

### Grade 6 Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

Grade 6 Content Focus	Grade 6 Claims
<ul style="list-style-type: none"> <li>• Humans and the environment both impact and are impacted by each other</li> <li>• Benefits and challenges of increased human population</li> <li>• Human understanding of the world around them</li> </ul>	<ul style="list-style-type: none"> <li>• How does environment impact human settlement?</li> <li>• How do patterns and themes recur across time and place?</li> <li>• How are societies impacted by geography, historical events, politics, and economics?</li> </ul>

**Content:** Students explore different peoples and places around the world over the course of time. Students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

**Claims:** Students are beginning to understand how to develop claims and support with a foundation of a source, rather than an opinion. The reliance is on authentic sources focusing on primary sources whenever appropriate. Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Geographical Concepts & the First Civilizations	Ancient River Valley Civilizations	Ancient Greece and Rome	Spread of Culture and Religion	Civilizations in Africa and Asia	Medieval Europe and the Renaissance
August - September	October – Mid-November	Mid-November – December	January – February	March – Mid-April	Mid-April – May
<u>GLEs</u> <sup>1</sup> : 6.1.1-4, 6.2.1-2, 6.3.1-4, 6.4.1-3, 6.6.1	<u>GLEs</u> : 6.1.1-4, 6.2.3, 6.3.3, 6.4.1, 6.4.3	<u>GLEs</u> : 6.1.1-4, 6.2.4-5, 6.3.3, 6.5.1-2	<u>GLEs</u> : 6.1.1-4, 6.2.6, 6.3.4, 6.4.2, 6.6.2-3	<u>GLEs</u> : 6.1.1-4, 6.2.7-8, 6.3.3, 6.6.4	<u>GLEs</u> : 6.1.1-4, 6.2.9, 6.2.10

<sup>1</sup> Note: The GLEs apply to every unit as they describe the historical thinking skills students should use to learn and demonstrate understanding of social studies content.

**Unit 1: Geographical Concepts & the First Civilizations**

(August–September)

**Unit overview:** In this unit students will learn about how geography impacts the developments of civilizations. Students will also learn how physical and political boundaries of civilizations, empires, and kingdoms similar and different, and how can people determine world migration patterns and trends. Students will be able to explain how the availability or scarcity of different resources affects cultural development and also what role did the development of tools and agriculture play in the development of early civilizations. This sets the stage for the unit to follow where students begin to explore ancient river valley civilizations.

**Note:** This content could be taught in conjunction with the *If Stones Could Speak* unit (Lessons 2 and 3) from the [English Language Arts Guidebook](#) for Grade 6.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<b>Geography</b>  10 days	<ul style="list-style-type: none"> <li>• How can using latitude and longitude help people? (6.3.1, 6.3.2)</li> <li>• How are physical and political boundaries of civilizations, empires, and kingdoms similar and different? (6.3.3)</li> <li>• How can people determine world migration patterns and trends? (6.3.4)</li> </ul>	<b>Sample Tasks</b> <ul style="list-style-type: none"> <li>• Instructional Tasks from National Geographic               <ul style="list-style-type: none"> <li>○ <a href="#">Latitude, Longitude, and Temperature</a></li> <li>○ <a href="#">Global Patterns of Human Migration</a></li> </ul> </li> </ul> <b>Possible Sources</b> <ul style="list-style-type: none"> <li>• <a href="#">Latitude and Longitude of a Point</a>, iTouchMap</li> <li>• <a href="#">Latitude and Longitude Facts</a>, World Atlas</li> <li>• <a href="#">Boundary</a>, National Geographic</li> </ul>
<b>First Civilizations</b>  20 days	<ul style="list-style-type: none"> <li>• How did geography impact the way early civilizations developed? (6.2.1, 6.4.1, 6.4.3)</li> <li>• How might the availability or scarcity of different resources affect cultural development? (6.4.2, 6.6.1)</li> <li>• What role did the development of tools and agriculture play in the development of early civilizations? (6.2.2)</li> </ul>	<b>Possible Sources</b> <ul style="list-style-type: none"> <li>• <i>Early Humans</i> (Eyewitness Books), Nick Merriman</li> <li>• <a href="#">Ice Ages</a>, Illinois State Museum</li> <li>• <a href="#">Ötzi – the Iceman</a>, South Tyrol Museum of Archaeology</li> <li>• <a href="#">Catalhöyük</a>, Science Museum of Minnesota</li> <li>• <i>You Wouldn't Want to be an Assyrian Soldier</i>, Rupert Matthews</li> <li>• <i>Ancient Mesopotamia</i>, Allison Lassieur</li> <li>• <i>Life in Ancient Mesopotamia</i>, Shilpa Mehta-Jones</li> <li>• <a href="#">Ancient Mesopotamia</a>, Time Maps</li> <li>• Texts from <a href="#">ELA Guidebook Unit</a> <ul style="list-style-type: none"> <li>○ <a href="#">“Archaeology 101”</a> from the Education Department of the Archaeological Institute of America</li> <li>○ <a href="#">“Archaeology: Then and Now”</a> from <i>Intrigue of the Past, Part 1: Fundamental Concepts Introduction</i>, Research Laboratories of Archaeology</li> </ul> </li> </ul>

