

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Sixth grade Social Studies will trace the emergence of man during prehistory and trace the rise of great civilizations through the Middle Ages and the early stages of the Age of Exploration..

Unit	Unit Title	Content	Conceptual Lens	Pacing
1	The World Around Us	The Five Themes of Geography Mapping	Geography	4 Weeks
2	Come Together	pre-history Fertile Crescent River Settlements (Mesopotamia, Nile, Indus, Yellow)	Development	5 Weeks
3	Growth of Civilizations	Babylonia and Assyria Hebrew Phoenicians and Persians China-Shang Kingdoms of Africa	Standard of Living	6 Weeks
4	Empires Emerge	Egypt (Later Kingdom) Greece (Europe) Rome (Europe) Byzantine (Middle East/Asia) Han Empire (China) Guptas (India)	Expansion	12 Weeks
5	Rise of Regions	Africa (Ghana, Mali, Songhai) Asia (Tang, Song, Mongols, Ming, Japan) Middle East (Islam, Ottomans) America (Aztecs, Incas)	Culture	4 Weeks
6	Convergence of Cultures	Middle Ages (Europe) Exploration (Global) Native Contact (America)	Contact	5 Weeks

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<b>Unit Title</b>	<b>The World Around Us</b>
<b>Time:</b>	4 Weeks
<b>Unit Overview</b>	Social Studies includes the study of history and geography. Geography can be broken down into five themes which include location, place, human environment interaction, movement and region.
<b>Conceptual Lens</b>	Geography
<b>Essential Standards and Clarifying Objectives</b>	<p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.</p> <p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).</p> <p>6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).</p> <p>6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns).</p> <p>6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.</p>
<b>Knowledge Indicators</b>	<p>I can correctly identify specific landforms and bodies of water on a map.</p> <p>I can explain how geographic factors influence settlement and migration patterns.</p> <p>I can use the tools of a geographer to draw conclusions about civilizations, societies, and regions.</p> <p>I can explain how humans modify their environment to get needs and wants.</p> <p>I can understand how the physical environment affects economic activities.</p>

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Unit Title	The World Around Us
<b>History</b>	
<b>Geography</b>	Location, Place, Region, Settlement Patterns, Resources
<b>Civics &amp; Gov.</b>	
<b>Econ. &amp; PFL</b>	Economics
<b>Culture</b>	Culture, Language, Art, Architecture
<b>Generalizations</b>	Location may have an impact on culture including language, art, and architecture. Landforms and resources may have an impact on settlement patterns. Politics and economics may be influenced by region.
<b>Guiding Questions</b>	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Location may have an impact on culture including language, art, and architecture.</p> <ol style="list-style-type: none"> <li>1. What are the languages of many of the world's nations? (F)</li> <li>2. How does location influence differences in culture? (C)</li> <li>3. Would the world be a better place if everyone spoke the same language? (P)</li> </ol> <p>Landforms and resources may have an impact on region settlement patterns.</p> <ol style="list-style-type: none"> <li>1. What are some of the major mountain ranges in the world? (F)</li> <li>2. How do geographical barriers create obstacles for human settlement? (C)</li> <li>3. Should the government pay to move people who live in high risk areas (flood plains, earthquakes, drought, hurricane, etc.? (P)</li> </ol> <p>The location of natural resources and goods create economic systems.</p> <ol style="list-style-type: none"> <li>1. What are some of the major products from the world's nations? (F)</li> <li>2. How does the allocation of the world's resources impact trade? (C)</li> <li>3. Should countries continue to trade with other nations in spite of human rights violations? (P)</li> </ol>

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Unit Title	The World Around Us
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What are the major landforms and bodies of water in the world?</li> <li>2. How are settlement patterns affected by geography (landforms, climate, resources)?</li> <li>3. How do the location and the availability of resources have an impact on a region's economy?</li> <li>4. How do natural resources affect economic decisions?</li> </ol>
<b>Critical Content</b>	<ol style="list-style-type: none"> <li>1. What does the term geography mean?</li> <li>2. What are the five themes of geography?</li> <li>3. How do the five themes of geography influence daily lives?</li> <li>4. What is a map and what information can be determined from using a map?</li> <li>5. What are the parts of a map and how are they used?</li> <li>6. What is location and how can latitude and longitude be used to determine location?</li> <li>7. What are the major landforms and bodies of water within the world?</li> <li>8. What are the seven continents and the four oceans and where are they located?</li> <li>9. How are settlement patterns affected by geography?</li> <li>10. How do changes in climate cause migration and movement?</li> <li>11. What are push and pull factors and how do they affect population patterns?</li> <li>12. How has location had an impact on the choice of building materials for people in different parts of the world?</li> <li>13. What are the similarities and differences of the behaviors of people who live in similar environments?</li> <li>14. How are cultural traits influenced by geography and place?</li> <li>15. What religions are predominant in various parts of the world?</li> <li>16. What are natural resources and where are they located?</li> <li>17. How does the availability of resources affect the location of settlement patterns?</li> <li>18. How does the availability of resources influence the economics of a region?</li> <li>19. What are some of the major goods manufactured or grown in regions of the world?</li> <li>20. How does the location of resources and goods result in trade between nations?</li> </ol>

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<b>Unit Title</b>	<b>The World Around Us</b>
<b>Tier 2 Vocabulary</b>	geography, location, place, movement, human environment interaction, physical map, political map, continent, ocean, sea, mountain, plateau, peninsula, island, legend, longitude, degrees, equator, prime meridian, hemisphere, poles, compass rose
<b>Tier 3 Vocabulary</b>	Asia Africa North America South America Europe Australia Antarctica Pacific Atlantic Indian Arctic Himalayas Andes Rockies Appalachians

