



# 6th Grade Social Studies Curriculum Map

Cabot Public Schools

<b>Grade/Course</b> 6 <sup>th</sup> Grade Social Studies	<b>Foundations of Government</b> First Nine Weeks
<b>Essential Questions</b> <ol style="list-style-type: none"> <li>1. How were the rights and responsibilities of United States citizens ensured through the creation of certain historical documents?</li> <li>2. Why is it important for citizens to participate in the government at the local, state, and national level?</li> </ol>	
<b>Content Statements</b> <p><b>G.1.6.2 Compare the location of specific places on both maps and globes - this standard is taught every unit</b></p> <p><b>C.5.6.2</b> Examine the effects of the Declaration of Independence</p> <p><b>C.5.6.1</b> Determine the way rights and laws of the United States were created by examining founding documents (e.g., Declaration of Independence, United States Constitution, Mayflower Compact)</p> <p><b>C.5.6.3</b> Evaluate reasons for writing the United States Constitution</p> <p><b>C.5.6.4</b> Evaluate the importance of the United States Constitution as a governing document for the United States</p> <p><b>C.4.6.6</b> Discuss the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)</p> <p><b>C.4.6.1</b> Compare and contrast the three branches of government at the state and national levels of government: executive, legislative, judicial</p> <p><b>C.4.6.2</b> Discuss the system of checks and balances in government</p> <p><b>C.4.6.3</b> Discuss the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)</p> <p><b>C.4.6.4</b> Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)</p> <p><b>C.4.6.7</b> Recognize elected state and federal government officials (e.g., terms and qualifications)</p> <p><b>C.4.6.5</b> Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)</p> <p><b>C.4.6.8</b> Discuss the succession of leadership at the federal level</p> <p><b>C.4.6.9</b> Describe the development of the two-party system and the influence of third parties</p> <p><b>C.5.6.5</b> Research national symbols and movements using primary and secondary sources (e.g., <b>Uncle Sam, political party symbols</b>, Vietnam Memorial, Mt. Rushmore)</p> <p><b>C.5.6.11</b> Analyze the importance of citizen participation in government at the state and local level</p> <p><b>C.5.6.10</b> Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)</p> <p><b>C.5.6.9</b> Examine ways citizens utilize the rights guaranteed in the Bill of Rights</p> <p><b>C.5.6.8</b> Evaluate ways being a good citizen is important for every individual (e.g., voting, obeying laws, volunteerism)</p>	

**C.5.6.13** Compare U.S. Constitutional Amendments granting citizen's rights

**Writing Tasks**

Which of the first Ten Amendments to the Constitution is the most important to ensuring the rights of U.S. citizens? Use information from the Constitution and from your binder to support your answer.

Describe the process of registering to vote citing specific information from your resources in your response journal.

**Primary/Secondary Sources**

Excerpt from *Common Sense*

Declaration of Independence (including charges)

Mayflower Compact

Constitution

Articles of Confederation

**CCSS Connections**

**Reading**

RH.6.1 Cite specific and textual evidence to support analysis of primary and secondary sources.

RH.6.3 Identify key steps in a text's description of a process related to history/social studies

RH.6.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

**Writing**

WHST.6.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).

WHST.6.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).