**Unit 2: Ancient River Valley Civilizations**

(October–Mid-November)

**Unit overview:** In this unit, students will learn about how physical and cultural geography shape human advances. Students will learn about ancient civilizations and why they developed in river valleys. Students will also be able to identify social, political, and economic characteristics of early civilizations. This sets the stage for the following unit where students will learn about the great empires of Rome and Greece.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p><b>River Valley Civilizations</b></p> <p>30 days</p>	<ul style="list-style-type: none"> <li>• Why did ancient civilizations develop in river valleys? (6.4.1, 6.4.3)</li> <li>• What were the social, political, and economic characteristics of early civilizations? (6.2.3, 6.3.3)</li> </ul>	<p><b>Sample Task</b></p> <ul style="list-style-type: none"> <li>• Louisiana Instructional Task               <ul style="list-style-type: none"> <li>○ <a href="#">Ancient Egypt</a></li> </ul> </li> </ul> <p><b>Possible Sources</b></p> <p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• <i>Ancient Egypt</i>, Pamela Dell</li> <li>• <i>Ancient Egypt</i>, LJ Amstutz</li> <li>• <i>Ancient Egypt</i>, Nel Yomtov</li> <li>• <i>Ancient Egypt</i>, DK Publishing</li> <li>• <i>The Ancient Egyptians</i>, Virginia Schomp</li> </ul> <p><b>Ancient China</b></p> <ul style="list-style-type: none"> <li>• <i>Ancient China</i>, Liz Sonneborn</li> <li>• <i>Ancient China</i>, Marcie Flinchum Atkins</li> <li>• <i>Ancient China</i>, Jane Shuter</li> <li>• <i>Ancient China</i>, Arthur Cotterell</li> </ul> <p><b>Ancient India</b></p> <ul style="list-style-type: none"> <li>• <i>Ancient India</i>, Allison Lassieur</li> <li>• <i>Ancient India</i>, Rebecca Rowell</li> <li>• <i>Ancient India</i>, Virginia Schomp</li> <li>• <i>Life in the Ancient Indus River Valley</i>, Hazel Richardson</li> </ul>

**Unit 3: Ancient Greece and Rome**

(Mid-November–December)

**Unit overview:** In this unit students will examine how new civilizations reflected needs of society. Students will study the roots of democracy and republican forms of government as well as the achievements of ancient Greece and Rome. This sets the stage for the following unit where students will explore how these empires traded goods as well as ideas, religion, and culture.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p><b>Greece</b></p> <p>10 days</p>	<ul style="list-style-type: none"> <li>• What were effects of the conquests of Alexander the Great? (6.2.4)</li> <li>• How did democracy emerge from the early political systems in Greece? (6.2.4, 6.5.1)</li> <li>• What were the differences between Athens and Sparta? (6.2.4)</li> </ul>	<p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>Ancient Greeks</i>, WorldBook</li> <li>• <i>What do we Know about the Romans?</i>, Anne Pearson</li> <li>• <i>Ancient Greece</i>, Peter Benoit</li> <li>• <i>The Ancient Greeks</i>, Jane Shuter</li> <li>• <i>The Ancient Greeks</i>, Virginia Schomp</li> <li>• <i>See Inside an Ancient Greek Town</i>, Jonathan Rutland</li> </ul>
<p><b>Rome</b></p> <p>10 days</p>	<ul style="list-style-type: none"> <li>• What were the major achievements of Rome and how did they influence later cultures? (6.2.5, 6.3.3)</li> <li>• How did the government of the Roman Republic influence the development of democracy? (6.5.2)</li> </ul>	<p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>Ancient Rome</i>, Peter Benoit</li> <li>• <i>Ancient Romans</i>, WorldBook</li> <li>• <i>What the Romans did for the World</i>, Allison Hawes</li> <li>• <i>The Ancient Romans</i>, Kathryn Hinds</li> <li>• <i>Roman Life</i>, John Guy</li> <li>• <i>What do we Know about the Romans?</i>, Mike Corbishley</li> <li>• <i>The Roman Republic</i>, Don Nardo</li> </ul>

