civil War

<p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • DBQ: <i>Why did the South Lose the Civil War?</i> • Do Now/ Think-Pair-Share Activities • Journal Writing/Letter Writing • Burning Questions Board • 411 Stations Activity and Scavenger Hunt <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • It's a Mystery: Story Connection to the Civil War • Writing a Thesis Statement Mini-Lesson • Writing an Introduction and Body Paragraph Mini-Lessons • Graphic organizer • Primary Source Analysis • "Read to Learn" Strategy 		
SUGGESTED TIME ALLOTMENT	2 Weeks	

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Unit IV: The Civil War

SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • Emancipation Proclamation • Gettysburg Address <p>Secondary Sources</p> <ul style="list-style-type: none"> • <i>Glory</i> (film) • <i>Gettysburg</i> (film) • <i>Gettysburg</i> Mini DBQ • <i>Why Did the South Lose the Civil War?</i> Mini DBQ • <i>America: The Story of Us: Civil War</i> • <i>United States History; Civil War to Present</i> • <i>Crash Course: The Civil War</i> • <i>Howard Zinn, A Young People's History of the United States (135-152)</i>
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Unit V: Reconstruction

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>The political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War continued to challenge state and federal relations.</p>	<ul style="list-style-type: none"> • How can the rights of all people be protected?

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Unit V: Reconstruction

<p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>The failure of Congress and the Supreme Court to protect the rights of African Americans during Reconstruction delayed Blacks' achievement of full civil rights.</p>	<ul style="list-style-type: none"> Are citizens obliged to protect the rights of fellow citizens? Why or why not?
	<p>The emotional, economic, and political implications of Reconstruction of the South affected relations throughout America.</p>	<ul style="list-style-type: none"> What needs to be reconstructed after a war?
	<p>Racial biases and inequality continued to endure following the passage of the Reconstruction Amendments.</p>	<ul style="list-style-type: none"> Where do biases come from?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p>
	<p>The disagreements over reconstruction plans such as Johnson's Plan and the Radical Republican's Plan caused debate and the eventual impeachment of Andrew Johnson.</p> <p>Andrew Johnson was impeached for violating the Tenure of Office Act.</p> <p>The 13th, 14th and 15th Amendments guaranteed rights for African Americans.</p>	<p>Compare, contrast, and evaluate the Reconstruction Plans of Johnson and the Radical Republicans.</p> <p>Consider and create alternative and improved plans for Reconstruction.</p> <p>Argue whether the impeachment of Johnson was justified.</p> <p>Identify and adjudge the effectiveness of the 13th, 14th, and 15th Amendments in guaranteeing the rights of African Americans.</p>

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<p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.1.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.</p> <p>WHST 6-8.1.B: Support claim(s) with logical reasoning, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST 6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 6-8.1.D: Establish and maintain a formal style.</p> <p>WHST 6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST 6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>African American freedoms were limited through varied means and by certain groups including sharecropping, the Black Codes, KKK, voting restrictions, and Jim Crow Laws.</p> <p>Freed slaves were targeted, terrorized and murdered/lynched for attempting to practice their newly given rights.</p> <p>The election of 1876 ended the period of Reconstruction.</p> <p>Historians continue to debate the successes and failures of Reconstruction.</p> <p>VOCABULARY:</p> <p>procedure, principle, prejudice, amend, voter suppression</p> <p>KEY TERMS:</p> <p>radical, amendment, discrimination, segregate, Constitution, reconstruct, elect, civil rights, impeach,</p>	<p>Posit how the 14th Amendment could have an impact on future fights for equality.</p> <p>Explain how the actions of southern governments and individuals limited freedom and equality for African Americans.</p> <p>Examine the methods used by former slave owners and others to reestablish a system of oppression.</p> <p>Compare and contrast the lives of African Americans before the Civil War and after Reconstruction.</p> <p>Evaluate the success of Reconstruction.</p>
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<p>WHST 6-8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST 6-8.2.E: Establish and maintain a formal style and objective tone.</p> <p>WHST 6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST 6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been achieved.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and</p>	<p>carpetbagger, scalawag, Republican, and Democrat</p>	
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Unit V: Reconstruction

<p>conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • Journal Writing • Compare/contrast graphic organizer for reconstruction plans • Rainbow Lens Activity: Various perspectives of Reconstruction • DBQ: Why Did Reconstruction Fail? • Somebody Wanted But So: Plessy v. Ferguson • Say Something: Carpetbaggers/Scalawag • Compare and Contrast Race Relations of Reconstruction to Present Day • Burning Questions Board • Culminating Unit Assessment <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Graphic organizer • Primary Source Analysis • Sharecropping Simulation • Debate • World Café: Discussion Based Learning 		

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Unit V: Reconstruction

SUGGESTED TIME ALLOTMENT	6 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none">• <i>Plessy v. Ferguson</i> decision• 13th Amendment• 14th Amendment• 15th Amendment• Black Codes• DBQ (Why Did Reconstruction Fail?) <p>Secondary Sources</p> <ul style="list-style-type: none">• <i>United States History; Civil War to Present</i>• <i>Crash Course: Reconstruction</i>• <i>Howard Zinn, A Young People's History of the United States (135-152)</i>• <i>They Called Themselves the K.K.K. by Susan Campbell Bartoletti (Newberry Honor-winning author)</i>

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Unit VI: American Expansion and Immigration

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p>	As more settlers moved west, mining, ranching, and railroads soon transformed the western landscape.	<ul style="list-style-type: none"> • Why do people migrate? • What challenges does one face when moving to a new place and how might those challenges be overcome?
	Native Americans and the U.S. government came into conflict over land in the western U.S.	<ul style="list-style-type: none"> • What makes people feel superior to others? • When is it acceptable to break a promise?
	The creation of new communities changed traditional gender roles.	<ul style="list-style-type: none"> • How are societal roles determined? • How are traditional roles challenged?
	In the last half of the 1800s, the United States joined the imperialistic race for control of overseas territories.	<ul style="list-style-type: none"> • Why do nations seek to control other nations? • How does an imperialist nation expand and maintain their empire? • What impact could imperialism have on those being imperialized?
	The media played a significant role in the perspectives of the American people and U.S. foreign policy during the late 1800s.	<ul style="list-style-type: none"> • What is the role of the media when reporting news? • How can biases in the news impact how we view events?
	America established itself as a world power during the late 1800s.	<ul style="list-style-type: none"> • What does it mean to be a world power? • What responsibilities should world powers have in global affairs?

