**Unit Plan-6th Grade Social Studies (3 weeks)**

The initial stage of this unit will engage students in understanding the causes of conflict from several perspectives, how understanding time periods or eras helps us understand events (conflicts), and how social reform (change) often has patterns of conflict associated with it. In addition students will consider events that result from conflicting beliefs or ideas and how those events are viewed from various perspectives.

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| **Stage 1 –Desired Results** | | |
| **Established Goals: Grade 6**  **NCSS Standards**   * **Time, Continuity, & Change**   **IOWA CORE-Social Studies**  **Understand historical patterns, periods of time and the relationships among these elements.**   * Understand concepts such as chronology, causality, change, conflict, and complexity.   **Understand how and why people create, maintain or change systems of power, authority, and governance.**   * Understand patterns of nationalism, state-building, religious and social reform.   **Understand the role of individuals and groups within a society as promoters of change or the status quo.**   * Understand that specific individuals and the values those individuals held had an impact on history. * Understand significant events and people, including women and minorities, in the major eras of history.   **Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.**   * Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality. * Understand relationships between and among significant events. * Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues. * Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.   **IOWA CORE-Employability Skills**  **Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.**   * Work appropriately and productively with others. * Use different perspectives to increase innovation and the quality of work. * Use appropriate principles of communication effectively.   **IOWA CORE-Technology Literacy**  **Demonstrate creative thinking in the design and development of innovative technology products and problem solving.**   * Individually or collaboratively create media-rich products and display, publish, or perform them for a variety of audiences.   **Plan strategies utilizing digital tools to gather, evaluate, and use information.**   * Locate, organize, analyze, evaluate, and synthesize information from a variety of sources and media and use this information in a legal and ethical manner. | **Transfer** | |
| Students will be able to independently use their learning to…   1. Understand concepts such as ~~chronology, causality~~, change, conflict, ~~and~~ ~~complexity~~. 2. Understand patterns of ~~nationalism, state-building, religious and~~ social reform. 3. Understand that specific individuals and the values those individuals held had an impact on history. 4. Understand significant events and people, including women and minorities, in a major era of history. 5. Understand processes such as using a variety of sources, ~~providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.~~ 6. Understand relationships between and among significant events. 7. ~~Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.~~ 8. Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. | |
| **Meaning** | |
| **Understandings**  Students will understand that…   * The causes of conflicts in the past may help us prevent conflicts in the future. * Studying historical patterns helps us better understand the present and future so that Americans can positively impact reforms. | **Essential Questions**  Students will keep considering…   * How do the causes of conflicts in the past help us prevent conflicts in the future? * What are the patterns of ~~nationalism, state-building, religious and~~ social reform(civil rights) that have occurred in the US over time? * How do the patterns of conflict and change inform us about the present and future? |
| **Acquisition of Knowledge and Skill** | |
| Students will know…   * Vocabulary: conflict, change, social reform, civil rights, perspective, see events/figures from the 60’s listed in the learning plan * Individuals can make an impact on change * Causes of conflict * Conflict & change relationships * Patterns of change in a social reform issue * Perspective impacts understanding | Students will be skilled at…   * Historical inquiry * Interpretation of historical events * Interpretation of historical documents * Explain how and why events are interpreted differently-perspective * Identify patterns during a historical era * Create media rich product-IC Tech Literacy * Locate, organize, analyze, evaluate, and synthesize information from a variety of sources & media-IC Tech Literacy * Presentation skills * Effectively communicate within group-IC Employability * Contribute to a group by expressing ideas-IC Employability * Respect other’s ideas in a group dynamic-IC Employability * Understand the opinions and feelings of others-IC Employability |

