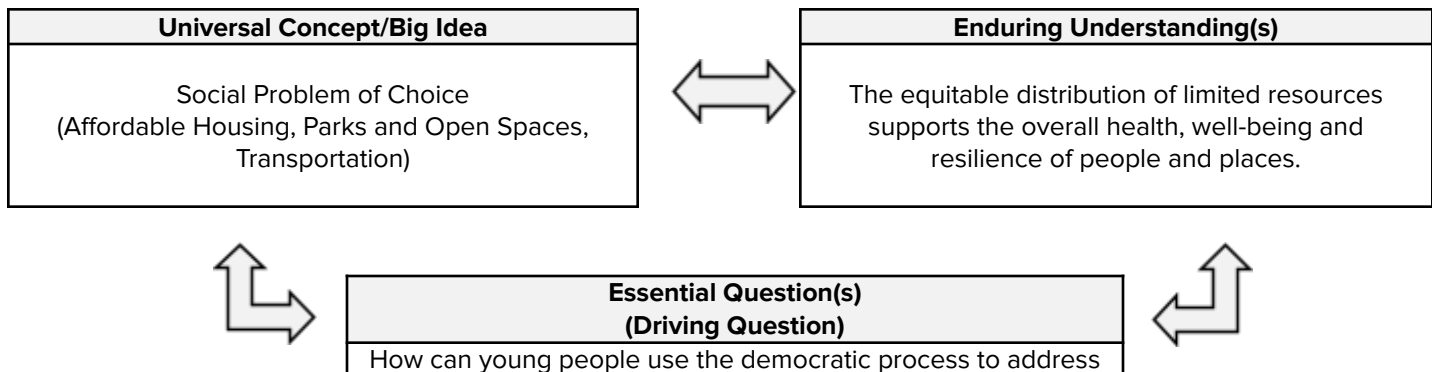


Subjects(s)/Course(s):	6th Grade Social Studies
Teacher(s):	
Timeframe/Duration:	14 hours total (can be extended to additional hours) <ul style="list-style-type: none"> - Days 1-8 include 30 minute mini-lessons that are recommended to be taught throughout the school year as a unit review. Teachers also may use the lessons as a review before testing. (8 mini-lessons) - Days 9-18 include 1 hour lessons and are recommended to be taught at the end of the school year. (11 full class period lessons)
Unit Title:	Learning from the Past and Fighting for the Future: Advocating for Change
Unit Summary:	<p>Part 1: Setting the Foundation for American Democracy & Activism Students will explore the formation of American democracy including the creation and implementation of the Constitution, the Bill of Rights, and other federal policies. Students will examine the implications of these laws on various social groups and critique the short- and long-term impacts of these policies. They will then explore the role of civic participation and advocacy in bringing about change. This will be in the form of 30 minute mini lessons that students complete at the end of each unit throughout the year or at the end of the year as a review of the year’s content.</p> <p>Part 2: Advocating for Change At the end of the year, students will learn about youth involvement in civic participation and advocacy. They will understand that they possess a unique perspective and set of skills that allows them to effectively bring about change within their communities. Students will then work collaboratively within groups and then as a class to create a podcast around a social problem within the built environment: transportation, affordable housing, or parks and open spaces. In groups, students will be responsible for scripting, performing, and recording a 3-minute podcast segment. Each groups’ podcast segment will be recorded “live” by the Civic Design Center and combined into a class podcast that serves as an advocacy tool for educating the public on the class’s social problem. Finally, students will reflect on their learning by writing a letter or email to an elected official (i.e., council member) advocating for change.</p>
Resources:	Resources for each lesson can be found in the corresponding daily lesson plans. This unit is plan is aligned with the MNPS scope and sequence, which can be accessed at ci.mnps.org/resources .

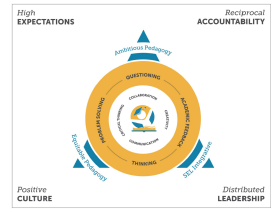


social problems in Nashville?