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<p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</p> <p>6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.</p> <p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.</p>	<p>From 1880-1920, a new wave of immigration brought large numbers of new immigrants to the United States, causing dramatic expansion that created both challenges and opportunities.</p>	<ul style="list-style-type: none"> • Why do people immigrate? • What challenges do immigrants face? • What are the consequences of mass immigration?
	<p>Due to biases in America, certain immigrant groups were restricted from entering the United States.</p>	<ul style="list-style-type: none"> • What could be consequences of restricting immigration? • Why might countries restrict immigration?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>The availability of land (Homestead Act), the Transcontinental Railroad, gold, and other new opportunities motivated many to move westward where they faced hardships and conflict with Native Americans.</p>	<p>Identify and evaluate the incentives for Americans to move westward and compare them to the realities that they faced.</p>
	<p>Immigrants, particularly those from Ireland and China, played a key role in the creation of the transcontinental railroad.</p>	<p>Evaluate the long-term impact that the Homestead Act had on America.</p>
	<p>The creation of the Transcontinental Railroad transformed America by allowing for easier transportation of goods and people and propelled the creation of new states.</p>	<p>Participate in a scavenger hunt in order to determine the contributions immigrants made in the creation of the Transcontinental Railroad.</p>
	<p>Westward expansion provided new opportunities for women including the ability to own land, become sheriffs, and doctors.</p>	<p>Identify the ways in which America was transformed based on the new acquisition of land and the creation of the transcontinental railroad.</p>
		<p>Specify the impact that women and immigrants had on westward expansion and summarize how both groups faced and battled prejudices.</p>

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<p>6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.1.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.</p> <p>WHST 6-8.1.B: Support claim(s) with logical reasoning, accurate data and evidence that</p>	<p>The United States government repeatedly came into violent conflict with native American nations and created and broke numerous treaties such as the Fort Laramie Treaty.</p> <p>After pushing Native Americans off their land, the U.S. government attempted to separate and then assimilate them into American culture through the reservation system and through education such as the Carlisle School.</p> <p>Global competition, thirst for new markets, desire for military strength and belief in Anglo-Saxon superiority fueled American imperialism with the acquisition of Alaska, Hawaii, Cuba, Puerto Rico, Philippines, and through trade with China and Japan.</p>	<p>Judge the treatment of Native Americans by the federal government.</p> <p>Explain how the building of the Transcontinental Railroad affected the lives of Native Americans.</p> <p>Explain how the reservation system did not accommodate the Native American lifestyle.</p> <p>Critique the federal government's decision to place Native Americans in the Carlisle school.</p> <p>Examine reasons for and consequences of United States involvement with Alaska, Hawaii, Cuba, Puerto Rico, Philippines, China, and Japan.</p> <p>Critique America's change from isolationism to imperialism.</p> <p>Compare the various ways in which the United States practiced imperialism.</p>
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<p>demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST 6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 6-8.1.D: Establish and maintain a formal style.</p> <p>WHST 6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST 6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST 6-8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST 6-8.2.E: Establish and maintain a formal style and objective tone.</p>	<p>The media and Yellow Journalism influenced public opinion during the Spanish American War and war in the Philippines.</p> <p>The sinking of the <i>U.S.S. Maine</i> is the spark that begins the Spanish-American War.</p> <p>The construction and control of the Panama Canal increased America's economic, political, and military influence throughout the world.</p> <p>American imperialism led to the United States becoming a world power.</p> <p>The U.S. government's acquisition of new land areas was sometimes met with resistance such as the Boxer Rebellion.</p> <p>The push factors that motivated people to leave their homeland include religious persecution, unemployment, wars, and poverty.</p> <p>The pull factors that brought immigrants to America include opportunity, religious freedom, peace, employment, and freedom.</p> <p>Many of the new wave of European immigrants from southern and eastern Europe entered the United States through Ellis Island,</p>	<p>Explain the impact of Yellow Journalism on American foreign policy.</p> <p>Identify and analyze the cause of the Spanish-American War.</p> <p>Analyze the cost versus the benefit of building and controlling the Panama Canal.</p> <p>Describe how America became an economic and military world power.</p> <p>Identify and evaluate examples of resistance to American imperialism.</p> <p>Identify the variety of push and pull factors that prompted immigrants to leave their homeland and choose to come to the United States.</p> <p>Compare and contrast the process by which immigrants entered the United States.</p>
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<p>WHST 6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST 6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been achieved.</p> <p>WHST 6-8.6: Use technology, including the internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>while Asian immigrants entered through Angel Island.</p> <p>The United States government passed immigration restriction laws (Chinese Exclusion Act, Emergency Quota Act of 1921, and Immigration act of 1924) to prevent certain immigrant groups from entering the United States.</p> <p>VOCABULARY:</p> <p>stereotype, innovation, establish, elements, gender, indigenous, policy, diplomacy, doctrine, rebellion, culture, sovereign, exploit, persecute</p> <p>KEY TERMS:</p> <p>frontier, transcontinental, Great Plains, reservation, massacre, treaty, genocide , homestead, imperialism, annex, isolationism, sphere of influence, yellow journalism, protectorate, corollary, canal, indigenous, territory, monarchy, colonialism, immigration, push factor, pull factor, ethnic group, pogrom, emigrate</p>	<p>Examine the United States’ desire to pass immigration restriction laws and judge the merit of the laws.</p>
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WHST 6-8.10 Write routinely over extended time frames (time for research, 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>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • Journal Writing • Compare/contrast • Burning Questions Board • Creation of a Differentiated Product • Questions in a Cup • Card Sorting • Scenario Creation (Imperialism/Isolationism) • 4-Corner Vocabulary (Emigrate/Immigrate) • Culminating Unit Assessment <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Graphic Organizer • Political Cartoon Analysis • Primary Source Analysis • Scavenger Hunt • Jigsaw • Ellis Island Virtual Tour • Somebody Wanted But So (Close Reading) • Fact versus Opinion 		

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<ul style="list-style-type: none"> • Compare/Contrast • Debate • Rainbow Lens (Perspective Activity) • Inductive Learning: Close Reading/Prediction Activity (Native Americans) • Panama Canal Role Play • World Cafe 	
SUGGESTED TIME ALLOTMENT	6 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • Historical photographs • <i>USS Maine</i> newspaper article • McKinley’s State of the Union Address • New York Journal primary source document on the sinking of the Maine • Political cartoons <p>Secondary Sources</p> <ul style="list-style-type: none"> • <i>America: The Story of Us; “Heartland”</i> • <i>United States History; Civil War to Present</i> • <i>Crash Course: Westward Expansion</i> • http://teacher.scholastic.com/activities/immigration/tour/ • <i>Which Way to the Wild West? Everything Your Schoolbooks Didn't Tell You About Westward Expansion</i> by Steve Sheinkin • <i>Howard Zinn, A Young People’s History of the United States (185-200)</i> • <i>China to Chinatown</i> video clip • <i>Crash Course: Immigrant Cities</i> • <i>Story time with Mr. Beat</i> (Alaska Purchase) https://youtu.be/jDpibLXkJGE • <i>Crash Course: American Imperialism</i>

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Unit VII: Human and Civil Rights

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>CCSS for History/Social Studies: RH 6-8.4 Determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to history/social studies</p>	All people should be afforded certain rights and freedoms.	<ul style="list-style-type: none"> • What is a human right? • What rights should be guaranteed to all people in the world?
	Biases and prejudices are learned behaviors.	<ul style="list-style-type: none"> • Why do people have biases and where do they come from? • How can biases and prejudices be challenged? • What does it mean to be accepting?
	Individuals and groups respond to social injustices in various ways	<ul style="list-style-type: none"> • What do you think you should do when you see injustice? • What have you done when witnessing injustice? Why?
	Social injustices have occurred throughout history, around the world, and continue to the present day.	<ul style="list-style-type: none"> • What role does a person have as an active global citizen? • How do people react to social injustices?
	Words and symbols can have a positive or negative impact on people.	<ul style="list-style-type: none"> • Why do people have strong feelings when they see a symbol?
	People from anywhere, regardless of their age, gender, ethnicity, or experience, can affect change.	<ul style="list-style-type: none"> • What can you do to affect change? • Is it important to be informed? Why or why not? • How could a person become more informed?

