### Grade 6  Subject U.S. History to 1865

**Instruction Dates:** September 4, 2012 to November 2, 2012

**First Nine Weeks**  
43 Days

#### Curriculum Focus:
- Continents, oceans, major U.S. rivers & bodies of water, major U.S. water & land features, and geographical regions.

#### Standard of Learning w/Essential Knowledge and Skills (from 2008 SOL Documents)  
<table>
<thead>
<tr>
<th>Number of days</th>
<th>Resources and Materials used for instruction</th>
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</table>
| Review from 3-5 grades | - Virginia Department of Education:  
  o Curriculum Framework  
  o Blueprints  
- Textbook: Our America to 1865 (Five Pond Press)  
  o p.6-11  
- At-home textbook: American Nation  
- Nystrom Atlas  
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)  
- Map handouts- color code and label continents & oceans with a map key  
- Teacher Made Games, Worksheets, etc.  
  o Smart Board Continent Lesson  
  o Jeopardy Review Game  
- [www.brainpop.com](http://www.brainpop.com)  
  o “Geography Theme”  
  o “Continents of the World”  
  o “Latitude and Longitude”  
- [www.safarimontage.com](http://www.safarimontage.com)  

**STANDARD USI.2a**  
The student will use maps, globes, photographs, pictures, or tables to  
  a) locate the seven continents and five oceans  
- Continents  
  - North America  
  - South America  
  - Africa  
  - Asia  
  - Australia  
  - Antarctica  
  - Europe*  
- Oceans  
  - Atlantic Ocean  
  - Pacific Ocean  
  - Arctic Ocean  
  - Indian Ocean  
  - Southern Ocean  

*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.

Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)

Distinguish between parallels of latitude and meridians of longitude. (USI.1g)
STANDARD USI.2b

The student will use maps, globes, photographs, pictures, or tables to
b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

Geographic regions’ locations and physical characteristics
- Coastal Plain
  - Located along the Atlantic Ocean and Gulf of Mexico
  - Broad lowlands providing many excellent harbors
- Appalachian Highlands
  - Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont
  - Old, eroded mountains (oldest mountain range in North America)
- Canadian Shield
  - Wrapped around the Hudson Bay in a horseshoe shape
  - Hills worn by erosion and hundreds of lakes carved by glaciers
- Interior Lowlands
  - Located west of the Appalachian Mountains and east of the Great Plains
  - Rolling flatlands with many rivers, broad river valleys, and grassy hills
- Great Plains
  - Located west of the Interior Lowlands and east of the Rocky Mountains
  - Flat lands that gradually increase in elevation westward; grasslands
- Rocky Mountains
  - Located west of the Great Plains and east of the Basin and Range
  - Rugged mountains stretching from Alaska almost to Mexico; high elevations
  - Contains the Continental Divide, which determines the

- Virginia Department of Education:
  - Curriculum Framework
  - Blueprints
- Textbook: Our America to 1865 (Five Pond Press)
  - p.12-21
- At-home textbook: American Nation
- Nystrom Atlas
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)
- Map handouts
  - Color-code and label regions, draw small picture that relates to mnemonic and will help student to remember important feature for each region
- Teacher Made Games, Worksheets, etc.
  - Smart Board Regions Lesson
  - Power Point Review on Regions with Pictures
  - Jeopardy Review Game on Regions
  - Regions mnemonic with pictures “Chefs Bake Really Great Instant Apple Crumb Cake”
- [www.brainpop.com](http://www.brainpop.com)
- [www.safarimontage.com](http://www.safarimontage.com)
  - Various videos on geographic regions
- [http://www.nonags.org/members/dasaunders/index2.html](http://www.nonags.org/members/dasaunders/index2.html) (website with resources for teachers)
### First Quarter

**STANDARD USI.2c**

The student will use maps, globes, photographs, pictures, or tables to:

c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

**Major bodies of water**
- Oceans: Atlantic, Pacific
- Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River
- Lakes: Great Lakes
- Gulf: Gulf of Mexico

**Trade, transportation, exploration, and settlement**
- The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.

**Trade, transportation, exploration, and settlement**
- The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.

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**directional flow of rivers**

- Basin and Range
  - Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades
  - Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America
- Coastal Range
  - Located along the Pacific Coast, stretching from California to Canada
  - Rugged mountains and fertile valleys

