

6th grade US History Lesson Plans

Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

| <i>Topic/Unit:</i> | Celebrate Freedom Week |
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| <i>Materials:</i> | Print Puzzle Pieces Reading of the Declaration (9:41 minutes) https://www.youtube.com/watch?v=ETroXvRFoKY&t=7s Graphic Organizer The Constitution with Emoji (5:37 minutes) https://vimeo.com/300764548 Print Cards for SEL Lesson at the end of class |
| <i>I Can (EQ):</i> <i>Scaffolded Scripted Questions (Levels):</i> | I can demonstrate an understanding of the American democratic ideals and principles that we live by today. <ol style="list-style-type: none"> 1. Which part of today's lesson relates most to the opening statement from the Declaration of Independence? 2. How would you feel if you had some of the same complaints as the colonists in the Declaration of Independence? 3. Do you think in today's society we have laws that are solution based? |
| <i>Warm Up:</i> | Students will enter the room and have a cut up puzzle in a bag on a pair of desks. Students are to work in pairs to put the puzzle together. Choose an important word and an important phrase from the puzzle to discuss. (5 minutes) |
| <i>Lesson:</i> | <ol style="list-style-type: none"> 1. The teacher will Cold Call on students to share their important word or phrase and have the student explain why they think it is important. (5 minutes) 2. The teacher will then show the Reading of the Declaration (9:41 minutes) https://www.youtube.com/watch?v=ETroXvRFoKY&t=7s. During the reading students are to write down 3 of the complaints the colonists had for the King in complete sentences. 3. Students will get into groups of 4 to share out the complaints. Each student is to evaluate the complaints and then choose one that they think is the most unfair and write a sentence about it on their graphic organizer. (10 minutes) 4. The teacher will ask for volunteers to share their most unfair grievance. Then ask students if that grievance was addressed in today's laws or the Constitution. (10 minutes) 5. Students will now view The Constitution with Emoji https://vimeo.com/300764548 (5:37 minutes). Teachers may stop the video at specific times. Students have a graphic organizer with some of the emojis on it. There are 3 different |

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| | <p>graphic organizers with different emojis. During the video the students will identify the emojis. After the video the students will move into small groups of 3 to evaluate the emojis and their descriptions and what message the video is projecting. As a group they will create a written version of the video using their emoji discussion.</p> <p>Students will share out from each group. (10 minutes)</p> <p>CLOSING: Using the original statement from the beginning of class and what we have learned about Social Emotional Learning which category in your opinion matches best with the statement. (5minutes)</p> <p>"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>Self-Awareness- Know your strengths and limitations, with a well-grounded sense of confidence, optimism and a growth mindset.</p> <p>Self-Management- Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.</p> <p>Social Awareness- Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.</p> <p>Relationship Skills- Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p>Responsible Decision Making- Make constructive choices about personal behavior and social interactions based on ethical standards, safety and social norms.</p> |
| <p><i>Lesson Extension</i></p> | <p>The Four Corners strategy is an approach that asks students to make a decision about a problem or question. Each of the four corners of the classroom is labeled with a different response. Students move to the corner that best aligns with their thinking. They share their ideas with others in their corner and then come to consensus.</p> <p>The teacher can choose 4 of the grievances that the students thought were the worst.</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Present a statement, issue, or question. 2. Provide four different, and place one response in each corner of the classroom. 3. Give students at least 10 seconds to think on their own ("think time"). 4. Ask students to choose the corner with the response that best represents their point of view. 5. Ask students to discuss with the students in their corner and share the reasons behind their decision. 6. Ask each group to come to consensus and select one person |



Resources

Page One- Print the quote on card stock and cut up into puzzle pieces. Have students put the puzzle together for their warm up.

Page Two- Print the graphic organizer for viewing the video clip.

Page Three-Page Five on the back of the graphic organizer. You will take the total number you are printing and print page 3 on 1/3 of the graphic organizers, print page 4 on 1/3 of the graphic organizers and print page 5 on 1/3 of the graphic organizers. After the Emoji video students will create small groups , there will be one person for each set of emoji page.

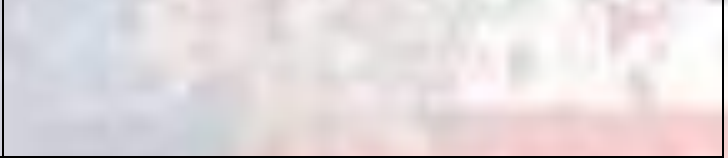
Page Six or the puzzle pieces can be used for the closing activity using the social emotional learning.

Page Seven- Print a class set to use from one class period to the other.

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