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Unit Title	The World Around Us
<b>Performance Tasks</b>	<p><b><u>Mapping a New World</u></b></p> <p>NASA has discovered a new continent on planet Earth. You have been chosen as a cartographer to create a map of the new continent. The location of the new continent has not yet been publicized so you have the latitude to choose the location of the new continent. In choosing the location you must remain faithful to the geographic truths that already exists for places located in similar latitudes: climate, wildlife, natural resources, physical features, plants, etc. Upon completion write a newspaper article about your continent to present to the public.</p> <p><b><u>Using Location for Current Events</u></b></p> <p>Students be asked to use a newspaper or internet newspaper to find five world events that are currently happening across the globe. Students will print out or cut out the articles. Students will be given five index cards to construct a summary of the article simplifying it into a language a sixth grader would understand. After writing their articles, they will be given a large piece of construction paper on which they will glue their index cards and articles. Students will be given a blank world map which contains latitude and longitude lines. Students will use this map to locate the city in which the three articles they researched occurred. Students will then color and label key features of the map including the oceans and the continents.</p> <p><b><u>The Romance Languages</u></b></p> <p>Romance languages are languages descended from Latin, the language of the Ancient Romans. Because of their common origin, many of the words from these languages have similarities. Use a map to locate Rome (Italy) which is where the Latin language began. Using a different colored color pencil, draw a line from Rome to the following countries: Spain, Portugal, France, Italy, Romania. These countries are home to the five most commonly used romance languages: Spanish, Portuguese, French, Italian, and Romanian. Using a list of words given to you by your teacher, create a chart to display the words and show the similar word parts. Present your findings to your classmates.</p>

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<b>Unit Title</b>	<b>Come Together</b>
<b>Time:</b>	5 Weeks
<b>Unit Overview</b>	The earliest civilizations were located in parts of modern day Africa and Asia. At first they began as nomadic hunters who followed animals and gathered plants as they moved. These people worked together to ensure their basic needs were met. Over time they began to create tools and weapons, and they modified the land to sustain their way of life. Besides hunting, early people learned to domesticate animals. This reduced the necessity to follow herds which allowed for permanent settlements. Many of these civilizations began as small groups of people who settled near rivers. One of the first civilizations was the Sumerian civilization centered in Mesopotamia. Mesopotamia was located in the Middle East between the Tigris and Euphrates Rivers.
<b>Conceptual Lens</b>	Development
<b>Essential Standards and Clarifying Objectives</b>	<p>6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).</p> <p>6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.</p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.</p> <p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p>
<b>Knowledge Indicators</b>	<p>I can locate (on a map) the origins of early civilizations and trace growth patterns.</p> <p>I can analyze the settlement patterns of early civilizations and explain the choice of settlement.</p> <p>I can explain how early civilizations adapted to the land which provided opportunities for growth.</p> <p>I can explain factors that led to the growth and decline of early civilizations.</p>

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Unit Title	Come Together
<b>History</b>	Civilization
<b>Geography</b>	Physical Environment, Settlement Patterns
<b>Civics &amp; Gov.</b>	Rights and Responsibilities, Leadership
<b>Econ. &amp; PFL</b>	
<b>Culture</b>	Cultural Identity, Values and Beliefs
<b>Generalizations</b>	Physical environment may affect the development of settlement patterns. Political systems within a civilization can influence the rights and responsibilities of citizens and leaders. Cultural identity often forms through the assimilation of varied values and beliefs.
<b>Guiding Questions</b>	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Physical environment may affect the development of settlement patterns.</p> <ol style="list-style-type: none"> <li>1. What are some common characteristics of early civilizations? (F)</li> <li>2. How does human environmental interaction influence a civilization? (C)</li> <li>3. Should humans alter the environment to suit their needs at the expense of nature? (P)</li> </ol> <p>Leadership within a civilization can influence the rights and responsibilities of citizens.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the roles of citizens within ancient civilizations? (F)</li> <li>2. How did the production of goods transform the civilization economically and culturally? (C)</li> <li>3. Should rulers take advantage of citizens to advance society and themselves? (P)</li> </ol> <p>Cultural identity often forms through the assimilation of varied values and beliefs.</p> <ol style="list-style-type: none"> <li>1. What were some of the traits of the Ancient Egyptians? (F)</li> <li>2. How did ancient cultures bond together to develop their own society? (C)</li> <li>3. Should cultural identity be preserved at the expense of development? (P)</li> </ol>

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Unit Title	Come Together
<b>Essential Questoins</b>	<ol style="list-style-type: none"> <li>1. What factors contributed to the end of nomadic lifestyles and the growth of civilizations?</li> <li>2. How did early civilizations adapt to the land to sustain their way of life and promote growth?</li> <li>3. What were some of the social and leadership characteristics of early societies?</li> <li>4. What were some of the circumstances that caused the decline of early civilizations?</li> </ol>
<b>Critical Content</b>	<ol style="list-style-type: none"> <li>1. What is a nomad?</li> <li>2. How did early man interact with the environment for survival? (hunting, gathering, fishing, tools, weapons)               <ol style="list-style-type: none"> <li>1. Why did early people practice a nomadic lifestyle? (when food supply ran out they moved on)</li> <li>2. What obstacles or challenges did early people face? (predators, ice age, weather, disease)</li> <li>3. What archaeological finds show evidence of religion in ancient cultures? (statues, vases, burial of dead)</li> <li>4. In what way did farming and domestication alter settlement patterns? (people began to stay in one place)</li> <li>5. How did periods of famine create conflict amongst ancient cultures?</li> <li>6. How did technology influence agriculture? (calendars, animals to plow, metal tools to break soil)</li> <li>7. What is a civilization? (a group of people with an organized social order)</li> <li>8. Why did most civilizations form around rivers? (water to drink, irrigation, transportation)</li> <li>9. How are irrigation projects an example of human environmental interaction? (control flooding to water crops)</li> <li>10. What were architectural features of early civilizations? (walls, temples, streets, houses, palaces, temples)</li> <li>11. What were common features of early civilizations? (gov., religions, jobs, classes, architecture, writing, language)</li> <li>12. How did the roles and responsibilities of citizens vary from civilization to civilization?</li> <li>13. How the roles and responsibilities of citizens vary between genders?</li> <li>14. Where did the first Egyptian civilization begin?</li> <li>15. What were the lives of Ancient Egyptians like?</li> <li>16. How did the flooding patterns of the Nile force Ancient Egyptians to adapt to the environment?</li> <li>17. Where was Mesopotamia?</li> <li>18. How did the Mesopotamians attempt to control the Tigris and Euphrates Rivers?</li> <li>19. How did human environment interaction influence the building materials of the Mesopotamians?</li> <li>20. What factors led to the rise of the first Sumerian cities?</li> <li>21. What are the factors that led to the decline of the civilization of Sumer?</li> <li>22. Where was the Indus civilization and what was life there like?</li> <li>23. How do the building materials of the Indus Valley buildings demonstrate adaptation?</li> <li>24. What possible factors led to the decline of the Indus Valley civilization?</li> <li>25. Where is the Yellow River?</li> <li>26. What were some of the commonalities between the origin of Mesopotamia and the Yellow River region?</li> <li>27. What was the social structure like in the Yellow River civilization?</li> <li>28. What factors contributed to the decline of the Yellow River civilization?</li> </ol> </li> </ol>