Content	
TN State Standards	<p>Social Studies Practices:</p> <p>SSP.01 Collect data and information from a variety of primary and secondary sources, including: ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources</p> <p>SSP.02 Critically examine a primary or secondary source in order to: ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments</p> <p>SSP.03 Synthesize data from multiple sources in order to: ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation</p> <p>SSP.04 Construct and communicate arguments citing supporting evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions</p> <p>SSP.05 Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present</p> <p>SSP.06 Develop a geographic awareness by: ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space</p> <p>Social Studies Standards:</p> <p>8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage</p> <p>8.18 Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028)</p> <p>8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028)</p> <p>8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights. (T.C.A. § 49-6-1028)</p> <p>8.36 Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.</p>



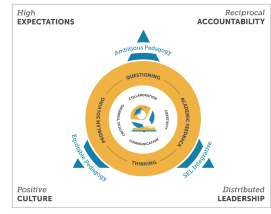
MNPS Unit Design Template



	<p>8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century.</p> <p>8.42 Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.</p> <p>8.43 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.</p> <p>8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears</p> <p>8.56 Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin).</p> <p>8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the act, including: Rise of the Republican Party, “Bleeding Kansas”, Preston Brooks’ attack on Charles Sumner, John Brown’s raid at Harper’s Ferry.</p> <p>8.59 Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South.</p> <p>8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution</p> <p>8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves.</p>
<p>Interdisciplinary Connections</p>	<p>English</p> <p>8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.</p> <p>8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.</p> <p>8.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing one’s own ideas clearly.</p> <p>8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.</p> <p>8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>



MNPS Unit Design Template



	<p>8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.</p> <p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.</p> <p>8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Art</p> <p>8.MA.Cr3.A Integrate content, stylistic conventions, and associated principles during production processes to communicate determined meaning.</p> <p>8.MA.P2.B Demonstrate a range of creative and adaptive innovation abilities in developing new solutions for identified problems within and through media arts productions.</p> <p>8.MA.Cn1.A Access, evaluate, and use internal and external resources, such as cultural and societal knowledge, research, and exemplary works, to inform the creation of media artworks.</p> <p>8.VA.Cr1.B Collaboratively investigate an aspect of contemporary life utilizing art and design.</p> <p>8.VA.Cr2.A Experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge when making art, using course specific craftsmanship.</p> <p>8.VA.Cr2.C Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p>8.VA.P2.A Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.</p> <p>8.VA.R1.A Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</p>
<p>Connections to the Real World</p>	<p>This project has students connect concepts learned throughout the year to real world local issues (Affordable Housing, Parks and Open Spaces, Transportation).</p> <p>Through engaging with these timely issues and developing solutions rooted in evidence, students will gain the tools needed to participate in civic processes and become active citizens.</p>
<p>Connections to Career</p>	<p>Through the project generation process, students will explore careers in civic leadership (i.e. government, nonprofit leadership, community research, advocacy, and community organizing).</p>

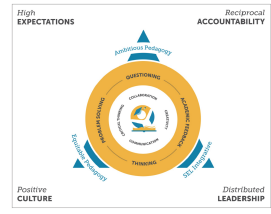
	Public speaking skills, civil discourse around controversial topics, working on a team to create a podcast, active citizenship, self-advocacy skills, organization, and planning are skills needed in careers.
--	--