**Analyze and interpret maps to explain relationships among landforms. (USI.1f)**

**Distinguish between parallels of latitude and meridians of longitude. (USI.1g)**

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**7 days**

- Virginia Department of Education:
  - Curriculum Framework
  - Blueprints
- Textbook: Our America to 1865 (Five Pond Press)
  - p.22-26
- At-home textbook: American Nation
- Nystrom Atlas
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)
- Map handouts
  - Trace and label each river
  - River house- color and label how each river makes up the “river house” of the United States
- Teacher Made Games, Worksheets, etc.
The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.
- The Ohio River was the gateway to the west.
- Inland port cities grew in the Midwest along the Great Lakes.
- The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world.
- The Columbia River was explored by Lewis and Clark.
- The Colorado River was explored by the Spanish.
- The Rio Grande forms the border with Mexico.
- The Pacific Ocean was an early exploration destination.
- The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.
- The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)

Sequence events in United States history. (USI.1c)

Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)

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<thead>
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<td>The student will use maps, globes, photographs, pictures, or tables to</td>
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<tr>
<td>d) recognize key geographic features on maps, diagrams, and/or photographs.</td>
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</table>

**Key geographic features**
- Water-related
  - Lakes
  - Rivers
  - Tributaries
  - Gulfs and bays

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<thead>
<tr>
<th>Teaching during</th>
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<tbody>
<tr>
<td>2a-c</td>
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<tr>
<td>1 additional day to review</td>
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</tbody>
</table>

- Smart Board Rivers Lesson
- Power Point Review on Rivers with Pictures
- Jeopardy Review Game on Rivers
- Rivers mnemonic with pictures “Can Cows Really Make Milk Orange Soup?”

- [www.brainpop.com](http://www.brainpop.com)
- [www.safarimontage.com](http://www.safarimontage.com)
  - Videos on rivers of the US
- [http://www.nonags.org/members/dasaunders/index2.html](http://www.nonags.org/members/dasaunders/index2.html) (website with resources for teachers)
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*Instruction Dates: September 4, 2012 to November 2, 2012*  
First Nine Weeks  
43 Days

- Land-related  
  - Mountains  
  - Hills  
  - Plains  
  - Plateaus  
  - Islands  
  - Peninsulas

**Geographic features are related to**  
- patterns of trade  
- the locations of cities and towns  
- the westward (frontier) movement  
- agricultural and fishing industries.

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events (USI.1f)

<table>
<thead>
<tr>
<th>Assessment First Quarter</th>
<th>Learning Objective</th>
<th>Formative/ Informal Assessments To Be Used</th>
<th>Approx. Date(s)</th>
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</thead>
<tbody>
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<td>1st benchmark test (Interactive Achievement)</td>
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<td>Homework assignments on 2a-d</td>
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<tr>
<td></td>
<td>Continents &amp; ocean quiz on blank map</td>
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<td></td>
<td>River quiz on blank river map</td>
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<td></td>
<td>Vocabulary Quiz on 2a,b,c,d</td>
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<tr>
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<td>Unit Test on USI.2a,b,c,d</td>
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## Curriculum Focus:
- Cactus Hill, Va, archaeology, ancient cultures in North America, American Indians of North America (Inuit, Kwakiutl, Pueblo, Lakota, Iroquois) - their habitat, resources, and shelter.

## Standard of Learning w/Essential Knowledge and Skills (from 2008 SOL Documents)

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<tr>
<th>STANDARD USI.3a</th>
<th>Number of days</th>
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| The student will demonstrate knowledge of how early cultures developed in North America by describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia. | 2 days | - Virginia Department of Education:  
  - Curriculum Framework  
  - Blueprints  
- Textbook: Our America to 1865 (Five Pond Press)  
  - p.30-31  
- At-home textbook: American Nation  
- Nystrom Atlas  
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)  
- Map handouts  
  - Map of Virginia with Cactus Hill labeled and Nottoway River outlined.  
- Teacher Made Games, Worksheets, etc.  
  - Articles and questions on archeology and artifacts and how they help scientists make discoveries about the past.  
  - Ice Age Discoveries Video on the Cactus Hill Discovery in Virginia |
STANDARD USI.3b
The student will demonstrate knowledge of how early cultures developed in North America by
b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).

American Indians lived in all areas of North America.
- Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.
- Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate.
- Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands.
- Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.
- Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested.

Members of these tribes live in their homelands and in many other areas of North America today.