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Unit Title	Come Together
<b>Tier 2 Vocabulary</b>	geography, latitude, longitude, location, migration, agriculture, hunter, gatherers, domesticate, irrigation, belief, canals, glacier, bronze tools, farming, herding, polytheism, social hierarchy, deltas, barriers, reservoirs, cataracts,
<b>Tier 3 Vocabulary</b>	pre-history Fertile Crescent Mesopotamia Sumer Kush Tigris River Euphrates River Nile River cuneiform pictographs ziggurats mummification hieroglyphics papyrus Rosetta Stone Ganges River Indian subcontinent Yellow River China

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Unit Title	Come Together
<b>Performance Tasks</b>	<p><b><u>Introductory Task for Early Civilizations</u></b></p> <p>Civilization game from Social Studies conference. Ask students to write a reflection piece which explains what motivated them to choose the squares they chose? Were they surprised by the choices of their opponent?</p> <p><b><u>Early Civilization Inventions</u></b></p> <p>Students will be assigned a tool or invention that was created by the early man. Students will work together and create an infomercial to sell their product. The infomercial must show the use and value of the product and address the importance of the invention on world cultures. To integrate language arts students will use three different examples of the types of propaganda when preparing their infomercial.</p> <p><a href="http://voices.yahoo.com/5-mesopotamian-inventions-changed-world-11254818.html?cat=37">http://voices.yahoo.com/5-mesopotamian-inventions-changed-world-11254818.html?cat=37</a></p> <p>The Wheel The Sail Abacus Writing Seeder Plow Sixty Part Time</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Growth of Civilizations</b>
<b>Time:</b>	6 Weeks
<b>Unit Overview</b>	Though river valley civilizations did much to advance man, several fell upon hardships and into decline making them vulnerable to outside forces. Movement created opportunities for conquests and the development of trade systems which brought new ideas and goods to foreign people. Technology and innovation allowed for construction of greater boats, and the development of new goods which also advanced trade systems. Civilizations grew more complex and began writing laws, developing social structures, and experienced major growth factors during this period of history.
<b>Conceptual Lens</b>	Quality of Life
<b>Essential Standards and Clarifying Objectives</b>	<p>6.H.1 Use historical thinking to understand the emergence, expansion, and decline of civilizations, societies and regions over time.</p> <p>6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g. agricultural technology, weaponry, transportation and communication).</p> <p>6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.</p> <p>6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions.</p> <p>6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions (i.e. Africa, Asia, Europe, and the Americas) over time.</p> <p>6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.</p> <p>6.E.1.1 Explain how conflict, compromise and negotiation over the availability of resources (i.e. natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).</p> <p>6.C&amp;G.1.1 Explain the origins and structures of various governmental systems.</p> <p>6.C&amp;G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).</p> <p>6.C&amp;G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems in various civilizations, societies and regions.</p> <p>6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).</p>
<b>Knowledge Indicators</b>	<p>I can explain how political leadership and structure led to growth of civilizations.</p> <p>I can explain how conquests and migrations had both positive and negative impacts on historical people.</p> <p>I can explain how innovation allowed for growth and increased the standard of living.</p> <p>I can explain how standard of living was impacted by leadership, economics, and social structures.</p>

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Unit Title	Growth of Civilization
<b>History</b>	Conquests
<b>Geography</b>	Region
<b>Civics &amp; Gov.</b>	Balance of Power
<b>Econ. &amp; PFL</b>	
<b>Culture</b>	Quality of Life, Societies, Resources, Interaction
<b>Generalizations</b>	<p>Acquiring resources through trade often helps societies to grow and can change quality of life.                      Movement and interactions of people and ideas can affect all societies involved.                      The conquest of regions often creates a shift in the balance of power.</p>
<b>Guiding Questions</b>	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Acquiring resources through trade often helps societies to grow and change quality of life.</p> <ol style="list-style-type: none"> <li>1. What were some of the developments which allowed trade to flourish? (F)</li> <li>2. How does trade benefit the standard of living for a society? (C)</li> <li>3. Does the exchange of ideas and goods help or limit innovation and quality of life? (P)</li> </ol> <p>Movement and interactions of people and ideas can affect all societies involved.</p> <ol style="list-style-type: none"> <li>1. How did the trade affect people from different societies? (F)</li> <li>2. How did the exchange of goods and ideas promote the growth of economics? (C)</li> <li>3. Should societies pass laws preserving culture or embrace the customs of new arrivals? (P)</li> </ol> <p>The conquest of regions often creates a shift in the balance of power.</p> <ol style="list-style-type: none"> <li>1. What inventions allowed the Assyrians to overpower neighboring civilizations? (F)</li> <li>2. How do science and technology impact power? (C)</li> <li>3. Should powerful nations use advanced technology to exert power and dominance over smaller nations? (P)</li> </ol>

