

## **Grade 6 Social Studies Curriculum - Introduction & Unit 1**

**“History is about high achievement, glorious works of art, music, architecture, literature, philosophy, science, and medicine -- not just politics and the military -- as the best of politicians and generals have readily attested. History is about leadership, and the power of ideas. History is about change, because the world has never not been changing, indeed because life itself is change.”**

**David McCullough, 2003**

**ACADEMIC YEAR - ESSENTIAL QUESTIONS**

**A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

**ACADEMIC YEAR - ENDURING UNDERSTANDINGS**

- Civilization is a multi-faceted reflection of the
  - Five Aspects of Civilization
    - History
    - Culture
    - Government
    - Economy
    - Technology
- Access to water leads to the development of a civilization's resources, trade and inventions.

- Humans shape and adapt to their environment to meet their needs.
- Creative use of one's surroundings/resources may lead to economic growth and stability.
- Humans develop and continuously improve tools and other technologies to more efficiently meet their basic needs of food, shelter, and clothing.
- Government power and authority shape the rights and responsibilities of individuals in societies.
- Language, literature and the arts reflect the values and beliefs of a civilization.
- Competition for scarce resources may lead to conflict and struggle.
- Development of a strong infrastructure can strengthen a civilization.
- Movement of goods, people, and ideas are conduits for cultural change.

### **NJ STUDENT LEARNING STANDARD & ERAS**

**6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.**

**Era 1. The Beginnings of Human Society Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.**

**Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)** Early River Valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

**Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)** Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

**Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE)** The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.

**Holocaust Law: N.J.S.A. 18A:35-28**

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**Course Outline:**

**I. Early Cultures**

- A. Five Aspects of Civilization**
- B. Define artifact, primary source, secondary source, and archeology.**
- C. Explain how each provides us with explanations for how ancients lived**
- D. Paleolithic and Neolithic cultures**
  - 1. hunters-gatherers**
  - 2. use of fire & tools**
  - 3. development of language**
  - 4. agricultural revolution, crop growing, domestication of animals**
  - 5. trade and migration**

**II. River Valley Civilizations**

**A. Mesopotamia**

- 1. Geography**
  - a. Locate Mesopotamia, The Fertile Crescent, and Tigris & Euphrates Rivers**
  - b. Effects of flooding and irrigation on agriculture**
- 2. Contributions to civilization**
  - a. Cuneiform**
  - b. Trade and barter systems**
  - c. Hammurabi's Code**
- 3. The development of Judaism**

**B. Ancient Egypt**

- 1. Geography**
  - a. Locate Egypt, Nile River**
  - b. The impact of the Gift of the Nile on agriculture**
- 2. Egyptian society**
  - a. social class system**
  - b. role of the pharaoh**
  - c. life in Egyptian society**
- 3. Identify the major achievements of the Old, Middle and New Kingdoms.**
  - a. hieroglyphics**
  - b. papyrus**
  - c. trade networks**
  - d. mathematics**
  - e. architecture/pyramids**

**III. Classical Civilizations**

**A. Ancient Greece**

1. Geography of Greece
  - a. challenges for the Ancient Greeks
  - b. impact of sea trade
2. Greek city-states
  - a. Compare and contrast Athens and Sparta.
3. The Golden Age of Greece
  - a. achievements
  - b. culture
  - c. daily life
  - d. Government - direct democracy
4. Spread of Greek culture
  - a. Alexander the Great
5. The impact of Greek civilization on today's society
  - a. democracy
  - b. architecture
  - c. ancient mythology
  - d. philosophy

#### **B. Ancient Rome**

1. Geography of the Italian peninsula
2. Government
  - a. The Roman Republic
  - b. The Roman Empire
  - c. Julius Caesar
3. Roman Society & culture
  - a. class divisions
  - b. economy
  - c. popular entertainment
  - d. art & literature
  - e. science and engineering
  - f. major beliefs and spread of Christianity
4. Decline of the Roman Empire
  - a. causes and effects

#### **IV. The Middle Ages**

- A. Rome's Legacy
- B. Early Invaders
- C. Charlemagne
- D. The Vikings
- E. Feudalism

- a. Medieval Manor
  - b. Castles
  - c. Knighthood
- F. Medieval Towns
  - a. Guilds
- G. Medieval Church
  - a. The Crusades
  - b. Religious prejudice/antisemitism
- H. The Black Death
- V. Genocide and Holocaust - The course will include prejudice and genocide integrated into the studied historical periods and civilization.
  - A. Religious prejudice
  - B. Acceptance and respect or not of one culture by another
  - C. Slavery through history
  - D. Family values of the ancients

# **PACING GUIDE**

## **1st Marking Period**

**Physical & Human Geography - 4 weeks**

**Early Humans and the Rise of Civilization - 4 weeks**

## **2nd Marking Period**

**Mesopotamia - 4 weeks**

**Ancient Egypt - 4 weeks**

## **3rd Marking Period**

**Ancient Greece - 4 weeks**

**Ancient Rome - 4 weeks**

## **4th Marking Period**

**Medieval Europe/Renaissance - 5 weeks**

**Holocaust - 3 weeks**



Essential Questions/Skill Focus	Assessment Plan
<p><b>Students will consider the following questions:</b></p> <p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>How did early humans adapt to their physical environments using resources, the natural world, and technological advancements?</p> <p>How did the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies?</p> <p>How does Archaeology provide historical and scientific explanations for how ancient people lived?</p>	<p>Content Assessments (Formative &amp; Summative)</p> <p>Examinations</p> <p>Performance Projects</p> <p>Essays/Document-Based Questions</p> <p>Collaborative/Group Projects</p> <p>Presentations</p> <p>Short Answer Questions</p> <p>Simulations/Reenactments/Role Play</p> <p>Group Discussion</p> <p>Direct Observations</p> <p>Oral Questioning</p>
Enduring Understandings	NJSLS – Social Studies
<ul style="list-style-type: none"> <li>● Geography influences needs, culture, opportunities, choices, interests, and skills.</li> <li>● There is a relationship between the consumption and conservation of natural resources.</li> <li>● Early cultures paved the way for future generations.</li> <li>● Basic human needs led them towards the beginnings of civilized society.</li> <li>● Basic elements of survival led to a successful civilization.</li> <li>● The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of societies.</li> </ul>	<p>6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p> <p>6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations</p> <p>6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.</p> <p>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p> <p>6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p>

