6th Grade Social Studies: US History (Part 1)

Unit 1: Early American Civilizations and Exploration
4 weeks
SS6:1, SS6:2, SS6:7

Biblical Worldview Essential Questions
How did the scattering from the Tower of Babel have significance for America?
What is the difference between worshipping the Creator and creation?
What is the significance of God's timing and discovering America?
How do you think God feels about human sacrifice?
What motives did early explorers have in discovering new lands?
How did explorers motives honor or dishonor God?
How did the Crusades revive interest in exploration?

Objectives	Methods	Resources	Assessment
The students will **• Identify the major pre-European empires of South and Central America** **• List the major characteristics of each group: location, religion, inventions, history, etc.** **• Identify the Major Indian tribes of North America** **• List the major explorers** **• Identify the routes taken and regions explored by each explorer.**	**• Lecture & Power Point** **• Curriculum provided worksheets and maps** **• Group Project on North American Indian tribes (2 students per group)**	**• Textbook: Glencoe *The American Journey* – Chapters 1-2** **• Teacher Works Disc – Unit 1 Resources** **• Teacher designed power point and notes chart**	**• Teacher made tests and quizzes** **• Group Project** **• HW Checks**

Unit 2: Settling America
4 weeks
SS6:2, SS6:3, SS6:4, SS6:5, SS6:6, SS6:7, SS6:8

Biblical Worldview Essential Questions
What type of influence did the bible have on those coming to America?
What was the faith or philosophical background of the colonists?
How did the faith of the colonists influence the growth of America?
What would be different if the colonists had other religions/philosophies?
What impact did the Great Awakening have on the colonies?
How did colonist find religious freedom in America?

Objectives	Methods	Resources	Assessment
The students will **• Identify the original 13 British Colonies** **• Identify key people in each colony** **• explain the different reasons the colonies were established** **• Explain major events of the time period** **• Explain the events surrounding the Great Awakening and its impact on the colonies** **• List the events that led to the French and Indian War** **• Analyze and explain the importance of the French and Indian War to the American Revolution**	**• Lecture & Power Point** **• Video** **• Curriculum provided worksheets and maps**	**• Textbook: Glencoe *The American Journey* – Chapters 3-4** **• Teacher Works Disc – Unit 2 Resources** **• Video: *The Voices of Liberty*** **• Video: *American Ride*** **• Teacher Designed Power Point – *Settling America, Great Awakening, French and Indian War***	**• HW Check** **• Teacher made tests and quizzes** **Project: Colonial America Game**

Unit 3: Creating A Nation
8 Weeks
SS6:3, SS6:4, SS6:6, SS6:7, SS 6:8, SS6:9

Biblical Worldview Essential Questions
From whom did the Americans inherit their love of liberty?
How did the Declaration of Independence recognize God's special creation of man?
Who sets the moral standard?
Is there a higher moral standard?
Who decides what is right or wrong?
Can/should a country pass laws that violate biblical standards?

Objectives	Methods	Resources	Assessment
The students will **• identify key conflicts leading to the war for independence** **• identify specific acts of Parliament that were problematic to the colonists** **• identify important people in the Independence movement** **• Analyze important documents in early American history** **• Identify and locate major battles in the American War for Independence** **• Explain the ideas and theories that led to the War for Independence and the Constitution** **• Explain the events that led to the writing of the Constitution** **• Identify and explain the major components of each of the Articles of the Constitution and the Bill of Rights** **• Explain the conflicts at the Constitutional convention and their resolutions**	**• Power Point/Lecture** **• Video** **• Curriculum provided worksheets and maps** **• Project**	**• Textbook: Glencoe *The American Journey* – Chapters 5-7** **• Teacher Works Disc – Unit 3 Resources** **• Video: *American Ride*** **• Video: *Disney's Swamp Fox*** **• Video: *Disney's Johnny Tremain*** **• Internet sites on the American Revolution**	**• Teacher made Quizzes and Tests** **• HW Checks**

Unit 4: Young America – Washington to Monroe
4 weeks
SS6:5, SS6:6, SS6:7, SS6:10

Biblical Worldview Essential Questions

Why did Washington ask for a bible to be placed before him when he took the oath of office?
How does a country determine what kinds of laws it should pass?
Which is higher, God's law, or man's law?
Just because a country makes something legal, does that make it right or moral?
Should only biblical laws be passed?
Why did Washington say that it was impossible to rightly govern the world with God and the Bible?