WHST.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Vocabulary**

Democracy

Monarchy

Dictatorship

Oligarchy

Totalitarian

Two-party system

Executive branch

Legislative branch

Registration

Federal government

Right

Naturalization

Bill

Ratify

<b>Grade/Course</b> 6 <sup>th</sup> Grade Social Studies	<b>The American Progression</b> Second Nine Weeks
<b>Essential Questions</b> <ol style="list-style-type: none"> <li>1. Have technological ideas and advancements improved the quality of life in America?</li> <li>2. Have social, political, economic, and technological advances changed the United States' role in world affairs?</li> <li>3. How does immigration affect our cultural identity at the local, state, and national level?</li> <li>4. How can a timeline be used to relate historical events/changes?</li> <li>5. What factors should be considered when making economic decisions?</li> </ol>	
<b>Content Statements</b> <p>G.1.6.9 Examine the location, place, and region of Arkansas and determine the characteristics of each</p> <p>G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas: Arkansas River, Colorado River, Mississippi River, Ohio River, St. Lawrence River</p> <p>H.6.6.6 Explain the impact of the American industrial revolution: communications, mass production</p> <p>E.8.6.2 Explain the result of increased productivity on an improved standard of living (e.g., assembly line, interchangeable parts, computers)</p> <p>H.6.6.30 Explain the origins and accomplishments of labor unions</p> <p>H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20th century: communication, technology, medicine, transportation</p> <p>H.6.6.5 Research early 20th century inventions and their impact on Americans (e.g., telephone, electricity, automobile)</p> <p>G.3.6.3 Compare methods of communication through present day technology</p> <p>G.3.6.6 Describe ways in which technology influences capacity to modify the physical environment</p> <p>H.6.6.15 Describe the expanding role of the US in world affairs (e.g., Panama Canal)</p> <p>G.1.6.8 Construct a map of the United States using all basic map components: compass rose, map scale, key/legend, inset map, and title</p> <p>G.1.6.6 Analyze a map of the fifty states and identify regions (e.g., Northeast, Southeast, Midwest, Southwest, West)</p> <p>E.9.6.8 Examine the costs/benefits associated with the development of global trade</p> <p>C.5.6.7 Examine the process of becoming a citizen of the United States</p> <p>G.2.6.3 Identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history</p> <p>G.2.6.1 Examine the effects of the contributions of people from selected racial, ethnic, and religious groups to the cultural identity of Arkansas and the United States</p> <p>G.2.6.2 Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the culture of Arkansas and the United States</p> <p>H.6.6.2 Create/construct timelines using the terms: ca(circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century</p>	

H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective

H.6.6.4 Discuss the impact of Manifest Destiny on the United States

G.3.6.2 Distinguish between push-pull factors

H.6.6.29 Analyze the following components of immigration to the United States: push/pull factors, settlement patterns

E.8.6.4 Evaluate the influences the discovery of natural resources has on the movement of people (e.g., gold, silver, oil)

G.3.6.7 Analyze the consequences of environmental modification on Arkansas and specific areas of the United States: acid rain, global warming, ozone depletion, erosion, desertification

E.7.6.2 Demonstrate an understanding that choices have both present and future consequences

E.7.6.3 Examine the causes of scarcity and the choices made due to scarcity

E.7.6.8 Determine why trade-offs allow people to get the most from scarce resources

E.7.6.4 Explain that all decision making involves opportunity costs

E.7.6.6 Discuss the decision making model to evaluate historical events

G.3.6.5 Describe the physical processes that produce renewable and nonrenewable resources

H.6.6.13 Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement)

H.6.6.28 Describe the developments linking the east and west (e.g., homestead act, railroads, Pony Express, telegraph, cattle trails, and wagon trains)

H.6.6.14 Explain the causes and effects of the Spanish American War (e.g., U.S. interest in imperial expansion, USS Maine, Yellow Journalism)

### **Writing Tasks**

Did the Industrial Revolution have a positive or negative impact on America?

Explain how the citizenship process has changed throughout the history of America.

**Primary/Secondary Sources**

*Kids on Strike* by Susan Campbell Bartoletti (Literacy teachers have a copy)

Pictures of child labor

<http://www.history.com/topics/child-labor/videos#the-fight-to-end-child-labor>

Newspaper articles on inventions

Advertisements

**CCSS Connections**

**Reading**

RH.6.1 Cite specific and textual evidence to support analysis of primary and secondary sources.

RH.6.3 Identify key steps in a text's description of a process related to history/social studies

RH.6.4 Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

**Writing**

WHST.6.1 Write arguments focused on discipline-specific content (see sub-standards a-e for specific included information to be included).

WHST.6.2 Write informative/explanatory texts, including the narration of historical events (see sub-standards a-f for specific information to be included).