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Unit Title	Growth of Civilization
<b>Essential Questions</b>	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> <li>1. What were the locations and growth patterns of early civilizations?</li> <li>2. How did advances in agriculture, technology, and thinking contribute to growth of societies?</li> <li>3. How did the development of trade lead to economic growth?</li> <li>4. How did conquests and trade lead to changes in culture and standards of living?</li> </ol>
<b>Critical Content</b>	<ol style="list-style-type: none"> <li>1. What are the major factors which contribute to a civilization?</li> <li>2. Where was the origin and expansion of the civilization of Babylon?</li> <li>3. How did the innovation of codified law affect the people of Ancient Babylon?</li> <li>4. What was Hammurabi's code and why did he feel it was important to write down laws?</li> <li>5. How did the standard of living differ between women and men in Babylon?</li> <li>6. Where did the Assyrian civilization begin and how did it expand?</li> <li>7. How did the innovation of iron tools give the Assyrians power?</li> <li>8. How did the Assyrians use innovation to overpower neighboring societies?</li> <li>9. Where is Persia and what were the conquests and expansion patterns of Persia?</li> <li>10. How did political policies enacted by Darius strengthen the standard of living of Persia?</li> <li>11. How did the conquest of the Persians bring the demise of Babylon?</li> <li>12. How did the construction of roads create unity throughout the Persian Kingdom?</li> <li>13. How did the introduction of the coin and money economy impact trade in the Persian Empire?</li> <li>14. How did the Phoenician sailing skills and ships create opportunities for economic growth?</li> <li>15. How did the creation of Tyrian dye benefit the Phoenicians?</li> <li>16. How did the innovation of the Phoenician alphabet affect trade?</li> <li>17. Where was the kingdom of Israel established and who were some notable rulers?</li> <li>18. How did the building projects of Solomon create hardships for the citizens of Israel?</li> <li>19. What are key components of the Jewish religion? (monotheism, Torah, covenant, born into)</li> <li>20. How did differences in religion create conflict between the Jews and other societies?</li> <li>21. Where were the Bantu migrations and what were the factors behind them?</li> <li>22. Where did the kingdom of Kush (Nubia) originate and how did it expand?</li> <li>23. How did conquests by Egypt impact the standard of living and the culture of the people of Kush (Nubia)?</li> <li>24. What were some of the items traded by Kush (Nubia) and with whom did they trade?</li> <li>25. What factors led to the decline of Kush (Nubia)?</li> <li>26. Where did the Shang and Zhou civilizations begin and later rise in China?</li> <li>27. How did the creation of silk promote trade and economic growth for the Shang in China?</li> <li>28. Why were the Chinese so protective of the process of making silk?</li> <li>29. How did the introduction of iron into the Zhou kingdom create opportunities for growth?</li> <li>30. How did economic growth affect the population of the Zhou kingdom?</li> </ol>

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Unit Title	Growth of Civilization
<b>Tier 2 Vocabulary</b>	farming culture, domesticate, polytheism, monotheism, famine, conquest, trade, colonize, exile
<b>Tier 3 Vocabulary</b>	Babylon Hammurabi's Code Phoenicians Mediterranean Sea King Darius Phoenician alphabet Tyrian Purple Israel King Solomon Old testament Judaism Torah diaspora Conquest Shang Dynasty Zhou Dynasty