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| **Stage 2 - Evidence** | |
| **Evaluative Criteria** | **Students will show their learning by…** |
|  | Performance Task(s):  Students will choose a conflict and analyze its causes by creating a timeline and explaining these causes in an essay or presentation.   1. In a cohesive paper or presentation, you will provide background on the conflict by describing at least three of the following:  * who was involved in the conflict, * what was the conflict was, * when the conflict took place, and * where the conflict took place.  1. Demonstrate an understanding of the causes of the conflict by explaining relevant ideas from at least three other perspectives (politicians, governors, workers, business owners, parents, etc.) 2. List two or more sources including the title, author, type of source, and date of each source. 3. You will also identify on a timeline previous events related to the causes of the particular conflict. 4. The directions page guides students towards the ‘proficient level or level 3’. To help students reach ‘level 4’ refer to the rubric. 5. Students may do a paper or presentation in response to the performance task. The paper or presentation must be easily understandable by someone outside of the classroom. 6. Students will conduct a self-assessment using the rubric included with the task. |
|  | Other Evidence:   * Quick Write * Draw Two Names * Chapter Skim-I will use this with documents and/or video tape viewing. * Big Idea-We will use this a number of times both as individuals and as small groups. * Cause/Effect-Later into the unit I will use this strategy to make sure they are making the links I am looking for in their understanding. |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
| **NOTES/INFORMATION**   * Students have had instruction in the Iowa Core ELA, know how to use VoiceThread for presentations, and the technology integrationist will assist students in the multi-media class with <http://www.timetoast.com> as an electronic timeline tool. * The 6th grade ELA teacher and technology integrationist will assist in the completion of the unit as we plan collaboratively. * The numbered parts of the learning plan do not indicate days of instruction but the learning progression for the unit. * Continually refer to the essential questions during class and be very overt about these during the unit! * Throughout the unit there will be many photographs, readings (newspaper, book, original documents), and videos to support student understanding. These will be used to provide background for students in their understanding of the historical era in general and civil rights during the 60’s in particular. * The unit will focus on Civil Rights: Black Panthers, White Radicals, Non-violent Protest, Martin Luther King, JFK, The Women’s Movement, War on Poverty, March on Washington. * Resources come primarily from: * LET IT SHINE, A. D. Pinkney, pgs. 71-81, Gulliver Books, 2000. * SISTERS IN THE STRUGGLE, B. Thomas & V.P. Franklin, New York University Press, 2001. * THE BUS RIDE THAT CHANGED HISTORY: THE STORY OF ROSA PARKS, P.D.Duncan, Houghton Mifflin Books, 2005 * History Channel- [www.history.com](http://www.history.com) * Annenberg Foundation- <http://www.learner.org/biographyofamerica/index.html> * Public Broadcasting System -[www.pbs.org/opb/thesixties/educator](http://www.pbs.org/opb/thesixties/educator) * Library of Congress -<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/> * National Geographic- <http://ngm.nationalgeographic.com/2012/05/civil-war-sketches/civil-rights-timeline>   **LEARNING PLAN**   1. If we talk about ‘social reform’ what are we talking about? What are some national social issues? Record information obtained from both questions on a class electronic class document. We are going to learn about a specific social issue called civil rights. What does it mean to have civil rights? Add to the previous document their current understanding of civil rights. As they are sitting in groups of three have them go to Wikipedia for a quick definition of civil rights and add the information to the already constructed document. For tomorrow think about-How do civil rights laws impact me? 2. Quick Write-What I understand about social reform and civil rights. Introduce the essential question we will be working with for several days/weeks in class. How do the causes of conflicts in the past help us prevent conflicts in the future? First, students will create a class definition of conflict. In their small group they will brainstorm and each group will provide one idea to contribute to a class definition.  * Next we will look at the Wikipedia definition: A **conflict** is a struggle between people. The struggle may be physical, or between conflicting [ideas](http://simple.wikipedia.org/wiki/Idea). The word comes from [Latin](http://simple.wikipedia.org/wiki/Latin_language) *conflingere* Conflingere means *to come together for a battle*. Conflicts can either be within one person, or they can involve several people or groups. Conflicts arise because there are [needs](http://simple.wikipedia.org/wiki/Need), [values](http://simple.wikipedia.org/wiki/Value) or [ideas](http://simple.wikipedia.org/wiki/Idea) that are seen to be different, and there is no means to reconcile the [dispute](http://simple.wikipedia.org/wiki/Dispute). Very often, conflicts lead to fights, or even [wars](http://simple.wikipedia.org/wiki/War) (in the case where conflicts are solved with [weapons](http://simple.wikipedia.org/wiki/Weapon)). Conflict between ideas is usually fought with [propaganda](http://simple.wikipedia.org/wiki/Propaganda). * I am going to read the book THE BUS RIDE THAT CHANGED HISTORY: THE STORY OF ROSA PARKS, P.D.Duncan, Houghton Mifflin Books, 2005 to the class. In their small groups they will identify at least 3 events, actions or ideas that can/did lead to conflict. Students will use their constructed definition to justify why those events, actions, or ideas could lead to conflict. * Before class ends we will look at the class definition of conflict.  1. Consider what students know about the 60’s 2. Identify significant issues and figures of the time period related to civil rights (voting, race, gender, etc) and where did we find our information. 3. Expand the timeline to cover events prior to and after the 60’s related to civil rights. These may be pieces of legislation, significant events, and or important figures impacting civil rights in our history. Students are to get a bigger picture of civil rights and then zero in on this topic during the 60’s. 4. Identify firsthand accounts and other sources of information of events about civil rights in the 60’s, 5. Choose one civil rights event (conflict) of the 60’s and identify the significant issue and figures. Look at various perspectives. Using the TimeToast tool place the events and or figures on the timeline tool. Start to consider the causes of the conflict (people, events, etc). 6. Continue building on the student’s knowledge of the 60’s and develop thinking about influences on the conflict identified in #6. 7. Watch a video clip and then as a large group link what they heard/viewed to the causes and effects of political struggles, opposing views/ideas, key figures and their actions, and various perspectives of the conflict. Guide through students through the parts of the performance task as their first attempt at meeting the expectations. 8. Consider the contributing factors to conflict and resulting change. 9. Present another conflict during the 60’s to the groups of three and have them work through the previous steps considering causes and effects of political struggle, opposing view/ideas, key figures and their actions, and various perspectives of the conflict. Students work in their groups of three to work through the parts of the performance task expectations. 10. Launch students into the independent performance task. 11. Coach students related to the rubric and how to use it as a self-assessment as they work through the unit |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe