

Unit 2: Many Faces, Many Places

6th Grade Social Studies

18 Class Meetings

Created June 2021

Essential Questions

- What would drive a person to leave mostly everything and everyone to make a heroic journey?
- How do stereotypes impact the world?

Enduring Understandings with Unit Goals

EU 1: People decide to immigrate to the United States mainly for environmental, economic and political, factors.

- Categorize environmental, economic, and political reasons people might immigrate as push or pull factors.
- Examine specific examples of individual immigrants in our Southeastern CT community that have been influenced by environmental, economic, and political reasons.
- Create maps using the five key elements of mapmaking.

EU 2: Immigrants face many challenges with assimilation and acculturation when joining a new culture and country.

- Distinguish differences between an immigrant's country of origin and the country of their new home.
- Assess specific examples of assimilation and acculturation within stories of immigration.

EU 3: There is much confusion between facts/stereotypes surrounding legal and illegal immigration across the globe.

- Evaluate types of stereotypes immigrants face by assessing primary and secondary sources.
- Explain the difference between fact and stereotype through the lens of the immigrant story.

Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- **CIV 6-7.3:** Compare historical and contemporary means of changing societies and promoting the

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common good.

- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9:** Develop claims and counterclaims while point out the strengths and limitations of both.
- **INQ 6-8.10:** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Geographical Features, Climates, and Maps

- Distinguish between specific types of geographical features around the world
- Analyze five of the major climates in the world
- Relate five key map-reading elements to its intended uses
- Construct an accurate, high-quality map
- Assess geographical features, climates, and maps knowledge

Vocabulary and Key Terms: *Compass rose, map key/legend, scale, peninsula, island, mountain, river, ocean, geography, climate*

2. Environment, Economics, and Politics Influence Decisions to Immigration

- Categorize environmental, economic, and political reasons people might immigrate as push or pull factors
- Examine specific examples and reasons to immigrate.

Vocabulary and Key Terms: *Push and pull factors, environmental, political, examine*

3. Historical and Present-Day Immigration: Facts vs. Stereotypes

- Distinguish among fact, opinion, and reasoned judgment in a selected text
- Compose and revise a narrative essay

Vocabulary and Key Terms: *Distinguish, fact, opinion, citing evidence, revision, stereotype, bias, racism*

Interdisciplinary Connection:

- Language Arts: reading informational texts and writing narrative essay

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Compare and contrast between specific types of geographical features around the world.
- Analyze five of the major climates in the world.
- Infer how the five key map-reading elements and intended uses of different map types help make them a more valuable tool.
- Construct an accurate, high-quality map to demonstrate their cartography knowledge. **
- Demonstrate knowledge regarding geographical features, climates, and maps and discuss results.
- Differentiate between legal and illegal immigration.
- Categorize and chart environmental, economic, and political reasons people might immigrate as push or pull factors. **
- Examine specific examples of individual immigrants in our Southeastern CT community that

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have been influenced by environmental, economical, and political reasons to immigrate.

- Select an immigrant story within our community and choose valid secondary sources that enhance their description of the experience.
- Distinguish among fact, opinion, and reasoned judgment in a selected text regarding a specific immigrant's story.
- Prepare a historically accurate, non-fiction immigrant narrative citing specific evidence from text that describes examples of assimilation and acculturation.**
- Revise evidence to strengthen the accuracy of their narrative.
- Design a beautiful and well-crafted website that defends facts, reasoned opinions, and stereotypes within a specific immigrant journey. ***

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Ven Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TIPS (Think, ink, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers

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- Strategic Grouping
- Non-verbal assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Geographical Features, Landforms, and Climates Pre-assessment
- Academic Discourse
- Exit Slips
- Vocabulary Quizzes
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Map Creation
- Homework
- (IAB) Immigrant Country Research Organization and Synthesis
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Geographical Features, Landforms, and Climates Assessment (EU1)
- Unit Task “Many Faces, Many Places – The Real Human Story of Immigration in Our Community” Website (EU2 and EU3)

Unit Task

Unit Task Name: “Many Faces, Many Places – The Human Story of Immigration in Our Community”

Description: Students will design a well crafted, evidence-based website that defends and refutes facts, reasoned opinions, and stereotypes regarding a specific immigrant journey. They will be required to distinguish between geographical features and climates of the immigrant’s home country and Connecticut (EU1). Students will prepare a beautiful, historically accurate, non-fiction immigrant narrative using both primary and secondary sources to describe the challenges of assimilation and acculturation in the life of one specific human experience of immigration to display on their website (EU2). The narrative will need to effectively distinguish between facts and stereotypes the immigrant faced (EU3).

Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year

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Unit Resources

- Immigrant Narrative Description and Exemplars (developed and refined with class)
- Google Classroom
- Yamilla Mateo Interview
- Community Faces – Student Work (Primary and Secondary Sources Included)

<https://spark.adobe.com/page/cpvvA8yvAvfcM/>

- Climate and Geographical Resources - Teacher Google Slides
- Central and South American Map
- Map Making Worksheets
- Push / Pull Factors Article
- Access to Adobe Spark Platform / You Tube
- Immigrant Stereotypes Reading
- Fact, Reasoned Opinion, Stereotype Graphic Organizer
- Reflection Form Template
- Peer Critique / Revision Form Template

<https://modelsofexcellence.education.org/tours/community-faces-4>