

## **Grade 6 Social Studies Curriculum - Unit 4**

**“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><b>Students will consider the following questions:</b></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><u><b>HOLOCAUST</b></u></p> <p>What were the historical conditions and key stages in the process of this genocide?</p> <p>Why and how did people participate or become complicit in these crimes?</p> <p>How did Jews respond to persecution and mass murder?</p> <p>Why and how did some people resist these crimes?</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>
<p><b>Enduring Understandings</b></p>	<p><b>NJSLS – Social Studies</b></p>

- Medieval Europe's economic and political system was feudalism, in which nobles granted vassals land in exchange for loyalty.
- Local economic and political life was based on the manor system, in which people lived and worked on large estates owned by lords.
- The Roman Catholic Church was a powerful force that touched nearly every aspect in people's lives.
- An increase in trade led to the growth of towns and cities.
- The new middle class organized craft and trade guilds.
- The Crusades changed life in Europe: trade increased, towns grew, the use of money increased, and the learning of the Arab world came to Europe.
- Nation building in Europe began as feudalism declined and kings increased their power.
- The birth of the Renaissance ushered in a new era of culture, government, economics, and technology that continue to impact the modern world.

#### HOLOCAUST

- Language matters deeply and the words we use can be powerful weapons of violence or tools of inspiration and liberation.
- Jewish people did not go like "lambs to the slaughter" during the Holocaust. Thousands, even teenagers, resisted in many forms that are used by many in the world today.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.2.8.GeoHP.4.c: Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).

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.

6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.

6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms

6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe

6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

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>Accommodations:</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>Modifications:</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>Gifted and Talented/Academically Talented:</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> <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>		Substitution: Digital versions of materials are available.	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy	Key Terms	Middle Ages Germanic Tribes chieftains plunder scholars

<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	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 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		feudalism manor lord vassal fief serf page squire knight chivalry heraldry Gothic tournament charter guilds apprentice journeyman master plague nation-states Magna Carta monks monasteries nuns convents clergy parchment Romanesque cathedrals Holocaust genocide propaganda
			People	Charlemagne Vikings Pope



				King John Hitler
			Places	Europe Flanders Christendom Germany Concentration Camps ghettos

### 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 Middle Ages PowerPoint Middle Ages Readings Primary Archeological Resources Secondary Sources TBD	Unit will begin with a Notice & Wonder using a Primary Source image/document. <b>SWBAT:</b> <ul style="list-style-type: none"> <li>Describe Rome's Legacy</li> <li>Analyze the impact of early invaders - Ostrogoths, Visigoths, Angles, Saxons, Vandals</li> <li>Discuss the achievements of Charlemagne</li> <li>Recognize the role of the Vikings in the Middle Ages as both a threat and a source of trade</li> </ul>
Week 3-4	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Middle Ages PowerPoint Middle Ages Readings Primary Archeological Resources Secondary Sources TBD	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Define Feudalism and construct the Feudalism Pyramid <a href="#">Medieval Europe: Crash Course European History #1</a> <ul style="list-style-type: none"> <li>Label and explain the layout/functions of a Medieval Manor</li> <li>Analyze the evolution of Castles for both defense and offense</li> <li>List and describe the stages of Knighthood</li> <li>Analyze the transformation of manors into Medieval Towns</li> <li>Understand how Guilds worked &amp; the stages of becoming a "master"</li> <li>Compare becoming a knight to becoming a master craftsman</li> </ul> </li> </ul>
Week 5	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Middle Ages PowerPoint Black Death PowerPoint Middle Ages Readings Primary Archeological Resources Secondary Sources TBD	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Explain how and why the Medieval Church developed.</li> <li>Analyze the religious and political purposes behind the Crusades <a href="#">The Crusades and the Dark Ages   Mankind: The Story of All of Us (S1, E4)   Full Episode   History</a></li> <li>Understand and evaluate how the Crusades fostered religious prejudice/antisemitism</li> <li>Define the cause of the Black Death and consider its impact on society</li> <li>Evaluate their group's civilization in relationship to the Middle Ages (consider technology, economics, &amp; religious beliefs)</li> </ul>

		<ul style="list-style-type: none"> <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>
Week 6-8	<u>Terrible Things</u> <u>Understanding The Holocaust</u> CommonLit articles	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>● Define Genocide and Holocaust <a href="#">The Holocaust, Genocides, and Mass Murder of WWII: Crash Course European History #40</a></li> <li>● Consider how Religious prejudice was used to foment disrespect of one culture by another</li> <li>● Observe Slavery through history</li> <li>● Make connections between the family values of the ancients, perspectives of humanity during the Holocaust, and societal norms today <a href="#">Holocaust Photography</a></li> <li>● Review of concepts taught.</li> <li>● Summative Assessment</li> </ul>