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Unit Title	Growth of Civilization
<b>Performance Tasks</b>	<p><b><u>Mapping Skills</u></b></p> <p>Each student will be given a blank world map. Students will be asked to locate and plot the early civilizations on the blank map. After plotting the major civilizations students will label key geographical features including continents, rivers, mountains, and oceans. This will allow students to get a sense of perspective and location about the civilizations that will be studied. Students will keep the map in their binder and as they are taught or learn about the civilizations they will draw items on the map that relate to the cultures including crops and tools used by the cultures. This map will be collected at the end of the unit and assessed for accuracy and to verify student understanding of location and place.</p> <p><b><u>Salt Dough Cuneiform &amp; Hammurabi's Code</u></b></p> <p>Mix flour, salt, and water to create dough. Knead dough into a mixture. Give each student a dough ball and have them flatten it out. Have them use the Phoenician alphabet to write one of the rules from Hammurabi's Code using the Phoenician alphabet. Ask another student to read the cuneiform to see if they can decipher what their classmate has written. This will serve as a springboard for the discussion why societies have rules and consequences. Ask students if societies should deal with lawbreakers by using punishment or rehabilitation?</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Empires Emerge</b>
<b>Time:</b>	12 Weeks
<b>Unit Overview</b>	As civilizations grew larger, the desire for more increased. This led to the establishment of empires. New territories were conquered bringing foreign people and goods under unified rule. Simple systems of government were replaced by complex political systems with greater emphasis on citizen responsibility. Simple architecture was replaced by complex buildings and paved roads. In this unit students will look Ancient Egypt, Ancient Greece, Ancient Rome, Byzantine Empire, Tang/Sung Dynasties, Mongols, and the Ming Dynasty to examine factors led to the rise, growth, and decline of the world's greatest empires.
<b>Conceptual Lens</b>	Expansion
<b>Essential Standards and Clarifying Objectives</b>	<p>6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).</p> <p>6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).</p> <p>6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p> <p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p> <p>6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).</p> <p>6.C&amp;G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).</p> <p>6.C&amp;G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).</p> <p>6.C&amp;G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.</p> <p>6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.</p>
<b>Knowledge Indicators</b>	<p>I can identify key historical figures and explain their impact on historical cultures and today.</p> <p>I can explain how invasions and conquests caused the growth and decline of empires.</p> <p>I can use primary and secondary sources to identify key characteristics of early empires.</p> <p>I can identify cultural beliefs and explain how religion and gender roles impacted early societies.</p> <p>I can explain citizens roles including civic responsibilities (voting, taxes, military service, etc.)</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Empires Emerge
<b>History</b>	Conflict, Conquests, Invasion
<b>Geography</b>	Natural Resources
<b>Civics &amp; Gov.</b>	Politics, Political Systems
<b>Econ. &amp; PFL</b>	Natural Resources, Socio-Economic Systems
<b>Culture</b>	Technology, Cultural identity, Religion, Language, Socio-Economic Systems, Civilization
<b>Generalizations</b>	<p><b>Quality of life</b> may be impacted by factors including <b>politics, natural resources, and technology</b>.</p> <p><b>Cultural identity</b> may result from changes in <b>religion, language, and socioeconomic systems</b>.</p> <p><b>Conflict</b> resulting from <b>invasion, conquests, or lack of needs and wants</b> may cause <b>civilizations</b> to fall.</p> <p><b>Political systems</b> may impact the development of <b>civilizations</b>.</p>
<b>Guiding Questions</b>	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>Quality of life may be affected by factors including politics, natural resources, and technology.</p> <ol style="list-style-type: none"> <li>1. What were the different types of government of early empires? (F)</li> <li>2. How can changes in political systems affect people’s roles in society? (C)</li> <li>3. Should societies preserve limited natural resources for future generations? (P)</li> </ol> <p>Cultural growth may result from changes in religion, language, and socioeconomic systems.</p> <ol style="list-style-type: none"> <li>1. What role does mythology play in the development of past cultures? (F)</li> <li>2. How can the desire for wealth affect cultural relations within Ancient cultures? (C)</li> <li>3. Should society embrace cultural differences or require assimilation? (P)</li> </ol> <p>Conflict resulting from invasion, conquests, or lack of needs and wants may cause civilizations to fall.</p> <ol style="list-style-type: none"> <li>1. What were some of the major conquests of leaders including Alexander, Caesar, etc.? (F)</li> <li>2. How does the desire for wealth and land create conflict? (C)</li> <li>3. At what point is the desire for wealth an obstacle for political stability? (P)</li> </ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Empires Emerge
<b>Essential Questions</b>	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> <li>1. How did common interests and goals lead to the rise of great civilizations?</li> <li>2. How did political leadership and government influence ancient cultures?</li> <li>3. What common factors brought about the decline of notable civilizations?</li> </ol>
<b>Guiding Questions</b>	<ol style="list-style-type: none"> <li>1. How did the Nile promote trade of The Old Kingdom of Ancient Egypt?</li> <li>2. How did the pharaohs use religion to reinforce their power? (divine right)</li> <li>3. What was the purpose of the pyramid and how does it show Egyptian ingenuity?</li> <li>4. What factors led to a decline of the Old Kingdom? (debt from pyramids, famine, power struggles)</li> <li>5. What conditions led to the Middle Kingdom's short existence? (invaders, drought, power struggle)</li> <li>6. How did Egypt advance during the time of the New Kingdom?</li> <li>7. How did the Egyptians show gender equality? (women were allowed to be rulers unlike many other places)</li> <li>8. How did the development of Greek city states depend on geography?</li> <li>9. How did the unification of city states lead to advancement of the Greek civilization?</li> <li>10. What were some of the popular mythological stories and characters in Greek mythology?</li> <li>11. What were the political and social roles of Greek citizens?</li> <li>12. How did Greek politics influence democracy in other cultures?</li> <li>13. How did the growth of Greece contribute to its downfall?</li> <li>14. What were the factors behind the Roman conquering of Greece?</li> <li>15. How did the Romans assimilate Greek ideas into their own culture?</li> <li>16. What were the origins of major religions including mythology, Judaism, and Christianity?</li> <li>17. How did the empire of Rome shift from democracy to dictatorship to empire?</li> <li>18. What were the political and social roles of Roman citizens?</li> <li>19. What were some of the technological and architectural advances that improved quality of life in Rome?</li> <li>20. How did expansionism create obstacles in governing the Roman Empire?</li> <li>21. What were the factors which led to the division of the Roman Empire into two parts?</li> <li>22. Why was Constantinople able to endure longer than Rome?</li> <li>23. What were some of the strategies Justinian used to strengthen the empire of Constantinople?</li> <li>24. What was Justinian Code and how was it influenced by earlier civilizations and become an influence to later ones?</li> </ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Empires Emerge
<p><b>Guiding Questions (cont).</b></p>	<ol style="list-style-type: none"> <li>25. What were the accomplishments of the Byzantine empire in culture, in education, and in social context?</li> <li>26. What were some of the similarities and differences between Eastern and Western Christians?</li> <li>27. What were some of the problems which led to the decline of the Byzantine Empire?</li> <li>28. How did the Crusades contribute to the demise of Constantinople?</li> <li>29. How did the Silk Road open/promote trade and the exchange of new ideas? Where was the Han Dynasty and how did it expand and decline over time?</li> <li>30. Who were some of the major leaders of the Han Dynasty and what were their political policies?</li> <li>31. How did conquests of foreign invaders affect the Han Empire?</li> <li>32. How did the construction of the Great Wall of China have an impact on the efforts of foreign invaders?</li> <li>33. How did trade with foreign empires affect the people of the Han Empire?</li> <li>34. What were the origins of Confucianism and what were some of the major beliefs?</li> <li>35. How did Confucianism have an impact on the daily lives of the people of the Han Empire?</li> <li>36. How did the establishment of the civil service system create equity for government jobs in the Han Empire?</li> <li>37. How did achievements in science, medicine, technology, and the arts create/demonstrate advancement in the Han Empire?</li> <li>38. How did the Han Empire demonstrate opportunities and restrictions between the genders?</li> <li>39. Where did the Gupta empire begin?</li> <li>40. What were the political systems like for the Gupta?</li> <li>41. How did Hinduism and Confucianism begin and what are their major beliefs?</li> <li>42. How did Hinduism and Confucianism impact Gupta society and architecture?</li> <li>43. What is the caste system?</li> <li>44. How does the caste system differ from the class system of other empires? (tied to religion)</li> </ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Empires Emerge
<b>Tier 2 Vocabulary</b>	pyramid, pharaoh, Judaism, military, Christianity, scholar, emperor, dynasty, civil service, bureaucracy, empire, Islam, law, regions, Golden Age, colonies, mythology, democracy, direct democracy, representative democracy, aqueduct, philosophy, dictator, merchants, exports/imports, contracts, migration, city, state, architecture, citizen, polis, autocrat, patriarch, schism
<b>Tier 3 Vocabulary</b>	Egypt (Africa) Greece (Europe) Rome (Europe) Byzantine (Middle East/Asia) Han Empire (China) Guptas (India) Cleopatra King Tut Ramses Ra Alexander the Great Aristotle Zeus Aphrodite Ares Hades Poseidon Julius Caesar Augustus Caesar Nero Zeus Venus Mars Pluto Neptune Justinian Theodora