**Unit 4: Spread of Culture and Religion**

(January–February)

**Unit overview:** In this unit, students will examine how trade routes exchanged more than just goods (ideas, religion, cultural diffusion). This sets the stage for the following unit where students will learn about the impact of the trading routes with Africa and Asia.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p><b>The Silk Road</b></p> <p>15 days</p>	<ul style="list-style-type: none"> <li>• How is trade responsible for cultural exchange? (6.4.2)</li> <li>• How does the exchange of goods and ideas improve lives? (6.6.2)</li> <li>• Why do civilizations choose to expand trade and conquer new territories? (6.6.3, 6.3.4)</li> </ul>	<p><b>Sample Task</b></p> <ul style="list-style-type: none"> <li>• Louisiana Instructional Task               <ul style="list-style-type: none"> <li>○ <a href="#">The Silk Road</a></li> </ul> </li> </ul> <p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Silk Road</a>, Stanford</li> <li>• <a href="#">Silk Road Virtual Tour</a>, Ted Mitchell</li> <li>• <a href="#">Silk Road</a>, TED ED</li> <li>• <i>The Travels of Marco Polo</i>, Alex Bandon</li> <li>• <a href="#">The World’s Greatest Overland Explorer: How Marco Polo Penetrated Farthest Asia, “Discovered” Many Lands Unknown to Europe, and Added Numerous Minerals, Animals, Birds, and Plants to Man’s Knowledge</a>, National Geographic</li> <li>• <a href="#">Marco Polo and His Travels</a>, Silk-Road.com</li> </ul>
<p><b>World Religions</b></p> <p>15 days</p>	<ul style="list-style-type: none"> <li>• Why is religion important to people around the world and to what extent are the major world religions similar? (6.2.6)</li> <li>• How do religious beliefs affect social and political structures? (6.2.6)</li> </ul>	<p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li>• <i>The Usborne Encyclopedia of World Religions</i>, Susan Meredith and Claire Hickman</li> <li>• <i>What do we Know about Christianity?</i>, Carol Watson</li> <li>• <i>What do we Know about Judaism?</i>, Doreen Fine</li> <li>• <i>What do we Know about Buddhism?</i>, Anita Ganeri</li> <li>• <i>What do we Know about Hinduism?</i>, Anita Ganeri</li> <li>• <i>What do we Know about Islam?</i>, Sharukh Husain</li> <li>• <a href="#">History of Religion</a>, Maps of War</li> <li>• <a href="#">Animated Map Shows How Religion Spread Across the World</a>, Business Insider</li> </ul>

**Unit 5: Civilizations in Africa and Asia**

(March– Mid-April)

**Unit overview:** In this unit students will learn about how trading empires grew because of advancing civilizations. (African and Chinese Civilizations) This sets the stage for the following unit where students will understand the cause leading up to the Medieval Age, and the growth into the Renaissance.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p><b>Africa</b>  15 days</p>	<ul style="list-style-type: none"> <li>How did the geography of Africa influence the rise of African civilizations? (6.2.7, 6.3.3)</li> <li>To what extent did these kingdoms become the most powerful empires of their time? (6.2.7)</li> </ul>	<p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li><i>Africans of the Ghana, Mali, and Songhai Empires</i>, WorldBook</li> <li><a href="#">West African Kingdoms</a>, BBC</li> <li><a href="#">African Kingdoms</a>, TimeMaps</li> <li><a href="#">West African Kingdoms Timeline</a>, BBC</li> <li><a href="#">Africa’s Kingdoms and Empires</a>, African Studies Center at Michigan State University</li> <li><a href="#">Ancient Ghana</a>, BBC</li> <li><a href="#">Mali</a>, BBC</li> <li><a href="#">Songhay</a>, BBC</li> </ul>
<p><b>Asia</b>  15 days</p>	<ul style="list-style-type: none"> <li>What were the early social, political, and economic structures of Chinese dynasties? (6.2.8)</li> <li>How did the development of trade and taxation influence economic growth? (6.6.4)</li> </ul>	<p><b>Possible Sources</b></p> <ul style="list-style-type: none"> <li><i>Chinese of the Shang, Zhou, and Qin Dynasties</i>, WorldBook</li> <li><a href="#">Timeline for Chinese History and Dynasties</a>, Columbia University</li> <li><a href="#">The Shang Dynasty</a>, Stanford University</li> <li><a href="#">Shang and Zhou Dynasties: The Bronze Age of China</a>, Metropolitan Museum of Art</li> <li><a href="#">Zhou Dynasty</a>, Ancient History Encyclopedia</li> <li><a href="#">Qin Dynasty</a>, Metropolitan Museum of Art</li> <li><a href="#">Terra-Cotta Army Protects First Emperor’s Tomb</a>, National Geographic</li> <li><a href="#">Terra Cotta Soldiers on the March</a>, Smithsonian</li> </ul>