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<p>RH 6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> <p>The Confederate flag, swastika, and the noose are symbols that can be used to intimidate and terrorize people in minority groups.</p> <p>Biases are prejudices in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</p> <p>Biases are learned behaviors.</p> <p>Inequalities and discrimination still exist within the United States.</p> <p>Steps such as letter writing, calling out racist/biased behaviors, sending emails, making phone calls, and talking to adults in their spheres of influence are actions that can be taken to fight bias/racist behaviors.</p> <p>Rights that are protected by law include life, liberty, and the security of person.</p>	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> <p>View and respond prompts/questions related to biases, prejudice, discrimination, symbols, and hate.</p> <p>Examine current events associated with biases, prejudice, discrimination, symbols, and hate.</p> <p>Make distinctions over issues surrounding biases, prejudice, discrimination, symbols, and hate.</p> <p>Discuss the ways in which inequality, prejudice, discrimination, and symbols of hate still exist in the United States.</p> <p>Reflect and develop actionable steps in order to respond to biases, prejudice, discrimination, symbols, and hate.</p> <p>Compare and contrast guaranteed rights of life, liberty, and the security of person with current realities that exist in America.</p>
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Unit VII: Human and Civil Rights

	<p>VOCABULARY:</p> <p>injustice, rights, mass media, activism, liberty, security, acceptance</p> <p>KEY TERMS:</p> <p>civil disobedience, civil rights, due process, tolerance, bias, symbols, society, inequality, discrimination, prejudice, upstander, bystander,</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • Journal Writing • Burning Questions Board • Graphic organizer from gallery walk activity <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Graffiti Activity • Maître d' Activity • Gallery Walk Activity 		
SUGGESTED TIME ALLOTMENT	1 Week	
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • Universal Declaration of Human Right (UDHR), 1948 • The United States Constitution 	

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Unit VII: Human and Civil Rights

	<ul style="list-style-type: none">• Declaration of Independence <p>Secondary Sources</p> <ul style="list-style-type: none">• <i>United States History; Civil War to Present</i>• www.un.org- Global Goals
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Unit VIII: Industry & Progressivism

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p>6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p> <p>6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p>	Lack of government regulation of big business resulted in corruption, dishonesty, and poor living and working conditions, motivating community leaders to take advantage for their own personal gain and power.	<ul style="list-style-type: none"> • What could happen if leaders have unlimited power? • What motivates corrupt actions? • What role should the government play in regulating living and working conditions for its citizens?
	The desire of business leaders to maximize profits and become more efficient led to poor working conditions, causing workers to organize into unions and demand improvements in working conditions and pay.	<ul style="list-style-type: none"> • What would be considered “fair” working conditions? • How does industrialization affect society?
	Progressive reforms of the 19 th century led to political, social, and economic changes in the United States.	<ul style="list-style-type: none"> • What makes a leader effective? • Can one person make a difference? How? • What factors motivate people to want to make a change in society?
	The extreme wealth and success of big business leaders led to their economic and political dominance in the United States, eventually causing people and the government to question their methods.	<ul style="list-style-type: none"> • Should the government play a role in regulating big business? Why or why not?
	Business leaders used their financial means to create philanthropic organizations to improve society as well as their own public image.	<ul style="list-style-type: none"> • How should a person be remembered?
	<u>KNOWLEDGE</u>	<u>SKILLS</u>

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Unit VIII: Industry & Progressivism

	Students will know:	Students will be able to:
<p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</p> <p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).</p> <p>6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>CCSS for History/Social Studies:</p>	<p>The expectations of life in America did not always match reality for immigrant groups.</p> <p>Immigrants contributed to American society in architecture, the arts, and mass production of consumer products.</p> <p>The desire of immigrants to live among their ethnic group led to the creation of urban ghettos.</p> <p>City-living provided several benefits such as libraries, shopping, entertainment, and education.</p> <p>The rapid growth of cities led to poor sanitation, tenement living, disease, fire-hazards, and crime.</p> <p>The growth of industry led to the need for more workers as well as the continued growth of cities.</p> <p>Corruption existed in government, society, and in business during the Gilded Age.</p>	<p>Compare and contrast immigrant expectations versus the realities of life in America through primary source analysis.</p> <p>Identify the positive and negative outcomes associated with immigrants living in overpopulated urban areas.</p> <p>Examine the effects of mass immigration on American society.</p> <p>Design solutions to past and present political, economic, and social problems.</p>

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<p>RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.1.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.</p> <p>WHST 6-8.1.B: Support claim(s) with logical reasoning, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST 6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 6-8.1.D: Establish and maintain a formal style.</p> <p>WHST 6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST 6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas,</p>	<p>Business owners exploited their workers with low pay, long hours, and poor working conditions to increase profits.</p> <p>Some big business owners used their wealth to become philanthropists.</p> <p>Although the first labor unions were unsuccessful, workers organized to combat poor working conditions using a variety of strategies including collective bargaining and strikes, eventually achieving more success.</p> <p>The progressive movement increased the power of government to regulate business and to protect society from the injustices fostered by unregulated industrialization and urbanization.</p> <p>Government attempted progressive reform through the creation and passing of the 16th and 17th amendments.</p> <p>Women such as Alice Paul and Carrie Chapman Catt gained a political voice through protests, rallies and determination resulting in the 18th amendment (prohibition)</p>	<p>Compare and contrast political, economic, and social issues of the early 1900s to today.</p> <p>Describe the poor working conditions in factories and evaluate the effectiveness of union activity.</p> <p>Construct an evidence-based argument on whether business leaders of the late 1800s and early 1900s should be considered Robber Barons or Captains of Industry.</p> <p>Identify the goals of unions and determine if they were achieved.</p> <p>Describe how the following terms relate to progressivism: corruption, muckrakers, 16th Amendment, 17th Amendment, 18th Amendment, 19th Amendment, and 21st Amendment.</p> <p>Identify and describe contributions and strategies employed by notable women, African Americans and presidents in advancing Progressivism.</p>
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<p>concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST 6-8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST 6-8.2.E: Establish and maintain a formal style and objective tone.</p> <p>WHST 6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST 6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been achieved.</p> <p>WHST 6-8.6: Use technology, including the internet, to produce and publish writing and present the</p>	<p>and the 19th amendment (women's right to vote).</p> <p>African American reformers such as W.E.B. Dubois, Booker T. Washington, and Marcus Garvey challenged discrimination and called for equality.</p> <p>Presidents Roosevelt, Taft, and Wilson implemented reform in government, conservation, health, banking, and business.</p> <p>Muckrakers promoted reforms through their investigative journalism.</p> <p>The progressive movement began with efforts to improve working conditions and living conditions in the 1800s to making efforts to improve health care in the 2000s.</p> <p>Historians today continue to debate the successes and failures of the Progressive Era.</p> <p>VOCABULARY:</p> <p>exploit, segregation, persecute, strike</p>	<p>Evaluate the role of the media in raising awareness and influencing change.</p> <p>Analyze the evolution of the progressive movement and make connections to how progressivism exists today.</p> <p>Evaluate the successes and limits of the Progressive Era.</p>
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<p>relationship between information and ideas clearly and efficiently.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>	<p>KEY TERMS:</p> <p>progressivism, muckraker, industrialization, urbanization, prohibition, monopoly, trust, union, ghetto, ethnic group, corporation, philanthropist, corruption</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • DBQ: Captain of Industry or Robber Baron • Journal Writing • Burning Questions Board • Gallery Walk Analysis Graphic organizer • Stations Graphic Organizer • Thesis Statement Creation • Culminating Unit Assessments 		