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Empires Emerge
<b>Performance Tasks</b>	<p><b><u>Ancient Egypt</u></b></p> <p>Construct a foldable to addresses the following aspects of Egyptian culture:</p> <ul style="list-style-type: none"><li>• Religion, Burial Customs, Afterlife, Social Hierarchy, Learning , Written Records</li><li>• Medicine, Science, Arts and Literature</li></ul> <p><b><u>Ancient Greece</u></b></p> <p>Students will read a couple of myths (may be integrated with Lang. Arts) to understand how myths were used to explain the origins of objects. After reading a couple of myths the teacher will give students a list of gods and goddesses and what their specific jobs were. Students will then work to create a myth for an object incorporating Greek gods and mythological characteristics.</p> <p><b><u>Ancient Rome</u></b></p> <p>Construct a foldable with three sections. Each section will represent a specific period from the Roman Empire. Categories will be created including government, religion, geography, economy, and technology. Students will then research using text books, library books, and primary source documents to see how the empire progressed over the course of history.</p> <p><b><u>Cumulative Assessment</u></b></p> <p>You will assume the role of a travel agent and you will create a vacation package for one of the civilizations that you studied during this unit. You will create a PowerPoint Travel Package that chronicles some of the important things to see, things to do, cultures, customs, etc. Present your destination package to your classmates.</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Rise of Regions</b>
<b>Time:</b>	6 Weeks
<b>Unit Overview</b>	Although commonalities and patterns existed amongst larger empires, regional differences distinguished them from one another. Adaptations to geography, cultural beliefs, language differences, and varying government structures resulted in diversity. This unit will follow different cultures from around the world in an attempt to find similarities and differences in the way they developed and the way they lived. As students study this unit they will begin to see the way that region is a distinguishing factor in what makes a culture a culture.
<b>Conceptual Lens</b>	Culture
<b>Essential Standards and Clarifying Objectives</b>	<p>6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments.</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.</p> <p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p>6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism).</p> <p>6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).</p> <p>6.E.1.1 Explain how conflict, compromise and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</p> <p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p> <p>6.C&amp;G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).</p> <p>6.C&amp;G.1.3 Compare the requirements for and responsibilities of citizenship under various governments.</p>
<b>Knowledge Indicators</b>	<p>I can identify a culture and can explain some of the characteristics of specific cultures from history.</p> <p>I can identify key historical figures and explain the impact they had on strengthening their cultures.</p> <p>I can explain how technology and innovation offer opportunities for growth in world cultures.</p> <p>I can explain how differences in the location of societies created differences in development patterns.</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Rise of Regions
History	Conflict
Geography	Growth
Civics & Gov.	Individual Rights
Econ. & PFL	Growth, Economic Systems
Culture	Values, Beliefs, Ethnicity
Generalizations	<ol style="list-style-type: none"> <li>1. Conflict and conquests may lead to growth and the development of societies.</li> <li>2. Science and technology may impact civilization growth by altering economic systems.</li> <li>3. Values and beliefs regarding diversity may affect individual rights and society.</li> </ol>
Essential Questions	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <ol style="list-style-type: none"> <li>1. Conflict and conquests may lead to growth and the development of societies.               <ol style="list-style-type: none"> <li>1. Who were some of the important leaders of regional conquests? (F)</li> <li>2. How did conquests and expansion increase territory and promote growth? (C)</li> <li>3. At what point is the desire for wealth unhealthy and destructive? (P)</li> </ol> </li> <li>2. Science and technology may impact civilization growth and may alter economic systems.               <ol style="list-style-type: none"> <li>1. What were some of the important inventions that were used and created? (F)</li> <li>2. How did inventions and technology cause some cultures to flourish? (C)</li> <li>3. Can the development of technology hinder the development of the people who created it? (P)</li> </ol> </li> <li>3. Values and beliefs regarding diversity may affect individual rights and society.               <ol style="list-style-type: none"> <li>1. What were some of the major religions from different regions throughout the world? (F)</li> <li>2. How are rights and responsibilities tied to religion and belief systems?(C)</li> <li>3. Does religion have any place in politics or should the two be completely separate? (P)</li> </ol> </li> </ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Rise of Regions
<b>Critical Content</b>	<p><i>Students will know:</i></p> <ol style="list-style-type: none"> <li>1. What were the locations of major regional kingdoms from history and how did they develop?</li> <li>2. What were similarities between societies which flourished in various parts of the world?</li> <li>3. What were specific regional traits shared only by cultures from specific parts of the world?</li> <li>4. How are laws influenced by religion, leadership, and societal needs?</li> </ol>
<b>Guiding Questions</b>	<ol style="list-style-type: none"> <li>1. How did the location between the Niger and Senegal Rivers contribute to the growth of Ghana?</li> <li>2. How did the development of strong trade systems contribute to the growth of Ghana?</li> <li>3. How did the introduction of Islam contribute to changes in the society of Ghana?</li> <li>4. What were some of the factors that allowed Ghana to be overtaken by Mali?</li> <li>5. What were mansas and how did they contribute to the growth of Mali?</li> <li>6. Who was Mansa Musa and how did his military expeditions increase the size of Mali?</li> <li>7. How did Islam influence society and laws in Mali?</li> <li>8. How did Timbuktu rise to a center of both trade and learning?</li> <li>9. How did the location along the Niger River affect the development of Songhai?</li> <li>10. Who was Sonni Ali and how did his military expeditions increase the size of Songhai?</li> <li>11. How did Islam influence the leadership and rule of Askia Muhammad (following Sonni Ali's death)?</li> <li>12. How did the aid of technology allow Morocco to defeat Songhai and contribute to the splintering of the kingdom?</li> <li>13. How did Buddhism impact the growth and unity of the Tang dynasty?</li> <li>14. Locate the origin of the Tang Dynasty and trace the growth and decline of the Tang?</li> <li>15. Who was Tang Taizong and how did his leadership increase the power and size of the Tang empire?</li> <li>16. How did some of the reforms brought by the Tangs show the value of education and citizen's rights?</li> <li>17. What was the Grand Canal and how did its creation impact trade and growth?</li> <li>18. How did some of the same factors that contributed to the demise of earlier empires bring about the demise of the Tang?</li> <li>19. Locate the origin of the Song Dynasty and trace the growth and decline of the Song.</li> <li>20. How did agriculture contribute to the development and growth of the Song?</li> <li>21. How did advances in trade lead to the creation of a paper currency system for the Song?</li> <li>22. What was the arrangement and roles of members of Chinese society under the Tang and Song Dynasties?</li> <li>23. What were some of the artistic and literary accomplishments of the Tang and Song?</li> <li>24. Locate the origin of the Mongol empire and trace the rise and decline of the empire?</li> <li>25. Who was Genghis Khan and how did his conquests bring glory and terror?</li> <li>26. What was life like for the people who had been conquered by the Mongols?</li> <li>27. How did Mongol control affect the trade along the Silk Road? (safety and new inventions)</li> <li>28. To what lengths did Kublai Khan go to ensure Mongol customs were preserved and to prevent Chinese assimilation?</li> <li>29. How did Ming rulers use government and Confucian learning to advance the dynasty?</li> </ol>