**Unit 6: Medieval Europe and the Renaissance**

(Mid-April–May)

**Unit overview:** In this unit, students will learn how changing ideas led to the “modern world”.

(Middle Ages, The Renaissance)

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p><b>Medieval Europe &amp; the Renaissance</b></p> <p>25 days</p>	<ul style="list-style-type: none"> <li>How and why did cultures transform during the Middle Ages and Renaissance? (6.2.9)</li> <li>Why was religion important during the Middle Ages and Renaissance? (6.2.9)</li> <li>How did governmental systems transition toward self-rule during the Middle Ages and Renaissance? (6.2.9)</li> <li>Why is the Renaissance described as a rebirth of cultural and intellectual pursuits? (6.2.10)</li> </ul>	<p><b>Possible Sources</b></p> <p><b>Medieval Europe</b></p> <ul style="list-style-type: none"> <li><i>The Age of Feudalism</i>, Timothy Levi Biel</li> <li><a href="#">Middle Ages</a>, Annenberg Learner</li> <li><i>The Horrible, Miserable Middle Ages</i>, Kathy Allen</li> <li><a href="#">The Middle Ages</a>, History Channel</li> <li><a href="#">The Black Death</a>, Eyewitnesstohistory.com</li> <li><i>Science and Technology in the Middle Ages</i>, Joann Findon and Marsha Groves</li> <li><a href="#">Medieval Europe</a>, British Museum</li> <li><i>You Wouldn't Want to be a Medieval Knight</i>, Fiona MacDonald</li> </ul> <p><b>The Renaissance</b></p> <ul style="list-style-type: none"> <li><a href="#">Renaissance Historical Timeline</a>, PBS</li> <li><i>The Renaissance</i>, Jane Shuter</li> <li><a href="#">Renaissance</a>, Annenberg Learner</li> <li><a href="#">Renaissance</a>, KidsDiscover</li> <li><a href="#">Medici: Godfathers of the Renaissance</a>, PBS</li> </ul>



## **History**

### **Standard 1 – Historical Thinking Skills**

*Students use historical thinking skills to examine the ancient world and its influence on the development of modern civilization.*

- 6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:
  - conducting historical research
  - evaluating a broad variety of primary and secondary sources
  - comparing and contrasting varied points of view
  - determining the meaning of words and phrases from historical texts
  - using technology to research, produce, or publish a written product
- 6.1.2 Construct and interpret a parallel timeline of key events in the ancient world
- 6.1.3 Analyze information in primary and secondary sources to address document-based questions
- 6.1.4 Identify and compare measurements of time in order to understand historical chronology

### **Standard 2 – Key Events, Ideas, and People**

*Students examine key historical events, ideas, and people that contributed to the growth of civilizations from ancient times through the Middle Ages which led to the development of the modern world.*

- 6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes
- 6.2.2 Examine how the achievements of early humans led to the development of civilization
- 6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China
- 6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great's conquests on the spread of Greek culture
- 6.2.5 Describe the characteristics of Roman civilization, its cultural, political, and technological achievements, and its influence on other later cultures
- 6.2.6 Analyze the origin and spread of major world religions as they developed throughout history
- 6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)
- 6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures
- 6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages
- 6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe

## **Geography**

### **Standard 3 – Geography Skills**

*Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.*

- 6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones
- 6.3.2 Plot coordinates of latitude and longitude to determine location or change of location
- 6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes
- 6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs

### **Standard 4 – Culture and Environment**

*Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.*

- 6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world
- 6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement
- 6.4.3 Explain the connection between physical geography and its influence on the development of civilization

## **Civics**

### **Standard 5 – Government: Foundation and Structure**

*Students examine the influence of the structure, function, and origin of democracy.*

- 6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy
- 6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy

## **Economics**

### **Standard 6 – Resources and Interdependence**

*Students explain how resources and interdependence influenced economic growth in the ancient world.*

- 6.6.1 Explain the impact of job specialization in the development of civilizations
- 6.6.2 Analyze the progression from barter exchange to monetary exchange
- 6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts
- 6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world