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KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess prior knowledge and identify learning goals for the unit
- Process of DBQ Analysis Mini-Lessons
- Bucketing for DBQ Writing Mini-Lesson
- Triangle Shirtwaist Factory Fire Analysis
- Modern Day Progressive Reform Scenarios
- Primary Source Analysis
- Progressive Stations (Muckrakers, Presidents, Women, and African Americans)
- Gallery Walk of Working and Living Conditions
- Compare and Contrast Child Labor-Then and Now

SUGGESTED TIME ALLOTMENT

4 Weeks

SUPPLEMENTAL UNIT RESOURCES

Primary Sources

- Jacob Riis photographs

Secondary Sources

- *Progressivism: Where would you put your million dollars?* Mini-DBQ
- *The Philanthropy of Andrew Carnegie: Did it make him a hero?* Mini-DBQ
- *Were 19th Century Industrialists “Captains of Industry” or Robber Barons?”* Mini-DBQ
- *Howard Zinn, A Young People’s History of the United States*
- *Prohibition: Why did America change its mind?* Mini-DBQ
- *America: The Story of Us: Cities*
- *United States History; Civil War to Present*
- *The Men Who Made America* (History Channel documentary series)
- Triangle Shirtwaist Factory Fire documents
- *Crash Course: Immigrant Cities*
- *Crash Course: The Gilded Age*
- *Crash Course: The Progressive Era*
- *Crash Course: The Progressive Presidents*

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	Literary <ul style="list-style-type: none">• <i>How the Other Half Lives</i>• <i>The Shame of the Cities</i>• <i>The Jungle</i>• <i>The History of the Standard Oil Company</i>
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Unit IX: World War I

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.</p> <p>6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.</p> <p>6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.</p>	The four causes of World War I were imperialism, nationalism, alliances, and militarism	<ul style="list-style-type: none"> • Why are wars fought? • Why do individuals identify with nationalities and cultures? • How does one define patriotism?
	Advances in technology changed the ways wars were fought.	<ul style="list-style-type: none"> • What is the purpose of technology? • How does technology change society?
	The United States was provoked into joining the war and assisted the Allies to achieve victory in World War I.	<ul style="list-style-type: none"> • Why might countries opt to remain neutral during a time of conflict?
	Women, immigrants, and minority groups participated in the war effort at home and abroad.	<ul style="list-style-type: none"> • How can someone participate in a war? • Why might immigrants feel conflicted during a war?
	The Treaty of Versailles following World War I failed in its goal of creating a peaceful solution to the disputes that caused the war.	<ul style="list-style-type: none"> • How can peace be achieved? • How does one define victory?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Imperialism, nationalism, alliances, and militarism and how they contributed to the outbreak of World War I.	Define and explain the four main causes of World War I.

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<p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.GeoSP.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.</p> <p>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</p> <p>9.4.8.IML.10: Examine the Consequences of the use of media (e.g., RI.8.7).</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>The assassination of Archduke Franz Ferdinand and his wife by Gavrilo Princip sparked World War I.</p> <p>Improvements in technology and the use of trench warfare led to advanced weaponry such as machine guns, airplanes, poison gas, and tanks.</p> <p>Trench conditions during World War I presented many challenges for soldiers including constant mud, boredom, lice, rats, trench foot, and disease.</p> <p>The Russian Revolution negatively impacted the strength of the Allies in World War I, as Germany only had to fight a one front war as opposed to a two-front war.</p> <p>The Zimmerman Telegram and the sinking of the <i>Lusitania</i> drew the United States into the war.</p> <p>When the United States military joined the war effort it contributed to an Allied victory because of the increase in resources and soldiers.</p>	<p>Describe how alliances contributed to elevating this conflict to world war.</p> <p>Identify the event that sparked the war.</p> <p>Describe the new modern warfare methods and strategies used in World War I.</p> <p>Convey the perspective of a World War I soldier living in a trench through letter writing.</p> <p>Explain the reasons that Russia withdrew from the war.</p> <p>Argue whether the United States should have entered the war or remained neutral.</p> <p>Describe how the United States mobilized for war and the impact of this on the home front.</p>
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<p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>	<p>Propaganda is the use of biased or misleading information to promote or publicize a political cause or point of view to influence public opinion on both sides of the war.</p> <p>New immigrants to the United States were torn between their loyalties to the United States and their homelands.</p> <p>Immigrants and citizens contributed to the war effort by growing victory gardens, buying liberty bonds, and working in factories that supported the war effort.</p> <p>The war was extremely costly in terms of lives lost and destruction of land, industry, and wealth.</p> <p>President Woodrow Wilson proposed the Fourteen Points, a set of principles for peace negotiations, some of which were included in the Treaty of Versailles.</p> <p>The Treaty of Versailles failed to establish a lasting peace following World War I.</p>	<p>Examine propaganda posters from World War I and make inferences from a variety of perspectives.</p> <p>Construct propaganda posters using World War I subject matter and design techniques.</p> <p>Relate the perspective an immigrant from Germany, Russia, Italy, France, England, Austria, and Turkey regarding how they might struggle with loyalty through a journal writing activity.</p> <p>Analyze the role that immigrant groups played during World War I and examine the discrimination and/or segregation that they experienced.</p> <p>Identify and analyze the end results of World War I and the impact on lives, land, industry, wealth, and policy.</p> <p>Generate an original version of a peace treaty for World War I.</p> <p>Evaluate Woodrow Wilson's plan for peace.</p> <p>Summarize the Treaty of Versailles and the implications on future world events.</p>
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	<p>VOCABULARY:</p> <p>allies, mobilize, treaty, ultimatum, negotiate, reparations, stalemate, spark</p> <p>KEY TERMS:</p> <p>propaganda, militarism, imperialism, nationalism, ethnic, terrorism, self- determination, armistice, communist, arms race, draft, trench warfare, sedition, espionage</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none">• Do Now/ Think-Pair-Share Activities• World Map Assessment• Journal Writing• Burning Questions Board• Propaganda Poster• World War I Trench Letter• Culminating Unit Assessments <p>KEY LEARNING EVENTS AND INSTRUCTION:</p>		