Sequence events in United States history. (USI.1c)

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

- Virginia Department of Education:
  - Curriculum Framework
  - Blueprints
- Textbook: Our America to 1865 (Five Pond Press)
  - p.33-44
- At-home textbook: American Nation
- Nystrom Atlas
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)
- Map handouts
  - Color-code and label American Indian geographical regions, draw small picture that relates to mnemonic (Igloos Keep People Locked Inside) and will help student to remember important feature for tribe.
- Teacher Made Games, Worksheets, etc.
  - Smart Board American Indian Lesson
  - Power Point on American Indians with videos corresponding for each tribe
  - Regions mnemonic with pictures “Igloos Keep People Locked Inside”
- www.brainpop.com
  - “American Indians”
  - “Inuit”
  - “Iroquois”
- http://www.nonags.org/members/dasaunders/index2.html (website with resources for teachers)
- Computer lab- to work on paper for project
- Library- to complete research for paper and project
**Grade 6  Subject U.S. History to 1865**

*Instruction Dates: September 4, 2012 to November 2, 2012*

| STANDARD USI.3c |  
|----------------|---|
| The student will demonstrate knowledge of how early cultures developed in North America by describing how the American Indians used the resources in their environment. |

In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood).

### Types of resources

- **Natural resources**: Things that come directly from nature
- **Human resources**: People working to produce goods and services
- **Capital resources**: Goods produced and used to make other goods and services

### Natural resources

The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources.

### Human resources

People who fished, made clothing, and hunted animals were examples of human resources.

### Capital resources

The canoes, bows, and spears American Indians made were examples of capital resources.

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)

Interpret ideas and events from different historical perspectives. (USI.1d)

Analyze and interpret maps. (USI.1f)

- **Virginia Department of Education**:  
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- **Textbook: Our America to 1865 (Five Pond Press)**  
  - p.33-44
- **At-home textbook: American Nation**
- **Nystrom Atlas**
- **What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)**
- **Map handouts**  
  - Label types of homes associated with each region and what resources they used to build them
- **Teacher Made Games, Worksheets, etc.**  
  - Charts explaining differences between natural, human, and capital resources  
  - Jeopardy Review Game on American Indian resources
- **http://www.nonags.org/members/dasaunders/index2.html** (website with resources for teachers)
- **www.history.com**  
  - Resources from the bison animation
- **America: The Story of Us (History Channel DVD)**  
  - Selections from DVD showing

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**Teacher C. Franklin**

**Draft Date 7/9/12**
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<td>● American Indian cryptogram</td>
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<td>● American Indian project brainstorming</td>
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<tr>
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<td>● American Indian regions &amp; resource quiz</td>
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<td>● Vocabulary Quiz on 3a,b,c</td>
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<td>● American Indian Project &amp; paper</td>
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### Curriculum Focus:
- Motivations & obstacles of European exploration

### Standard of Learning w/Essential Knowledge and Skills (from 2008 SOL Documents)

**STANDARD USI.4a**
The student will demonstrate knowledge of European explorations in North America and West Africa by describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.

#### Motivations for the explorations
- Economic—Gold, natural resources, and trade
- Religious—Spread Christianity
- Competitions for empire and belief in superiority of own culture

#### Obstacles to the explorations
- Poor maps and navigational tools
- Disease and starvation
- Fear of the unknown
- Lack of adequate supplies

#### Accomplishments of the explorations
- Exchanged goods and ideas
- Improved navigational tools and ships
- Claimed territories (see countries below)

#### Regions of North America explored by Spain, France, and England
- Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain.
- France: Samuel de Champlain established the French settlement of Québec. Robert La Salle claimed the Mississippi River Valley for France.

### Resources and Materials used for instruction
- Virginia Department of Education:
  - Curriculum Framework
  - Blueprints
- Textbook: Our America to 1865 (Five Pond Press)
  - p.48-51
- At-home textbook: American Nation
- Nystrom Atlas
- What I Need To Know Handouts Books, United States History to 1865 (Bobbie J. Cutlip)
- Map handouts
  - Color-code and label Spanish, French, and English land claims in the new world. Label which explorers claimed which regions of land.
  - Label routes of exploration of Portugal in Africa and the trade resources the Portuguese were seeking
- Teacher Made Games, Worksheets, etc.
  - Motivation & Obstacle compare & contrast WS
  - Accomplishment worksheet with pictures of new navigational tools
  - Smart Board goals of exploration "Why Explore?" lesson
  - Power Point on European Explorers with 20
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- England: John Cabot explored eastern Canada.

**Regions explored by Portugal**
The Portuguese made voyages of discovery along the coast of West Africa.

Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)

Interpret ideas and events from different historical perspectives. (USI.1d)

Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)

- minute video on explorers (if time permits)
  - [http://www.nonags.org/members/dasaunders/index2.html](http://www.nonags.org/members/dasaunders/index2.html) (website with resources for teachers)

### Assessment First Quarter

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<td>• Motivation &amp; obstacle compare &amp; contrast worksheet</td>
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<td>• Classroom participation in map completion activities</td>
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<td>• Vocabulary review for 4a</td>
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