**Key Concepts for the Grade 6 *i*LEAP Social Studies Assessment**

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

**Geography**

**The World in Spatial Terms**

* Lines of latitude (parallels) and lines of longitude (meridians) to locate or compare points on a map or representation of a globe
* Cardinal directions and intermediate directions—*NE, NW, SE, SW*
* The equator and prime meridian

**Places and Regions**

* Land and climatic conditions conducive to human settlement—*e.g., fresh water, fertile soil, mild climate, location near body of water*
* Role of slash-and-burn farming
* Physical features that have influenced world historical events—*e.g., Nile River, Tigris and Euphrates Rivers (“Land between Two Rivers”), Red Sea, Sahara Desert, Indus River, Alps Mountains, Sinai Peninsula, Himalaya Mountains, Gobi Desert, Bering land bridge*
* Cultural goals and interests, inventions, and technological advances that have affected people’s perception and use of world regions—*e.g., spread of the Islamic Empire, religious conflict in Jerusalem and Israel, development in the Fertile Crescent, agricultural innovations such as terrace farming and the plow*

**Physical and Human Systems**

* Reasons for early migrations—*e.g., search for sources of food and water, severe climate changes such as flood or drought, increased opportunity for trade, escape from religious or political persecution*
* Physical features that have discouraged migrations of peoples—*e.g., mountains, deserts, waterfalls*
* Historical migration routes
* Factors that have made cultural diffusion possible—*e.g., trade by the Phoenicians and spread of their alphabet, spread of the Islamic Empire*
* Historical events and trade routes that led to the distribution of culture—*e.g., European exploration, Crusades, Silk Road, Constantinople, Mediterranean Sea*
* Trade of goods and services that encouraged economic interdependence among ancient civilizations—*e.g., cotton, papyrus, silk, wood, spices, pottery, ivory, copper*
* Ancient centers of trade—*e.g., Mycenae, Egypt, China, Mediterranean nations, Mesopotamia, Indus River Valley*
* Political borders established by ancient civilizations—*e.g., natural boundaries such as deserts, bodies of water and mountains, and man-made boundaries such as walls*

**Environment and Society**

* Effect of physical environments on human activity in ancient civilizations—*e.g., floodplains, deserts, rainforests*
* Human adaptations of physical environment—*e.g., levees and dams, irrigation, canals, trading, growing crops native to environment*
* Characteristics of hunter-gatherers and desert nomads

**History**

**Historical Thinking Skills**

* Interpret chronology of dates as presented on vertical and horizontal timelines
* Understand that data presented in a timeline represents elapsed time between and within elapsed time periods
* Describe change and continuity over time
* Identify and interpret primary source material—*e.g., quotes, literature, artifacts*
* Distinguish the difference between a primary and secondary source

 **World History**

* Hunter-gatherer societies—*e.g., wandering and nomadic lifestyle, types of food hunted, use of animals for clothing and shelter*
* Building materials used by early civilizations—*e.g., Mesopotamia, Native Americans*
* Development of early tools and materials used to create them
* Natural resources important to the development of agriculture in early civilizations—*e.g., availability of fresh water supply, rich soil, temperate climate*
* Physical barriers that provided ancient civilizations protection
* Development of agricultural societies from hunters and gatherers—*e.g., domestication and cultivation, Agricultural Revolution, shortage of available food*
* Reasons for the domestication of plants and animals
* Major climatic changes which led to domestication
* Location and characteristics of major river systems—*e.g., Tigris and Euphrates Rivers, Indus River, Nile River, Huang-He River (“River of Sorrows”)*
* Characteristics of the major early river valley civilizations
	+ Mesopotamia—*e.g., ziggurats, Code of Hammurabi, Sumerian city-states, cuneiform*
	+ Egypt—*e.g., rule by pharaohs, pyramids and mummification, hieroglyphics, irrigation methods, papyrus*
	+ Indus Valley—*e.g., planned cities of Mohenjo-Daro and Harappa, monsoon winds, agricultural society, caste system*
	+ China—*e.g., ideographs, warrior class, Mandate of Heaven/rule by dynasty, silk*
* Trade of goods and spread of ideas between early river valley civilizations
* Development of agricultural societies in Southwest Asia, the Mediterranean Basin, and temperate Europe—*e.g., methods of food storage, agricultural developments such as irrigation techniques and the plow and their impact, increase of structured governments and defined leaders*
* Military migrations and invasions in Europe and Asia—*e.g., Spartans, Hyksos, Aryans, Hittites, Dorians*
* Origins and influence of the Hittite, Minoan, and Mycenaean civilizations
* Introduction of iron tools and weapons in Southwest Asia and the Mediterranean region—*e.g., metal plow, increased military activity*
* Phoenician trade in the Mediterranean Basin—*e.g., important trading partners such as Egypt and Greece, exchange of goods and information such as phonetic alphabet, indigo dye and cloth, nautical and shipbuilding skills*
* Forms of writing developed in early civilizations—*e.g., Greek alphabet, Egyptian hieroglyphics, Chinese symbols, Indus Valley pictographs*
* Cultural achievements of Greece—*e.g., establishment of direct democracy in Athens, architecture, polis, literature such as epic poems and plays*
* Alexander the Great—*e.g., education and ancestry, expansion of the Greek empire through military conquests (location and methods), spread of Greek culture into Asia*
* Influence of Greek ideas about democracy on the Roman Republic and their impact on the founders of the United States
* Key characteristics of classical civilizations—*e.g., accomplishments in science and engineering, architecture, major goods traded, writing system, language, religious beliefs*
* Compare and contrast the major religions that emerged in the Mediterranean Basin, China, and India (Islam, Judaism, Christianity, Buddhism, Hinduism)—*e.g., location, key beliefs, holy books, holy sites, leaders and founders, common moral beliefs, symbols*
* Spread of major religions and cultural traditions—*e.g., spread of Islamic empire and Christianity, Emperor Constantine, effect of Roman Crusades, Jewish migration*
* Effect of major religions on European, Asian, and African civilizations—*e.g., influence of Roman Catholic Church in medieval Europe, architecture of places of worship, religious motivation for European explorations, caste system of India*
* Developments brought about by the emergence and collapse of major kingdoms prior to A.D. 1000—*e.g., divide of the Roman Empire, romance languages, Goths, expansion of Arabic culture*
* Major events, key figures, and social structure of the Early Middle Ages—*e.g., feudalism (vassals, serfs, knights, priests, lords, manors), effects of the plague, fall of Rome, accomplishments of Charlemagne*
* Major innovations in shipbuilding, navigation, and naval warfare—*e.g., cannon, telescope, magnetic compass, astrolabe, lateen sail, frigate, galleon, caravel*
* Accomplishments of Prince Henry the Navigator