Skills	
Learning and Innovation Skills (4Cs)	<p>Collaboration</p> <ul style="list-style-type: none"> ● Demonstrate ability to work effectively and respectfully with diverse teams. ● Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. <p>Critical Thinking</p> <ul style="list-style-type: none"> ● Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. ● Effectively analyze and evaluate evidence, arguments, claims, and beliefs. ● Reflect critically on learning experiences and processes. ● Solve different kinds of non-familiar problems in both conventional and innovative ways. <p>Communication</p> <ul style="list-style-type: none"> ● Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <p>Creativity</p> <ul style="list-style-type: none"> ● Create new and worthwhile ideas. ● Develop, implement, and communicate new ideas to others effectively. ● Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
SEL Core Competencies/"I Can" Statements	<p>Self-Awareness</p> <p>1B.1 Accommodates and plans for the likes and dislikes of a group</p> <p>1B.3 Utilizes interest to gain additional experiences toward mastery of a skill or concept</p> <p>1B.4 Evaluates influence of personal qualities and interests on decision making</p> <p>1C.1 Identifies personal strengths and limitations as they relate to specific activities</p> <p>1C.2 Applies self-reflection techniques to recognize potential, strengths, and growth areas</p> <p>1D.1 Identifies areas of school and life that are within personal control</p> <p>1D.2 Plans and develops an action plan to set and achieve short- and long-term goals</p> <p>Self-Management</p> <p>2B.2 Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support)</p> <p>2B.4 Establishes criteria for evaluating personal and academic success</p> <p>2B.5 Demonstrates goal-setting skills related to potential career paths</p> <p>Social Awareness</p> <p>3A.2 Recognizes multiple points of view or perspectives in a situation</p> <p>3B.3 Identifies roles they have that contribute to their school, home, and community</p> <p>3B.4 Works collaboratively with peers to complete a job, task, or address a need</p> <p>3C.2 Recognizes the similarities of different cultures and social groups</p> <p>3C.3 Recognizes the value of different cultures and social groups</p> <p>Relationship Skills</p>

	<p>4A.1 Practices reflective listening</p> <p>4A.2 Demonstrates ability to perform different roles in a cooperative group to achieve group goals</p> <p>4A.4 Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications</p> <p>Responsible Decision-making</p> <p>5A.2 Analyzes the reason for school and societal rules and their impact on decisions</p> <p>5A.3 Analyzes the impact of media on one’s behavior</p> <p>5B.3 Defines how external influences impact decision-making</p>
--	---

Language Acquisition	
	<p>Academic vocabulary reinforced through the mini-lessons: Slavery, Resistance to enslavement, Declaration of Independence Preamble to the Constitution, Constitution, Bill of Rights, Tennessee’s Constitution, Second Great Awakening, Women’s Suffrage, Abolitionists, Indian Removal Act, Voting Rights, Fugitive Slave Act, Dred Scott v. Sandford Decision, Emancipation Proclamation, 13th Amendment, 14th Amendment, 15th Amendment, Poll Tax, Racial segregation, Black Codes, Freedman’s Bureau</p> <p>Domain-specific vocabulary introduced through mini-lessons: Democracy, Justice, Social Structure, Citizenship, Civic participation</p> <p>Domain-specific vocabulary introduced through the final project: Built Environment, Affordable Housing, Active Transportation, Greenways, Citizen, Citizenship, Advocacy, Advocate, Activism, Council Members, Public Survey, Youth-Led Movement, Policy, Petition, Protest, Boycott, Marches, Walk Out, Strike, Policy Demands, Problem Statement, Action, Community Organizing, Nonprofits, Equity, Equitable, Inequity, Inequitable.</p>
Language supports/scaffolds for comprehension of content standards	<p>Differentiation strategies included in daily lesson plans, such as:</p> <ul style="list-style-type: none"> ● heterogeneous and homogeneous groups of students based on levels ● chunking text intentionally to aid comprehension ● visuals provided for new vocabulary

Instructional Mapping from Assessment			
←-----→			
Final Product(s)/ Individual and Group Summative Assessment	Formative Assessment of concepts, content, skills, and language	Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)	Learning Progression of Content, Concepts, Language and Skills (Learning Targets)
Individual: -Written Reflections	<i>Setting the Foundation for</i>	Setting the Foundation for American Democracy & Activism	Days 1-8