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**Vocabulary**

Productivity

Cultural diffusion

Cultural exchange

Assimilation

Millennia

Millennium

Decade

Century

Scarcity



<b>Grade/Course</b> 6 <sup>th</sup> Grade Social Studies	<b>The Ever- changing Face of America</b> Third Nine Weeks
<b>Essential Questions</b> <ol style="list-style-type: none"> <li>1. Why did the United States become involved in World War I?</li> <li>2. What was the impact of World War I on the daily life and politics of the United States citizens?</li> <li>3. How did the Federal Reserve respond to events before, during, and after the Great Depression?</li> <li>4. How is currency obtained, managed, and spent?</li> <li>5. How do the characteristics of money help our nation maintain economic stability at home and abroad?</li> </ol>	
<b>Content Statements</b> <p>G.1.6.1 Apply the proper usage of absolute and relative location</p> <p>G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in those areas</p> <p>H.6.6.16 Explain the events that led to the United States involvement in World War I (e.g., Zimmerman telegram, German U-boat activity)</p> <p>H.6.6.7 Analyze the impact of World War I on daily life in the United States (e.g., prohibition, food distribution, fuel distribution, propaganda)</p> <p>E.7.6.5 Explain why federal, state, and local governments have to make choices because of limited resources</p> <p>H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations</p> <p>G.1.6.3 Identify the countries on the continent of North America and analyze their geographical relationship</p> <p>G.1.6.10 Discuss reasons for the location of political boundaries and capital cities due to physical features of the nation or states</p> <p>H.6.6.32 Identify the cultural changes of the 1920s (e.g., Roaring Twenties, Jazz Age, fashion, Harlem Renaissance, talkies, flapper, Prohibition)</p> <p>H.6.6.9 Explain how the Women’s Rights movement led to the Nineteenth Amendment</p> <p>C.5.6.6 Analyze significant examples of music from various periods of United States history</p> <p>H.6.6.8 Analyze the causes and effects of the Great Depression: Federal Reserve actions, farm prices, crop failures, stock market crash, Roosevelt’s New Deal</p> <p>E.9.6.2 Compare the various types of financial institutions that provide savings accounts: interest (rate of return), safety</p> <p>G.1.6.5 Illustrate information relating to population, climate, weather patterns, or other specific topics on selected types of charts or graphs</p> <p>E.9.6.4 Identify the purpose and function of the stock market</p> <p>E.9.6.7 Explain the role of the Federal Reserve in the economy</p> <p>E.7.6.1 Examine how the economic wants and needs of all people may or may not be fulfilled</p> <p>E.8.6.3 Explain how owners of the factors of production receive payments for the use of these factors: wages and salaries, rent, interest, profit</p> <p>E.9.6.3 Determine the advantages and disadvantages of saving or spending money</p>	

E.9.6.6 Discuss how the Gross Domestic Product (GDP) measures the productivity of a nation

G.1.6.7 Examine different maps and globe projections and recognize the differences of each map or projection

E.9.6.9 Discuss various types of currency and their effects on the global economy

E.9.6.1 Examine the characteristics of money: portability, divisibility, durability, uniformity

E.9.6.5 Discuss the effects of economic inflation on the economic system of the United States

**Writing Tasks**

Should the United States have entered World War I? Use information from your readings to support your answers.

Explain the technological advances during World War I.

**Primary/Secondary Sources**

Informational articles on the Lusitania  
Informational articles on the Zimmerman  
Monroe Doctrine  
Various propaganda

**CCSS Connections**

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**Vocabulary**

Prohibition  
Propaganda  
Talkies  
Flapper  
Portability  
Divisibility  
Durability  
Uniformity