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Unit Title	Rise of Regions
<b>Guiding Questions</b>	<p><i>Students will know:</i></p> <ol style="list-style-type: none"><li>30. What were some of the goods and crops that increased the economy of the Ming?</li><li>31. What is Shinto and how did it guide religious beliefs in early Japanese culture?</li><li>32. How did trade with China introduce Chinese customs, culture, and architecture in Japanese lands?</li><li>33. Compare and contrast the Chinese and Japanese arrangement of society during Japan's feudal age.</li><li>34. Ottoman Questions</li><li>35. Islam Questions</li><li>36. Where was the center of the Aztec nation and how did it develop?</li><li>37. How did the Aztec people modify their environment to produce more farmland for food?</li><li>38. What were the political structures of the Aztec kingdom?</li><li>39. What were the social classes of the Aztec kingdoms?</li><li>40. What were some of the religious practices of the Aztecs?</li><li>41. Where was the Incan kingdom?</li><li>42. How did the location of the Incan Empire protect it from foreign invasions?</li></ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Rise of Regions
<b>Tier 2 Vocabulary</b>	kingdom, mosque, Islam, Muslim, gunpowder, canal, gentry, peasant, merchant, footbinding, steppe,
<b>Tier 3 Vocabulary</b>	<p>Africa (Ghana, Mali, Songhai)                      Asia (Tang, Song, Mongols, Ming, Japan)                      Middle East (Islam, Ottomans)                      Europe (Vikings)                      America (Aztecs, Incas, Cherokee)</p> <p>Ghana                      Kumbi Saleh                      Mansa                      Mansa Musa                      Burkina Faso                      Morrocco                      Tang Taizong                      Grand Canal                      Genghis Khan                      Kublai Khan                      Yangzi Valley                      Confucian                      uji (clan)                      shogun</p>

**Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning**

<b>Unit Title</b>	<b>Rise of Regions</b>
<b>Performance Tasks</b>	<p><b><u>Tasks for African Kingdoms</u></b></p> <p>Using a piece of poster paper, create a Venn diagram which compares and contrasts the Kingdoms of Mali, Ghana, and Songhai. Include location, religion, importance of trade, leadership, and prominent leaders.</p> <p><b>Task for Chinese Dynasties</b></p> <p>Create a skit depicting the roles and responsibilities of Chinese Society during the Song Dynasty. Skits should include dialogue which demonstrates an understanding of the jobs and responsibilities of each member of society. It should also be clear to the audience the relationship of each person to each other in regards to social status and ranking in society.</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Convergence of Cultures</b>
<b>Time:</b>	4 Weeks
<b>Unit Overview</b>	The Middle Ages are typically defined as the period between the Ancient World and Modern Times. Sometimes they are referred to as the Dark Ages implying a loss of structure or an aimless society. Although there were some dark moments including conflict related to wars, the fall of Rome, and the bubonic plague, not everything was sullen. Emperors began to rebuild and reunite Europe leading to the establishment of law and order. Manors and towns replaced isolated living conditions which promoted trade, bartering, and the exchange of ideas. People began to demand rights from rulers to have more influence and enjoyment within their own lives. Trade led to the establishment of new cities and towns and led to contact with new cultures across the Atlantic Ocean. Positive and negative repercussions would result from this contact.
<b>Conceptual Lens</b>	Contact
<b>Essential Standards and Clarifying Objectives</b>	<p>6.H.2.1 Explain how invasions, conquests and migrations affected various civilizations, societies and regions.</p> <p>6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.</p> <p>6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.</p> <p>6.G.1.2 Explain the factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time.</p> <p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions</p> <p>6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.</p> <p>6.E.1.1 Explain how conflict, compromise and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</p> <p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p> <p>6.C&amp;G.1 Understand the development of government in various civilizations, societies and regions.</p> <p>6.C&amp;G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty, citizen participation and integration of religious principles).</p> <p>6.C&amp;G.1.4 Compare the role (e.g. maintain order and enforce societal values and beliefs) and evolution of laws and legal systems in various civilizations, societies and regions.</p>
<b>Knowledge Indicators</b>	<p>I can identify key figures in history and explain their importance or impact on their society.</p> <p>I can explain factors that cause people to move to increase their standard of living.</p> <p>I can use a map to demonstrate colonization efforts by Europe and the motives behind those efforts.</p> <p>I can explain how conflict, compromise, and negotiation impacted both Europeans and Native Americans.</p>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Convergence of Cultures</b>
<b>History</b>	Conflict, Cooperation
<b>Geography</b>	Movement
<b>Civics &amp; Gov.</b>	Political Systems, Individual Rights, Freedoms, Responsibilities
<b>Econ. &amp; PFL</b>	Growth, Economic Opportunities
<b>Culture</b>	Societies
<b>Generalizations</b>	<p>The desire for <b>growth</b> may create <b>economic opportunities</b> and promote <b>movement</b>.            Changes in <b>political systems</b> may lead to changes in <b>individual rights, freedoms, and responsibilities</b>.            Contact between differing <b>societies</b> may lead to periods of <b>conflict</b> and <b>cooperation</b>.</p>
<b>Guiding Questions</b>	<p><i>Factual= Locked in Time, Conceptual=Transfer over Time, Provocative=Stir Debate Anytime</i></p> <p>The desire for growth may create economic opportunities and promote movement.</p> <ol style="list-style-type: none"> <li>1. Why did Europeans explore new territories during the Age of Exploration? (F)</li> <li>2. How do the allocation of natural resources influence settlement patterns? (C)</li> <li>3. Should societies develop natural resources at the expense of the environment or citizens? (P)</li> </ol> <p>Political systems may lead to changes in individual rights, freedoms, and responsibilities.</p> <ol style="list-style-type: none"> <li>1. How did the signing of the Magna Carta signal a shift in governmental rule in Europe? (F)</li> <li>2. How do rights and responsibilities vary depending on specific government types? (C)</li> <li>3. Should government be allowed to intervene in private business matters? (P)</li> </ol> <p>Contact between differing societies may lead to periods of conflict and cooperation.</p> <ol style="list-style-type: none"> <li>1. What were some of the exchanges made between Columbus and the Natives? (F)</li> <li>2. How do societies benefit and suffer from contact and trade? (C)</li> <li>3. Does globalization enhance or destroy a society's cultural identity? (P)</li> </ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

