

Grade 6 Social Studies Curriculum - UNIT 2

“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.

Essential Questions/Skill Focus	Assessment Plan
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<p>Students will consider the following questions:</p> <p>How does physical geography contribute to the political, economic, and cultural development of a particular civilization?</p> <p>How do geographic factors stimulate the movement of goods, people, and ideas?</p> <p>How and why does the rule of law develop in civilizations?</p> <p>How do religion and government exercise authority over people?</p> <p>How do the technological/educational advancements and legacies left by this civilization contribute to its historical significance and, in particular, affect our present-day society?</p>	<p>Content Assessments (Formative & 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>
<p>Enduring Understandings</p>	<p>NJSLS – Social Studies</p>
<ul style="list-style-type: none"> • The importance of rivers for trade & agriculture towards creating a sustainable civilization. • Living between the rivers allowed Mesopotamians to leave a nomadic way of life behind. • Mesopotamia was a valuable region for conquerors due to its rich land and well-traveled trade routes and therefore flourished and prospered. Students will be able to understand the differences between kingdoms/city states. • Ancient civilizations attributed everything to the will of the gods (crop yields, military success, natural disasters, etc.) • Technology, including irrigation, levees, etc. invented by the Mesopotamians allowed people for the first time, to settle in one place. • Slavery in Mesopotamia was not based on race, but economic issues. • Writing was important for people in ancient times. From trade, to record keeping, to laws, society was forever changed through the invention of a written language. • Pre-archaic Egypt was grassland inhabited by nomads. • Climate change transformed northern Africa into a desert with the Nile as its only source of water. • The Nile River provided the ancient Egyptian and Nubian peoples with water, food, fertile soil, and other materials. 	<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 (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).</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.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of earlyriver valley civilizations.</p> <p>6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p> <p>6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion</p> <p>6.2.8.EconGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time</p>

<ul style="list-style-type: none"> • The Nile River and its valley were central trade routes for Egyptians and Nubians. • Egyptian kings had absolute power and were thought to be gods. • Egyptians were deeply religious and believed in several gods and goddesses. • Egyptians believed in life after death and carefully prepared their dead for the afterlife. • The Egyptian social order resembled a pyramid, with the pharaoh at the top, and the largest class, the peasants, at the base. 	<p>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> • Think-Pair-Share • White Board Response • Cooperative Learning Strategies • Comprehension Strategies 	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> • Extended Time for assignments • Re-teaching material • Homogeneous grouping • Present information in various formats • Graphic organizers • Modeling/Examples of expectations of assignments • Redirection • Break down tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> • Modify amount of work required • Offer multiple forms of assessment • Differentiate assignments • Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies of investigations • Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. • Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.

		<ul style="list-style-type: none"> 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. Allow students to move more quickly through the material. 		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: 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, RLAA.6.7, SL.II.6.2, SL.PI.6.4, W.WP.6.4. Science: Technology: Career Ready Practices: 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	<p>Substitution: Digital versions of materials are available.</p> <p>Augmentation: Students prepare, complete, and submit summative assessments using Schoology.</p> <p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<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	cuneiform barter Judaism Hammurabi's Code silt delta irrigation unification pharaoh theocracy economy hieroglyphics scribe papyrus Rosetta Stone
			People	Hammurabi Menes Khufu Akhenaton Ahmose Queen Hatshepsut Pepy III Tutankhamun Howard Carter Mentohotep The Hyksos
			Places	Mesopotamia Fertile Crescent Tigris & Euphrates

				Nubia Punt Thebes Kush Memphis Thebes Nile River Upper Egypt Lower Egypt
Learning Map (Pacing Guide)				
Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities		
Week 1-2	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Egypt Interdisciplinary Unit Materials Primary Archeological Resources Secondary Sources TBD	Unit will begin with a Notice & Wonder using a Primary Source image/document. Overview of River Valley Civilizations SWBAT <ul style="list-style-type: none"> • Locate Mesopotamia, The Fertile Crescent, and Tigris & Euphrates Rivers Ancient Mesopotamia 101 National Geographic • Evaluate the effects of flooding and irrigation on agriculture • Evaluate their group's civilization geography in relationship to Mesopotamia 		
Week 3-4	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Egypt Interdisciplinary Unit Materials Mummies, Tombs, & Treasure by Lila Perl Primary Archeological Resources Secondary Sources TBD	SWBAT: <ul style="list-style-type: none"> • Recognize Mesopotamian contributions to civilization: <ul style="list-style-type: none"> ◦ Cuneiform ◦ Trade and barter systems ◦ Early legal system development - Hammurabi's Code The Code of Hammurabi (King of Babylon) Explained • Understand how Judaism, the first religion based on ethical monotheism, originated and influenced the development of Christianity and Islam, and had a major influence on Western civilization. 		
Week 5-6	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Egypt Interdisciplinary Unit Materials Mummies, Tombs, & Treasure by Lila Perl Primary Archeological Resources Secondary Sources TBD	SWBAT: <ul style="list-style-type: none"> • Locate Egypt and the Nile River - both its source and its delta. Nile River aerial view Nile River *virtual journey • Analyze why Egypt is referred to as the Gift of the Nile and its effect on agriculture and settlement • Analyze how Egyptian society formed and developed <ul style="list-style-type: none"> ◦ Describe and explain the social class system ◦ Describe and explain the role of the pharaoh ◦ Describe and explain the life in Egyptian society 		

Week 7-8	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Egypt Interdisciplinary Unit Materials Primary Archeological Resources Secondary Sources TBD	SWBAT: <ul style="list-style-type: none"> ● Identify and analyze the major achievements of the Old, Middle and New Kingdoms. <ul style="list-style-type: none"> ○ hieroglyphics ○ papyrus ○ trade networks (ie. the Land of Punt) ○ mathematics ○ architecture/pyramids Discover the Secrets of Ancient Egypt Engineering an Empire Full Episode History ● Evaluate their group's civilization in relationship to Ancient Egypt (consider culture and technology) ● Review of concepts taught. ● Summative Assessment ● Unit will culminate with the same image/document asking students to Notice & Wonder to show their knowledge as well as any additional questions.