<b>Grade/Course</b> 6 <sup>th</sup> Grade Social Studies	<b>America as a World Power</b> Fourth Nine Weeks
<b>Essential Questions</b> <ol style="list-style-type: none"> <li>1. How did the political decisions made by the United States before and during the course of World War II lead to its solidification as a world power?</li> <li>2. What social changes emerged as a result of World War II?</li> <li>3. How were the lives of different groups of Americans impacted by the events and decisions made during the Civil Rights Movement?</li> <li>4. How does the leadership of the United States work together to make decisions during times of civil and political crisis?</li> <li>5. How do current environmental, political, and social challenges affect the daily life of United States people?</li> <li>6. What methods are used by the United States to reduce or eliminate competition?</li> </ol>	
<b>Content Statements</b> <p>H.6.6.18 Examine the events and political decisions that led to the United States involvement in World War II: Fascism, Nazism, Treaty of Versailles, Great Depression</p> <p>H.6.6.10 Locate the countries who were part of the World War II Axis and Allied Powers</p> <p>H.6.6.19 Research the major events and political decisions made by the United States during the course of World War II: alliance with Great Britain and France, Pearl Harbor, atomic bomb, relocation and internment of Japanese Americans</p> <p>H.6.6.20 Examine the events that led to the conclusion of World War II (e.g., Normandy, liberation of concentration camps, D-Day)</p> <p>H.6.6.1 Determine the meaning of various political cartoons</p> <p>E.9.6.12 Discuss the various marketing techniques: advertising, mail order catalog, increasing demand for goods and services</p> <p>H.6.6.33 Explain the social changes caused by World War II: women in the workforce, baby boom, G.I. Bill</p> <p>H.6.6.23 Explain segregation and desegregation as established by Supreme Court cases: <u>Plessy v. Ferguson</u>, <u>Brown v. Board of Education</u></p> <p>C.5.6.14 Examine how citizens rights are exercised through organizations that influenced societal and governmental change (e.g., ACLU, NAACP, CORE, ERA)</p> <p>H.6.6.22 Examine the following components of the Civil Rights Movement: Freedom Riders, sit-ins, organized marches, boycotts, school integration, Ku Klux Klan (KKK)</p> <p>H.6.6.31 Explain the migration of African Americans northward before and during the Civil Rights movement</p> <p>H.6.6.34 Identify significant individuals whose lives impacted the Civil Rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall)</p>	

- H.6.6.21 Explain the causes and effects of the Cold War in the United States: Chinese Cultural Revolution, McCarthyism, Cuban Missile Crisis, arms race
- H.6.6.12 Identify major contributions and achievements of the US space program (e.g., Apollo 11, International Space Station)
- H.6.6.24 Discuss the involvement of the United States in the Korean War
- H.6.6.25 Discuss the major causes and effects of the Vietnam War (e.g., spread of communism)
- C.5.6.6 Analyze significant examples of music from various periods of United States history
- C.5.6.5 Research national symbols and movements using primary and secondary sources (e.g., Uncle Sam, political party symbols, **Vietnam Memorial**, Mt. Rushmore)
- H.6.6.27 Examine acts of modern-day terrorism (e.g., Oklahoma City bombing, World Trade Center attacks)
- H.6.6.26 Discuss the ongoing conflicts between the United States and Southeast Asia and the Middle East
- G.3.6.4 Distinguish between interstate and intrastate transportation and the effects globalization has on these methods of transportation
- E.7.6.7 Examine examples of traditional, market, and command economies
- E.7.6.9 Discuss the characteristics of a free enterprise system
- E.8.6.1 Analyze the impact of entrepreneurship in the development of the economy of the United States
- E.9.6.10 Examine changes in supply and demand and the resulting effect on prices
- E.9.6.11 Discuss methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses)

### **Assessment**

Research documents to find argument.

### Primary/Secondary Sources

Multiple speeches available here

[www.americanrhetoric.com](http://www.americanrhetoric.com)

- FDR “Pearl Harbor Address to the Nation”
- JFK “Civil Rights Address”
- JFK “Cuban Missile Crisis Address to the Nation”
- MLK “I’ve Been to the Mountaintop”
- George H.W. Bush “Address to the Nation on the Invasion of Iraq”
- George W. Bush “9/11 Address to the Nation”

Oklahoma bombing: <http://law2.umkc.edu/faculty/projects/Ftrials/mcveigh/mcveighaccount.html>

<http://www.history.com/speeches>

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#### Vocabulary

Fascism

Nazism

Treaty

Alliance

Internment

Segregation

Desegregation

Societal

Migration

Interstate

Intrastate

Globalization