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Unit IX: World War I

- Pre-assess prior knowledge and identify learning goals for the unit
- Four Corner Vocab Word Organizer
- World Café (Table discussions)
- Debating Duos (Should the United States join World War I)
- World War I Causes jigsaw
- Venn-ting activity (Comparing Civil War soldiers to World War I soldiers)
- Versailles Peace Treaty Simulation
- Primary Source Analysis

SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • Treaty of Versailles • Wilson’s Fourteen Points • League of Nations Conference • Propaganda Posters • Zimmerman Telegram <p>Secondary Sources</p> <ul style="list-style-type: none"> • <i>United States History; Civil War to Present</i> • <i>What Were the Underlying Causes of WWI?</i> Mini-DBQ • <i>American Experience: The Great War</i> (film) • <i>The Lost Battalion</i> (film) • <i>Crash Course: World War I</i> • <i>Lies My Teacher Told Me</i> by James W. Loewen (book) • <i>Canadian War Museum: WWI Simulation Game “Over the Top”</i>: https://www.warmuseum.ca/overthetop/ • <i>Howard Zinn, A Young People’s History of the United States</i> (Pages 219-234)

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Unit X: The 1920s

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.</p> <p>6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.</p> <p>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	Increased prosperity affected the lives of Americans during the 1920s.	<ul style="list-style-type: none"> Does wealth change people? If so, in what way(s)?
	Competing ideals on gender roles caused conflict between Americans with traditional beliefs and those with modern views.	<ul style="list-style-type: none"> Why might new ideas cause conflict? How could conflict lead to change?
	Advances in technology changed lifestyles in the 1920s.	<ul style="list-style-type: none"> What is the best use of technology? How can technology change society?
	Discrimination against African Americans led to the Great Migration.	<ul style="list-style-type: none"> Why do people discriminate? Do all people enjoy freedom equally? How should decisions be made?
	Contributions of African American artists during the Harlem Renaissance influenced American culture.	<ul style="list-style-type: none"> How does art influence culture? How does culture influence art?
	Passing of the 18 th Amendment led to a rise in crime.	<ul style="list-style-type: none"> How do laws affect society? How can laws have unintended consequences?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	The automobile industry and the use of the assembly line impacted American lives and business resulting in many new automobile	Examine the impact of the automobile on American society and other industries.

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<p>RH 6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>	<p>related industries and a new sense of autonomy for Americans.</p> <p>New products and increased prosperity led to increased leisure time, the creation of the advertising industry, and greater independence for individuals.</p> <p>New forms of literature and mass media influenced behaviors of Americans to become more liberal and culturally aware.</p> <p>Young people and women found new independence in a changing society that allowed for more liberal behavior.</p> <p>African Americans experienced continued discrimination and segregation throughout the 1920s which led to the Great Migration.</p> <p>During the Harlem Renaissance, African Americans contributed to the arts through poetry, art, music, literature, and dance.</p> <p>The passing of the 18th amendment which banned the manufacture, consumption and transportation of alcohol, led to a rise in crime due to people's desire to consume alcohol.</p>	<p>Identify inventions and innovations that improved the standard of living, which in turn led to more independence and leisure time.</p> <p>Identify and analyze the events and people that contributed to the growth of the 1920s popular culture.</p> <p>Analyze the ways in which women challenged societal norms and expectations.</p> <p>Track the movement of populations of the Great Migration and the relationship between this movement and discrimination.</p> <p>Explore the changes in African American culture in society during the 1920s through the analysis of primary, secondary, and multimedia sources.</p> <p>Debate the pros and cons of the 18th Amendment.</p>
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Unit X: The 1920s

	<p>The 18th amendment was eventually repealed in 1933.</p> <p>VOCABULARY:</p> <p>equality, autonomy, prosperity,</p> <p>KEY TERMS:</p> <p>flappers, social norms, fad, popular culture, feminism, influenza, Prohibition, renaissance, consumerism, migration, standard of living</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • Journal Writing • Burning Questions Board • Culminating Unit Assessment <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Miss America Photo Analysis • 1920s Stations • Art analysis of Harlem Renaissance • Assembly line simulation 		

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Unit X: The 1920s

- Compare and Contrast: Fads of the Twenties vs. Fads of Today
- Primary Source Analysis
- Product creation
- Culminating Assessment of Evidence

SUGGESTED TIME ALLOTMENT	3 Weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • The Charleston <p>Secondary Sources</p> <ul style="list-style-type: none"> • <i>United States History; Civil War to Present</i> • <i>America: The Story of Us: Boom</i> • <i>Modern Times</i> (film) • <i>The Kid</i> (film) • <i>Twilight Zone: Monsters on Maple Street</i> (clip) • <i>Crash Course: Women's Suffrage</i> • <i>Crash Course: The Roaring 20s</i> • <i>One Last Word: Wisdom from the Harlem Renaissance</i> by Nikki Grimes <p>Literary</p> <ul style="list-style-type: none"> • "I, too" by Langston Hughes

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Unit XI: The Great Depression and World War II

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p> <p>6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).</p>	Americans faced many hardships during the Great Depression.	<ul style="list-style-type: none"> • What are possible results of taking risks? • How does one overcome obstacles?
	The government put forth efforts to end the Great Depression, which resulted in a more involved government.	<ul style="list-style-type: none"> • Does the government have any financial responsibility for citizens? If so, what are they?
	The United States came out of the Great Depression due to the increase in production of war materials and social programs.	<ul style="list-style-type: none"> • How could an economy recover from a depression?
	Global and economic conditions led to the rise of new political leaders that challenged democratic and capitalistic principles and engaged in military expansion, sometimes resulting in atrocities.	<ul style="list-style-type: none"> • Why do people follow a leader? • How should a conquered people be treated?
	After the actions of warring nations drew the United States into the conflict, America mobilized its citizens and resources to give its Allies unprecedented military and industrial support.	<ul style="list-style-type: none"> • When is war justified? • What would make a population support an impending war?
	The United States experienced an increase in nationalism and patriotism during the	<ul style="list-style-type: none"> • Why might governments restrict civil rights?