<b>Unit Title</b>	<b>Convergence of Cultures</b>
<b>Essential Questions</b>	<p><i>Students will know:</i></p> <ol style="list-style-type: none"><li>1. How did changes in political power change the role of citizens in Europe?</li><li>2. How does the desire for natural resources and goods promote movement?</li><li>3. How does the exchange of ideas and goods lead to conflict and cooperation?</li></ol>

## Randolph County Schools 6<sup>th</sup> Grade Social Studies Unit Planning

Unit Title	Convergence of Cultures
<b>Critical Content</b>	<ol style="list-style-type: none"> <li>1. Who was Charlemagne and why is he significant? (emperor who united Europe)</li> <li>2. How did the alliance between Charlemagne and the Roman Catholic church benefit both parties?</li> <li>3. What was feudalism and how did it create a structured society?</li> <li>4. What were the roles and responsibilities for the social classes under feudalism?</li> <li>5. How did the Crusades contribute to the demise of the feudal system?</li> <li>6. How did rebellion lead to the demise of the absolute monarchy in England?</li> <li>7. What is the Magna Carta and why is it historically significant?</li> <li>8. What was the central stronghold in the lives of medieval people? (Catholic Church)</li> <li>9. How did the lack of literacy create strength within the Catholic Church?</li> <li>10. How were the roles of the medieval church similar and different to the church today?</li> <li>11. How did the trade and bartering contribute to the growth of towns?</li> <li>12. What is a guild and how did they protect prices?</li> <li>13. What was the typical layout for medieval town or city?</li> <li>14. What were some of the problems created by city living? (crowded, dirty, disease)</li> <li>15. How did trade and city living conditions contribute to the spread of the bubonic plague? (rats boarded ships from east, brought back to Europe, exited boats, loved filth of cities, crowded conditions, poor hygiene)</li> <li>16. What were the Crusades?</li> <li>17. How did the Crusades introduce new languages, customs, and ideas into Europe?</li> <li>18. What was the Hundred Years War?</li> <li>19. Who was Joan of Arc and how did her heroism lead to her demise?</li> <li>20. What were some of the conditions that led to exploration of the Americas?</li> <li>21. What were some of the important Native civilizations in the Americas?</li> <li>22. How were native societies arranged and what were individual rights or jobs?</li> <li>23. What were some of the belief systems of early Native American cultures?</li> <li>24. What were some of the outcomes of contact made between Europeans and American cultures?</li> <li>25. How did European contact with Native Americans affect the economies of both groups?</li> <li>26. Define instances of conflict and cooperation between Native Americans and Europeans.</li> </ol>

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<b>Tier 2 Vocabulary</b>	feudalism, castle, monarchy, manor, crop rotation, peasant, serf, guild, medieval, navigator, circumnavigate, slave, exchange trade, explorer, barter
<b>Tier 3 Vocabulary</b>	<p>                     Middle Ages (Europe)                      Exploration (Global)                      Native Contact (America)                      Magna Carta                      Catholicism                      Holy Roman Empire                      Charlemagne                      Bubonic Plague or Black Death                      Crusades                      Columbian Exchange                      Christopher Columbus                      Magellan                      de Soto                      Hernando Cortes                      Zheng He                      Inca                      Maya                      Aztecs                      Iroquois                      Cherokee                 </p>

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<b>Performance Tasks</b>	<p><b><u>Feudal Play</u></b></p> <p>The medieval times period consisted of a class system known as feudalism. The feudal system helped keep order and define responsibilities within medieval society. Research the feudal system including the different people and the roles they had. Write scene which depicts daily life within the feudal system. Your play should last at least three minutes, contain dialogue for each of the group members which illustrates feudal life, and reference ideas or concepts exclusive to the Middle Ages.</p> <p><b><u>Foldable for Native Cultures</u></b></p> <p>Students will be assigned a specific Native culture that was found in the Americas during the Age of Exploration. Students will work in groups and will research the following topics:</p> <ul style="list-style-type: none"><li>• Location of Tribe</li><li>• Language</li><li>• Social Structure</li><li>• Belief System</li><li>• Culture</li><li>• Diet and Food</li><li>• Tools and Technology</li></ul> <p><b><u>Culminating Activity</u></b></p> <p>Construct a model of one of the following: Medieval manor, medieval city or town, Native American village,</p> <p>Be sure to include important buildings or features and label them. You will also create a document that explains what each building is used for, who would have lived there, etc.</p>