	<p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> <li>● Think-Pair-Share</li> <li>● White Board Response</li> <li>● Cooperative Learning Strategies</li> <li>● Comprehension Strategies</li> </ul>	<p><b><i>Accommodations:</i></b></p> <ul style="list-style-type: none"> <li>● Extended Time for assignments</li> <li>● Re-teaching material</li> <li>● Homogeneous grouping</li> <li>● Present information in various formats</li> <li>● Graphic organizers</li> <li>● Modeling/Examples of expectations of assignments</li> <li>● Redirection</li> <li>● Break down tasks into smaller chunks</li> </ul> <p><b><i>Modifications:</i></b></p> <ul style="list-style-type: none"> <li>● Modify amount of work required</li> <li>● Offer multiple forms of assessment</li> <li>● Differentiate assignments</li> <li>● Allow extended time to complete assignments</li> </ul> <p><b><i>Gifted and Talented/Academically Talented:</i></b></p> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies of investigations</li> <li>● Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.</li> <li>● Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.</li> </ul>

		<ul style="list-style-type: none"> <li>Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> <li>Allow students to move more quickly through the material.</li> </ul>		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 <sup>st</sup> Century Skills	Academic Vocabulary	
<b>Mathematics:</b> <b>Visual and Performing Arts:</b> <b>Health/PE:</b> <b>World Languages:</b> <b>Language Arts:</b> RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, L.VL.6.3, RI.TS.6.4, RI.PP.6.5, RI.MF.6.6, RIAA.6.7, SL.II.6.2, SL.PI.6.4, W.WP.6.4. <b>Science:</b> <b>Technology:</b> <b>Career Ready Practices:</b> 9.4.5.TL.4, 9.4.5.TL.5, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.TL.5, 9.4.8.TL.6	Substitution: Digital versions of materials are available.  Augmentation: Students prepare, complete, and submit summative assessments using Schoology.  Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Economic and Government Influences  <input type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i>  <input checked="" type="checkbox"/> Life and Career Skills ( <i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i> )  <input checked="" type="checkbox"/> Global and Cultural Awareness  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input type="checkbox"/> Information Literacy	Key Terms	geography history culture technology government economy physical maps political maps cultural maps location place region human environment human interaction movement artifact primary source secondary source oral tradition archeology Paleolithic Neolithic agriculture domestication migration
			People	Omo-1 Richard Leakey

			Places	North America South America Australia Europe Africa Asia Antarctica Indus River Valley Tigris - Euphrates River Valley Yangtze River Valley Nile River Valley
<b>Learning Map (Pacing Guide)</b>				
<b>Lessons</b>	<b>Text (s)</b>	<b>Learning Outcomes, Topics, and Suggested Activities</b>		
Week 1-2	180 Days of Geography Online Geography Resources - Seterra.com	Unit will begin with a Notice & Wonder using a Primary Source image/document. <b>SWBAT:</b> <ul style="list-style-type: none"> <li>Read a political, physical, and thematic map.</li> <li>Utilize Map Skills such as symbols, compass and direction, grid references, scale, and contours. <a href="#">Subject knowledge animation: Map skills</a></li> <li>Explore a map of the World, identifying the seven continents <a href="#">7 Continents of the World   Learn all about the Seven Continents of the world in this fun overview</a> and physical features that promote civilization building incorporating the Five Aspects of Civilization. (Assessment: labeling map/describing the benefits of certain geographical areas (ie. river valleys of Africa, Asia, &amp; Middle East).</li> </ul>		
Week 3-4	Text (s) 180 Days of Geography Online Geography Resources - Seterra.com	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Identify, analyze, and evaluate the five themes of geography: <a href="#">Five Themes of Geography</a> <ul style="list-style-type: none"> <li>Location: Where is it located?</li> <li>Place: What's it like there?</li> <li>Human/Environment Interaction: What is the relationship between humans and their environment</li> <li>Movement: How and why are places connected with one another?</li> <li>Regions: How and why is one area similar to another?</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>Explore various areas of the world, read maps, and evaluate the potential for human civilization building in those areas.</li> </ul>
Week 5-6	Primary Sources Neolithic/Paleolithic Readings	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Define artifact, primary source, secondary source, oral tradition, and archeology, explaining how each provides us with explanations for how ancients lived.</li> <li>Explore and differentiate between Paleolithic and Neolithic cultures <a href="#">Hunter-Gatherers and the Neolithic Revolution</a></li> <li>Define hunters-gatherers</li> <li>Explore importance of the: <ul style="list-style-type: none"> <li>use of fire &amp; tools</li> <li>development of language</li> <li>agricultural revolution, crop growing, domestication of animals</li> <li>trade and migration</li> </ul> </li> </ul>
Week 7-8	Primary Sources Neolithic/Paleolithic Readings	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>In cooperative groups, choose an area of the world and develop the start of civilization. Students will describe the potential for the area based on the 5 Themes of Geography.</li> <li>Review of concepts taught.</li> <li>Summative Assessment</li> <li>Unit will culminate with the same image/document asking students to Notice &amp; Wonder to show their knowledge as well as any additional questions.</li> </ul>