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<p>6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).</p> <p>6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.</p> <p>6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.</p>	war that was also reflected by an increase in racism against German American and Japanese American citizens.	<ul style="list-style-type: none"> Should citizens have an obligation to support each other? Why or why not?
	The United States waged an aggressive military campaign against the Axis powers which ultimately brought World War II to an end.	<ul style="list-style-type: none"> How should people and nations be held accountable for war? What limitations should be placed on warfare tactics?
	African Americans, Latino Americans, Asian Americans, and Native Americans fought overseas for America while experiencing discrimination at home and abroad.	<ul style="list-style-type: none"> Why would people fight for a country where they face discrimination?
	Women participated in the war by working in factories, flying airplanes overseas, and other war-related efforts.	<ul style="list-style-type: none"> What contributions during a war should be remembered? Who should determine what contributions of a war should be remembered?
	Advances in technology ended the war and set the stage for future conflict.	<ul style="list-style-type: none"> What is the purpose of technology? How does technology change society?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	<p>During the Great Depression, Americans faced hardships such as unemployment, homelessness, hunger, and loss of property.</p> <p>President Roosevelt's implemented programs such as the New Deal to fight the effects of the Great Depression.</p>	<p>Determine the socioeconomic effects of the Great Depression.</p> <p>Explain the purpose of President Roosevelt's New Deal programs.</p>

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<p>6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.</p> <p>6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.</p> <p>6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).</p> <p>6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from</p>	<p>World War II created more job opportunities due to an increased demand for war materials.</p> <p>During the economic upheaval of the Great Depression, Germany (Fascism), Italy (Fascism), and Japan (Military Dictatorship) turned to totalitarian leaders who aggressively expanded their control into other nations.</p> <p>The Soviet Union was a communist nation led by Joseph Stalin.</p> <p>Great Britain and France practiced a policy of appeasement which permitted Germany to expand into other European nations.</p> <p>Germany's invasion of Poland ended appeasement and started World War II.</p> <p>American diplomatic policies prior to World War II evolved from a policy of neutrality to a policy of increasing involvement with the support of the Lend-Lease Act and the "cash and carry" system.</p> <p>The United States joined World War II after the attack on Pearl Harbor by Japan.</p>	<p>Compare and contrast America's unemployment rates pre-World War II and during World War II.</p> <p>Examine the types of governments and leaders in Germany, Italy, Soviet Union and Japan and how and why they came to power after World War I.</p> <p>Identify the chronology of occupation and invasion on the European continent that led to the outbreak of World War II.</p> <p>Describe the evolution of American involvement in World War II.</p> <p>Examine the motivation for the Japanese attack on Pearl Harbor and American entry into World War II.</p>
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<p>alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST 6-8.1.B: Support claim(s) with logical reasoning, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST 6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST 6-8.1.D: Establish and maintain a formal style.</p> <p>WHST 6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST 6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p>WHST 6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST 6-8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST 6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>American mobilization on the home front employed higher numbers of women and minorities in the workforce, while others supported the war effort through the purchasing of war bonds, volunteering to fight, growing victory gardens, and rationing.</p> <p>The United States limited the rights of Japanese Americans in response to fear of espionage.</p> <p>The Axis Powers developed strategies including blitzkrieg and firebombing.</p> <p>Americans used several strategies in multiple battles in the European theatre and the Pacific theatre (i.e. D-Day, North Africa, island-hopping).</p> <p>Truman decided to use the atomic bomb to end the war, a decision that would be debated for years.</p> <p>A peace treaty is an agreement to officially end a war.</p> <p>VOCABULARY:</p>	<p>Describe the efforts of the American people in the war mobilization effort including women and minority groups.</p> <p>Posit the likely outcome of the war if the United States did not use all its resources to win (including women and minority groups).</p> <p>Evaluate the justification of placing Japanese Americans in internment camps.</p> <p>Compare and contrast the strategies of the Allied and Axis Powers.</p> <p>Describe the development and use of the atomic bomb in World War II.</p> <p>Debate the use of the atomic bomb.</p> <p>Design a peace treaty that would create a lasting peace.</p>
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<p>WHST 6-8.2.E: Establish and maintain a formal style and objective tone.</p> <p>WHST 6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST 6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been achieved.</p> <p>WHST 6-8.6: Use technology, including the internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p>	<p>rations, communism, pact, socialist</p> <p>KEY TERMS:</p> <p>Nazi, totalitarianism, fascism, appeasement, internment, amphibious, kamikaze, Rosie the Riveter, Code Talkers, Navajo, espionage, chancellor, Prime Minister, Fuhrer, The Manhattan Project, The Third Reich, dictatorship</p>	
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<p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 6-8.10: Write routinely over extended time frames (time for research, 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/ Think-Pair-Share Activities • DBQ: Pearl Harbor • Journal Writing • Write Around Responses • Stations Graphic Organizer • Debating Duo evidence gathering • Burning Questions Board • Culminating Unit Assessment <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Appeasement decision making activity • Demographics and Battle Stations Cross-Team Activity • Debating Duo: Atomic Bomb • Road to War Graphic Organizer • German Inflation Primary Source Analysis • Japanese Internment Write Around • Debating Duo: Japanese Internment • Rise of Dictators Jigsaw 		
SUGGESTED TIME ALLOTMENT	4 Weeks	

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<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Primary Sources</p> <ul style="list-style-type: none"> • Depression era images • “Breadline Blues” • “Brother, Can you spare a Dime?” • World War II photographs and graphs • FDR’s Pearl Harbor speech • World War II Propaganda <p>Secondary Sources</p> <ul style="list-style-type: none"> • <i>United States History; Civil War to Present</i> • <i>Why did Japan attack Pearl Harbor? Mini-DBQ</i> • <i>America: The Story of Us: Bust</i> • <i>America: The Story of Us: World War II</i> • <i>Seconds from Disaster</i> (film) • <i>The American Dream: Japanese Internment</i> (video) • <i>Baseball Saved Us</i> by Mochizuki • <i>The Roosevelt’s: An Intimate History</i> video (Ken Burns) • <i>Crash Course: The Great Depression</i> • <i>Crash Course: The New Deal</i> • <i>Crash Course: WWII parts I and II</i> • <i>Howard Zinn, A Young People’s History of the United States (Pages 257-268)</i> <p>Literary</p> <ul style="list-style-type: none"> • <i>The Grapes of Wrath</i>
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Unit XII: The Holocaust

TRANSFER: Students will analyze past human rights injustices, bring awareness to the school, and attempt to find solutions to a modern-day human rights injustice.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJSLS: 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.</p> <p>6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>CCSS for History/Social Studies: RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH 6-8.4: Determine the meaning of words and phrases as they are used in a text, including</p>	Hitler and his Nazi regime murdered millions of Jews in the Holocaust as well as other groups considered to be “un-desirable”.	<ul style="list-style-type: none"> • How should people respond to atrocities? • How can atrocities be prevented?
	Not all people under German control were in favor of Nazi policies.	<ul style="list-style-type: none"> • Why would someone choose to be an upstander or a bystander? • How might bystanders and upstanders be remembered?
	People used different strategies to resist the Nazis.	<ul style="list-style-type: none"> • What does it mean to resist?
	The world response to genocide is inconsistent today.	<ul style="list-style-type: none"> • What makes people doubtful? • How could future atrocities be prevented?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Anti-Semitism involves prejudice against Jews which led to large-scale genocide.	Explore the history of anti-Semitism using primary sources.
	Nazi Germany engaged in a policy of extermination of the Jewish population of Europe and other groups and individuals deemed as enemies of the state.	Describe the actions and rationale behind the Nazi policies of persecution of Jews and others; summarize the outcomes for the victimized groups.