<p>-Community Advocate Scavenger Hunt (graded)</p> <p>-Youth Activism Stations Handout (graded)</p> <p>Final Project:</p> <p>-Teacher-provided score for podcast segment based on presentation rubric (graded)</p> <p>-Student-provided self-score based on podcast project rubric (taken into account in final podcast grade)</p> <p>-Peer-provided score based on podcast project rubric (taken into account in final podcast grade)</p> <p>-Final Reflection rubric</p> <p>Group:</p> <p>-Group Problem Statement (graded)</p> <p>-Class list of actions to the social problem</p> <p>Final Project:</p> <p>-Group presentation score based on podcast project rubric</p> <p>-Highest scoring class has their podcast displayed at the Civic Design Center's "Design Your Neighborhood" showcase</p>	<p><i>American Democracy & Activism</i> handouts</p>	<p>Group collaboration to complete <i>Setting the Foundation for American Democracy & Activism</i> packet. Images and scaffolded questioning make these handouts accessible for all learners. Teacher prompts are also provided in lesson plans to scaffold students to understanding.</p>	<p>30 minute mini-lessons at the end of each unit:</p> <p>Time Periods:</p> <p>Unit 1: Colonization</p> <p>Unit 2 & 3: The American Revolution & The New Nation</p> <p>Unit 4: Growth of a Young Nation</p> <p>Unit 5: Sectionalism & Reform</p> <p>Unit 6: The Jacksonian Era</p> <p>Unit 7: Expansion & Division of the Nation</p> <p>Unit 8: The Civil War</p> <p>Unit 9: Reconstruction</p>
<p>-Peer-provided score based on podcast project rubric (taken into account in final podcast grade)</p> <p>-Final Reflection rubric</p> <p>Group:</p> <p>-Group Problem Statement (graded)</p> <p>-Class list of actions to the social problem</p> <p>Final Project:</p> <p>-Group presentation score based on podcast project rubric</p> <p>-Highest scoring class has their podcast displayed at the Civic Design Center's "Design Your Neighborhood" showcase</p>	<p>SS Day 9 Exit Ticket- Reflection on built environment factors</p>	<p>Exploring the Built Environment</p> <p>A design professional will lead students through describing the "ingredients" to a great city, then introduce the five built environment factors: parks and green space, community resources, food resources, housing, and transportation. Students will analyze data collected through the community interviews to identify themes in the issues and design solutions their respondents shared. Then they will connect these themes to the five built environment factors and select one factor to be the focus of the unit.</p>	<p>Day 9</p> <p>I can describe the five built environment factors: affordable housing, community resources, food resources, parks and open spaces, and transportation.</p> <p>I can explain the impact the built environment factors have on young people.</p>

	<p>SS Day 10 Exit Ticket- Reflection on the Community Advocate Scavenger Hunt</p>	<p>Community Advocate Scavenger Hunt Students will do an online scavenger hunt where they explore different ways citizens play an active role in their community. Students will look for: Public meetings Neighborhood associations Councilmembers Local produce Local campaign or advocacy efforts Public surveys</p>	<p>Day 10 I can explain how to be an active citizen who advocates for a strong community. I can explore my community to find evidence of citizens advocating for a strong community.</p>
	<p>Youth Activism Stations Handout SS Day 11 Exit Ticket- Compare/ Contrast Youth-Led Movements</p>	<p>Civic Involvement & Engagement Students will engage in a stations activity where they explore different youth-led movements throughout history and in the present. Students will then compare and contrast two of the youth-led movements, looking for similarities and differences.</p>	<p>Day 11 I can explain various youth led-movements throughout history. I can explain the similarities and differences between various youth-led movements. I can explain ways in which youth can be, and are currently engaged in activism today.</p>
	<p>Group Problem Statement SS Day 12 Exit Ticket</p>	<p>Defining the Social Issue Students will read about [built environment factor] and work on creating a problem statement using the 5 W's. Students will collaborate in small groups to create a succinct problem statement about the [built environment factor] and brainstorm actions to address the problem.</p>	<p>Day 12 I can define the problem related to [built environment factor].</p>
	<p>Podcast Exit Ticket</p>	<p>Podcast Students will begin engaging with a podcast on their built environment factor of choice. Podcasts were created by the Nashville Youth Design Team and align with the podcast segments that students will create as their final project. Through this, they will gain a deeper understanding of the current state of their built environment factor in</p>	<p>Day 13 I can listen to, analyze, and comprehend a podcast. I can describe the current state of [built environment factor] in Nashville.</p>

