

6th Grade Curriculum

Unit: **Civil War & Reconstruction**

GSTEQ	History Alive!	Textbook	Supplemental	Assessments	Standards
1. Why do people live and move where they do?	Ch. 18 "The Causes of the Civil War" Ch. 19 "The Civil War"		Picture Book: Follow the Drinking Gourd Nystrom pg. 62-63 "The U.S. Before the Civil War"		RIGSE: 5-1 – Many ways Earth's people are interconnected RIGSE: 5-2 – Interconnected World RIGSE: 5-3 – Choices Interconnected world RIGSE HP 2 NSH Era 3:1, 2, 3 (Proclamation) NSH Era 4: 1,2 NSH Era 5: 1, 2 NSH Era 6: 1,2,4
2. Why do people live the way they do?			Book: Shades of Grey Leveled Reader: Wake Up, Young Soldier		RIGSE G&C 1-4 RIGSE HP 1-3 NSH Era 3: 1, 2, 3 NSH Era 4: 1,2,4 NSH Era 5: 1,2 NSH Era 6: 1,2,3,4
3. How and why do human societies organize the way they do?			Leveled Reader: I Care: American Reformers Leveled Reader: "What shall workers do?"		RIGSE – G&C 1-2, 4 NSH Era 3: 1,2,3 NSH Era 4: 1,2,3,4 NSH Era 5: 1,2,3 NSH Era 6: 1,2,4
4. How does technology affect	Ch. 18 "The Causes of the Civil War"		Leveled Reader: Mighty Ironclads		RIGSE – G&C 5 RIGSE – HP1

people's lives?	Ch. 19 "The Civil War"				NSH Era 6: 1,3 NSH Era 4: 2 NSH Era 5: 2
5. How has conflict and cooperation shaped human history?	Ch. 18 "The Causes of the Civil War" Ch. 19 "The Civil War"	Ch. 12 "Causes of the Civil War"	Nystrom Atlas: pg. 64-65 "The Civil War Begins" Pg. 66-67 "The Civil War Continues" Pg. 68-9 "The War Ends: Reconstruction Follows" Book: Night John by Gary Paulson Book: Soldiers Heart		RIGSE – G&C 1,3,5 RIGSE – HP1,2,3 NSH Era 3: 1,2,3 NSH Era 4: 1,2
6. How has the quest for resources affected human history?					RIGSE – G&C 1,5 RIGSE – HP 1,2,3 NSH Era 3: 1,2 NSH Era 4: 1,2 NSH Era 5: 1, 2,3 NSH Era 6: 1, 2, 3,4
7. How do we know what we know about human history?					RIGSE – HP 1,2,3 NSH Era (All) HTS – 3,4
8. Why do civilizations rise & decline?					RIGSE – G&C 1,5 RIGSE – HP 1,2,3 NSH Era 3: 1,2,3 NSH Era 4: 1,2,3 NSH Era 5: 1,2,3 NSH Era 6: 1,2,4

Book:
Eyewitness: Civil War (Anne Marie)

Unit Assessment:

State Legislative Hearing on whether or not to secede from the nation:

Persuasive Speech from role involved in groups or individual:

1. Slaves
2. Plantation owner
3. Northern factor owner
4. Factor worker/immigrant
5. etc...

All are legislative delegates taking notes on graphic organizer (T-chart), then Accountable Talk. Then Ballot ("Take it out the door" = closure)