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<p>vocabulary specific to domains related to history/social studies.</p> <p>RH 6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>WHST 6-8.6: Use technology, including the internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.</p> <p>WHST 6-8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST 6-8.8: Gather relevant information from multiple print and digital sources; using search terms affectively; 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.</p> <p>WHST 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST 6-8.10 Write routinely over extended time frames (time for research, 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>	<p>The Nazis used the Nuremberg Laws to legally justify segregating Jews from non-Jews.</p> <p>The Nazis created ghettos and concentration camps to separate Jews from non-Jews.</p> <p>The Final Solution was implemented to exterminate all Jews from Europe.</p> <p>The Nazi party targeted multiple groups of people including gypsies, the mentally ill, people of different sexual orientations, political dissidents, and minority religious and ethnic groups.</p> <p>Resistors used strategies such as documenting oppression in journals and photographs as well as coordinated resistance efforts to oppose the Nazi Regime.</p> <p>In general, the world's response to the Holocaust was one of horror or denial.</p>	<p>Identify behaviors and incidents of hate and bias and how they relate to the Nuremberg Laws.</p> <p>Compare and contrast the Nuremberg Laws and Black Codes.</p> <p>Describe the implementation of Nazi Germany's plans and actions that culminated in the Holocaust.</p> <p>Explore personal stories of people who were targeted by the Nazis during the Holocaust.</p> <p>Explain how different groups of people showed resistance to the policies instituted by the Nazi regime.</p> <p>Evaluate the response of the world to the Holocaust.</p>
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Unit XII: The Holocaust

	<p>VOCABULARY: ghetto, refugee, atrocities, dehumanization, persecution, resistance, liberation</p> <p>KEY TERMS: extermination, anti-Semitism, pogrom, genocide, holocaust, “Final Solution,” concentration camps, death camps, Jehovah, Gypsy, collaborator, Anne Frank, Auschwitz, Kristallnacht, Nuremburg Laws, the “SS”, Hitler Youth</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Do Now/Think-Pair-Share Activities • Journal Writing • Burning Questions Board <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Pre-assess prior knowledge and identify learning goals for the unit • Critical discussions related to the novel <i>Daniel’s Story</i> • Anti-Semitic Primary Source Analysis 		
SUGGESTED TIME ALLOTMENT	2 Weeks	
SUPPLEMENTAL UNIT RESOURCES	<p>Primary Sources</p> <ul style="list-style-type: none"> • www.ushmm.org (United States Holocaust Memorial Museum) 	

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	<p>Secondary Sources</p> <ul style="list-style-type: none">• <i>United States History; Civil War to Present</i>• The Boy in the Striped Pajamas <p>Literary</p> <ul style="list-style-type: none">• “The Hangman” by Maurice Ogden• “First They Came” by Martin Niemöller• <i>Daniel’s Story</i> by Carol Matas• <i>Four Perfect Pebbles</i> by Lila Perl• <i>When Hitler Stole Pink Rabbit</i> by Judith Kerr
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APPENDIX A

CAUSES of the Civil War:
Stations Menu

Directions: Complete *at least* four stations. Station 1 (“What IF?”) is *mandatory*. The additional three stations are your choice. (You may go in any order.)

1. **“What IF?” Station:** Here, you will use your imagination for “What If” scenarios related to the causes of the Civil War. (*required*)
2. **Story-Telling:** Tell the story of the events leading to the Civil War through a Children’s book format. Use the booklet provided. (*Optional:* Ask your teacher for technology options such as Digital Storytelling or recording an audio of your story!)
3. **Image Station:** View images of events and people related to the causes of the Civil War. Select two images and answer its two questions on the handout provided.
4. **Timeline Station:** Create a timeline incorporating all of the main causes of the Civil War—include the two compromises! (Descriptions are required) The two sheets must neatly be taped together.
5. **Matching Activity:** In his/her opposite box, neatly write an encyclopedic summary of the role each historical figure played in the years leading up to the Civil War. Cut them out, shuffle them, and clip with paper clip.
6. **Map Station:** Label two United States maps from our time period of study. Follow the directions *closely*. Be sure to use *colored pencil*--not marker.
7. **FRAME Routine:** Using the graphic organizer provided, you will identify the five most important details of each of the five main causes of the Civil War. Imagine you are providing a summary for friend who missed the unit because they were out sick!



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Causes of the Civil War STATION lesson:
Differentiated content & process by learning style
(Unit III: A Divided Nation)

LESSON OBJECTIVE/STUDENT UNDERSTANDING: Students will demonstrate the ability to identify, apply analyze and predict elements of the main causes of the Civil War by visiting a variety of stations featuring different activities.

LEARNING ACTIVITIES/EXPERIENCE:

- Six (6) stations will be set up around the room each focusing on the main causes of the civil war.
 - Timeline Creation
 - Letter-writing
 - Matching Activity
 - Photograph Analysis
 - “What if?” Station
 - Storytelling
 - Frame Routine
- The station activities are offer students a variety of strategies/processes to clarify and understand the facts of each cause by using different learning styles and higher-level thinking skills.
- Two of the stations will be required and then students will be able to pick from 4 others. If students finish the four required stations, they will be asked to work on an additional station.

LESSON MATERIALS: Handouts, directions, and/or samples for each station.

ASSESSMENT: Completed work at each station will determine understanding of the causes.

HOMEWORK: Station assignments will be completed in class. NO HW.

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Insert page and copy and paste to add additional appendices.

Items highlighted in YELLOW should be deleted once the curriculum is finalized.

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APPENDIX B

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Name: _____ Date: _____ Class: _____

The Fugitive Slave Law

Paragraph 1: In one sentence, summarize the main idea.

The Fugitive Slave Law of 1850 was part of the **Compromise of 1850**. This law required the United States government to actively assist Southern slave-owners in recapturing their runaway slaves. Under the United States Constitution, slave-owners enjoyed the right to reclaim slaves who ran away to free states.

1

Paragraph 2: Highlight any words that you do not know.

Under the Fugitive Slave Law of 1850, the federal government had to assist the slave-owners. No such requirement existed before this legislation's creation. Northern abolitionists opposed this law. While the United States Congress debated the law, many Northerners tried to insert protections into the bill for African Americans. They wanted the Fugitive Slave Law to guarantee blacks the right to testify and also the right to trial by jury. Southern legislators refused, claiming that African Americans were not United States citizens and that they were not human. African Americans, these Southerners concluded, were not entitled to same rights as white Americans.

2

Paragraph 3: Write an emotion that you feel while reading this paragraph.

The Fugitive Slave Law clearly favored the Southern slave-owners. Anyone caught hiding or assisting runaway slaves faced harsh penalties. United States marshals had to actively seek out runaway slaves and attempt to send them back to their rightful owners. If a marshal refused, the federal government would fine the man one thousand dollars.

3

Paragraph 4: Write a question that you have after reading this paragraph.

African Americans could not present evidence to the federal commissioner. The slave-owner was responsible for paying the commissioner for his decision. If the commissioner ruled in favor of the white man, the commissioner received ten dollars. If he ruled against the slave-owner, the commissioner earned only five dollars. Many abolitionists claimed that this portion of the Fugitive Slave Law served as a means to bribe the commissioners.

4

Paragraph 5: Write a word that describes the results of this law.