Objectives	Methods	Resources	Assessment
The students will • **explain key events and precedents of Washington's Administration** • **identify and explain the importance of the Alien & Sedition Acts, the Kentucky and Virginia Res.** • **explain the origins of the states right's issues** • **identify key individuals 1789–1825** • **explain the importance of the Louisiana Purchase** • **explain the causes and results of the War of 1812** • **identify the Monroe Doctrine** • **explain the importance of *Marbury v. Madison*** • **identify the major inventors and inventions of the Industrial Revolution** • **Explain the growth of sectionalism** **Explain the Missouri Compromise and its purpose** • **Explain the changes in transportation and Westward expansion**	• **Lecture & Power Point** • **Video** • **Curriculum Provided worksheets and maps** • **Journal Project** • **War of 1812 interactive matching game**	• **Textbook: Glencoe *The American Journey* – Chapters 8-10** • **National Geographic Video – *The Adventure of Lewis & Clark*** • **History Channel Video – *The War of 1812*** • **Teacher Designed Power Points** • **Video – *History Channel's The Presidents:* Washington, Adams, Jefferson, Madison, Monroe** • **Video – *American Ride*** • **Teacher Works Disc – Unit 4 Resources**	• **Teacher made Quizzes and Tests** • **HW Check** • **War of 1812 games** • **Journal Project**

Unit 5: Growing Nation (Ch. 11-14)
4 weeks
SS6:5, SS6:6, SS6:7, SS6:8, SS6:9, SS6:10

Biblical Worldview Essential Questions
Why did the Northwest Ordinance make provisions for religion instruction as a part of public school education?
Compare Christianity, Mormonism, and Transcendentalism.
What was the Second Great Awakening?
What did the Methodist denomination encourage?
When and why was the American Bible Society founded?
How did missionaries help the native Americans?

Objectives	Methods	Resources	Assessment
The students will • **Explain the conflicts of the Election of 1824** • **Identify and explain the issues and events of Jackson's administration** • **Identify key individuals of the period** • **Explain the role and importance of the underground railroad** • **Analyze some of the changes in American culture during the early 1800's** • **Analyze the beliefs of the Transcendentalists, the Mormons and compared to Biblical Christianity** • **Explain the Concept of Manifest Destiny** • **Identify major battles and events of Texas Independence** • **Identify the causes and battles of the War with Mexico** • **Compare and contrast the economies of the Northern and Southern states and the impact on sectionalism** • **Identify and explain the major reform movements of the 1840's and 1850's** • **Identify the major reformers of the 1840's and 1850's**	• **Lecture & Power Point** • **Curriculum Provided worksheets and maps** • **Video**	• **Textbook: Glencoe *The American Journey* – Chapters 11-14** • **Teacher Designed Power Points** • **Video - History Channel's *The Presidents (Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce)*** • **You Tube – videos of folk music from the early 1800's** • **Video: *American Ride*** • **Teacher Works Disc – Unit 5 Resources**	• **HW Checks** • **Teacher made Tests and Quizzes** • **Binder Quiz** • **Binder Check**

Unit 6: Civil War & Reconstruction (Ch 15-17)
8 weeks
SS6:7, SS6:8, SS6:9, SS6:10

Biblical Worldview Essential Questions
What kind of influence did Christianity have in the 1800's?
What was the religious spirit of the country in this period?
What people of the Bible did the slaves identify with?
What did God give the slaves to help them endure their bondage?
How did God prepare the slaves for physical freedom?

Objectives	Methods	Resources	Assessment
The students will • **evaluate slavery as America's peculiar institution and describe its effects on American society and Southern culture** • **identify the failed compromises, growing tensions, and escalating violence of the 1850's** • **evaluate the Confederacy's reasons for secession** • **compare the North and South's advantages & strategies at the outset of the war** • **overview the main battles and generals of the Civil War** • **identify the diplomatic and moral significance of the Emancipation Proclamation and Gettysburg Address** • **explain the reasons for the Union victory** • **summarize the results of the Civil War** • **Analyze the various plans for Reconstruction** • **Analyze the impact these plans had on the South and the development of politics, the KKK, and Jim Crow Laws**	• **Lecture & Power Point** • **Video** • **Civil War Project** • **Curriculum Provided Worksheets and Maps** • **Field Trip to the Museum of the Confederacy**	• **Textbook: Glencoe *The American Journey* – Chapters 15-17** • **Teacher Designed Power Point** • **Emancipation Proclamation** • **The Gettysburg Address** • **Video: *American Ride*** • **Teacher Works Disc – Unit 6 Resources** • **Museum of the Confederacy – Richmond, VA**	**HW Checks** • **Teacher made Tests and Quizzes** • **Binder Quiz** • **Binder Check** • **Project presentations** • **Question sheets from field trip to the Museum of the Confederacy**