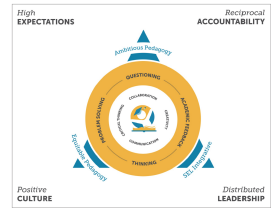
MNPS Unit Design Template



		Nashville. A listening guide, frequent checks for comprehension and TDQs for emerging and advanced students will make this lesson accessible for all students.	
	Class list of actions to the social problem SS Day 14 Exit Ticket	Identifying Actions Students will then work individually and as a class to create a comprehensive list of actions to address the social problem. Students will work in groups and as a class to create a comprehensive list of actions to address the chosen social problem.	Day 14 I can provide tangible actions to address [social issue].
	Work Day 1 SEL Competencies & Goals Exit Ticket	Final Project Day 1 Research Guide Students will begin working on their segment of the final product. Goals for this day include creating group cohesion, choosing roles, planning, and conducting research. Strategic grouping, student choice, teacher scaffolding, and differentiated group expectations will make this lesson accessible to all learners.	Day 15 I can create a podcast to educate others about [social problem] and advocate for change.
	Work Day 2 SEL Competencies & Goals Exit Ticket	Final Project Day 2 Planning Guide Students will leverage the research collected during the previous day to design and generate one section of a class podcast. Strategic grouping, student choice, teacher scaffolding, and differentiated group expectations will make this lesson accessible to all learners.	Day 16 I can create a podcast to educate others about [social problem] and advocate for change.
	Self & Group Assessment Rubric	Presentation Rubrics (Self, Group, Peer, & Teacher) Each group will present their 5-minute podcast segment during the “live taping,” and students will use a range of presentation rubrics for self and peer-assessment. Augmented rubrics with differentiated expectations will make this lesson accessible to all learners.	Day 17 I can work with my group to present a podcast segment that is well-researched, interesting, and addresses [social problem].
	Letter to elected official	Reflection and Post-Survey To reflect on their learning students will: -Write a letter to their elected official	Day 18 I can synthesize and reflect upon my learning



MNPS Unit Design Template



	Post-survey	<p>(i.e., council member) describing the [built environment factor] and [social problem] and how the student would like to see the social problem addressed.</p> <p>-A post-survey to reflect on their learning during the unit.</p>	<p>over the course of the unit, using evidence from multiple forms of text to support my claims.</p> <p>I can reflect on how this unit has impacted me and my community by completing a post-survey.</p>
--	-------------	--	--

Reflection	
<p>Daily/Regular Reflection</p>	<p>Academic Concepts and Skills: Exit tickets and reflective writing activities will act as formative assessments of students' progress in understanding and addressing the built environment and social issues in Nashville. They will assess skill-acquisition, content comprehension, and project progression.</p>
<p>Summative Reflection</p>	<p>Academic Concepts and Skills Students will evaluate themselves and their peers with project, presentation, and collaboration rubrics that are aligned to assess acquisition of specific skills necessary for mastery of the unit. Additionally, components of each rubric offer space for students to reflect on SEL competencies developed through the completion of the project. Students will also complete an assignment on the last day that asks them to write a letter to an elected official (i.e., council member) describing the class's built environment factor and related social problem, and actions for how the student would like to see the social problem addressed. In addition to providing students with space to reflect on their learning throughout the unit, it also teaches students how to engage with elected officials and advocate for solutions to social problems.</p>