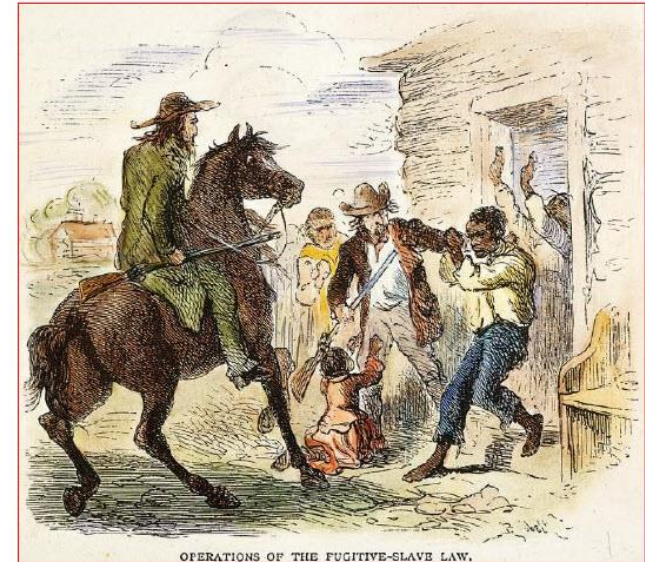
Between 1850 and 1860, 343 African Americans appeared before federal commissioners. Of those 343 people, 332 African Americans became slaves in the South. Thousands of African Americans, even some people who had been free for their entire lives, fled to Canada, beyond the reach of the slave-holders and the federal government.

5

5

Today's Photo Prompt and Questions

(For teacher reference only. Project the image for students to study)



1. When is it acceptable to break a law?
2. How can people change a law that they do not approve of?
3. Why do people value property so much?
4. What causes people to be bystanders rather than step in to help other people?

Topic: Fugitive Slave Law (Unit III: A Divided Nation)

Left: Close reading activity based on the Fugitive Slave Law. (Directions o handout)

Right: Write Around Activity: Rules (Best Handwriting possible, use all of the time provided, and remain silent while writing.) Part II: Students will pass the paper around and comment on other student's work. (Write your initials in the margin, read all previous posts prior to responding, and

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remember to use the entire time to write.) Part III: Reflection: When you get your paper back, read what was written and highlight something that stood out to you.

Insert page and copy and paste to add additional appendices.

Items highlighted in YELLOW should be deleted once the curriculum is finalized.

APPENDIX C

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Carlisle School

In 1879, Captain Pratt, a Civil War veteran, convinced the Bureau of Indian Affairs to open the Carlisle Indian School in the small rural town of Carlisle, PA. The purpose of the school was to assimilate Indians into white American culture. Pratt convinced tribal leaders that the reason the [white man] was able to take their lands was because the Indians were uneducated. One of the staff's first responsibilities was to hire a barber to cut the children's long hair. For the Lakota, the cutting of hair was symbolic of mourning they were very upset when the employees cut their hair. Natives were also forced to choose White man's names.



The school spent half of the day on academic classes such as English, math, history, drawing and writing. The other half of the day was spent learning various in trades. Carpentry, tinsmithing, blacksmithing were common trades for the boys, and cooking, sewing, laundry, baking, were common trades for the girls. Music was also a part of the program with many students learning how to play instruments.

Military style discipline was strictly enforced with regular drill practices and the children were expected to march to their classes, and from the classes, to the dining hall for meals. Beatings were a common form of punishment for student misbehaviors such as speaking their native languages, not understanding English, attempting to escape, and violating the harsh military rules.

The Carlisle Industrial School did, however, provide many programs to benefit the Indian children. One particular program was the "Outing System" where students were sent out to different towns and live with white families to learn how they lived. It provided a means through which students could obtain special training in skilled occupations which eventually would lead to profitable employment. The students were paid for their services and the money earned was deposited in an interest-bearing bank account by the school, and then given to the student when he or she graduated.

Modified from: <http://pabook.libraries.psu.edu/palitmap/CarlisleIndianSchool.html>

Questions in a Cup (cut out, Fold them over, and place in a cup)

▲	What was the purpose of the Carlisle School and do you think a school like this could exist today?	▲
●	Describe the different ways in which the Whites tried to take away the culture of the Native Americans at the Carlisle School?	●
■	What <i>should</i> the United States have done with the Native American people that they met during expansion westward?	■
★	Contrast the different ways that Native Americans reacted while at the Carlisle School?	★
◆	What were the pros (good things) and cons (bad things) of the Carlisle School?	◆
⌂	Compare and Contrast the treatment of Native Americans & modern-day immigrants to the USA. <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;"> <small>Native Americans ONLY</small> </div> <div style="text-align: center;"> <small>Today's Immigrants ONLY</small> </div> </div>	⌂

Topic: The Carlisle School (Unit: VI American Expansion)

Directions: Students will view a brief video on Native Americans experience attending the Carlisle School. They will also read an article on the same topic. As a reflection, students will work in groups answering the questions. One student will pull a question out of the cup and lead the discussion. Students will rotate choosing the questions to answer and discuss. All students will write their responses down on paper. This will continue until the questions are completed.

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APPENDIX D

Triangle Factory Fire:

Jury Deliberation Activity

On March 25, 1911, 146 people died in a fire while working for the Triangle Shirtwaist Company. 123 were women, 23 were men. 26 were under the age of 18. The youngest victim was 8 years old. This company made women's blouses which were referred to as "shirtwaists". The Triangle Company occupied the 8th, 9th, and 10th floors of the Asch building, located on Washington Square in New York City. The fire started on the 8th floor around 4:30 pm. The fire department



was notified at 4:45. Unfortunately, the fire department's ladders only reached the 6th floor of the building—not high enough to help any of the Triangle Factory workers. Employees of the 9th floor were never informed of the fire and most found out too late to save themselves. The victims died from burning, from smoke inhalation, from jumping from the windows, or from plummeting to the ground when the fire escape broke. Many employees of the 10th floor were able to escape by going to the roof and crossing to the neighboring rooftop.

Americans believed that someone should be held accountable for the deaths of these people. Consequently, the factory owners, Max Blanck and Isaac Harris were put on trial for involuntary manslaughter. Involuntary manslaughter is a crime basically defined as the murder of a person without intent. Criminally negligent homicide is an example of this. The prosecution argued that the factory owners were criminally negligent—that they created a dangerous work environment that resulted in the high number of deaths when the fire started. It is up to YOU to determine whether or not the factory owners were guilty of this crime.



Name: _____ Class: _____ Date: _____
Triangle Factory Jury

Pre-Trial Preparation

Directions: We will be simulating a jury deliberation in class. To prepare yourself for the task, please answer the following questions based on the reading on the opposite side of this page.

1. What happened on March 25, 1911 in New York City?
2. Who is on trial in our case? (names and positions)
3. Define "involuntary manslaughter" in your own words.
4. Give an example of a death that would qualify as involuntary manslaughter.
5. Give an example of a death that would NOT qualify as involuntary manslaughter.

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Topic: Triangle Factory Fire (Unit: VIII Industry and Progressivism)

Directions: Students will read and annotate the prep information surrounding the Triangle Shirtwaist Factory Fire: They will then answer the questions by citing direct evidence from the reading. Part II: Students will analyze a series of primary source documents based on this event in order to determine guilt or innocence. The students will create a thesis statement that supports their thinking.