

Social Studies Curriculum

Grade 6: The Eastern Hemisphere

Grade 6: Social Studies Practices

A. Gathering, Interpreting and Using Evidence

1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.
2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.
4. Describe the arguments of others.
5. Identify implicit ideas and draw inferences, with support.
6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.

B. Chronological Reasoning

1. Identify ways that events are related chronologically to one another in time.
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (**B.C.E. and C.E.**); and to interpret the data presented in time lines, with teacher support.
3. Identify causes and effects from current events, grade-level content, and historical events.
4. Identify and classify the relationship between multiple causes and multiple effects.
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.
6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.
7. Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.
8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.
9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.

C. Comparison and Contextualization

1. Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.
2. Categorize and evaluate divergent perspectives on an individual historical event.

3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.
4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.
5. Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.
6. Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.

D. Geographic Reasoning

1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.
3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.
4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.
5. Describe how human activities alter places and regions in the Eastern Hemisphere.
6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.

E. Economics and Economic Systems

1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.
2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.
3. Compare market economies to other economic systems in the Eastern Hemisphere.
4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.
5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.
6. Describe government decisions that affect economies in case studies from the Eastern Hemisphere.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.
 2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.
 3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.
 4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.
 5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
 6. Identify situations with a global focus in which social actions are required and suggest solutions.
 7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.
 8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.
 9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.
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6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

- Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.
- Students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.
- Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied. Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

Social Studies Practices:

D-1, D-2, D-3, D-4, D-5, D-6

CCLS:

RI-7
W-2

6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment.

- Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
- Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.
- Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age.
- Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

Social Studies Practices:

A-1, A-2, A-5, A-6,
B-1, B-2, B-3, B-6, B-7,
B-8, C-1, C-3, C-4, C-5,
D-1, D-2, D-3, D-4,
D-5, D-6, E-1, E-2, E-3,
E-4

CCLS:

RI-2, 4, 7,
SL-2

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere.

- Students will explore Mesopotamia, Yellow River valley, and Nile River by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations. (Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, and language/record keeping system, technology, and social hierarchy.)
- Students will explore how Mesopotamia, Yellow River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

Social Studies Practices:

A-1, A-2, B-1, B-2,
B-3, B-4, B-5, B-6,
B-7, B-8, B-9, C-1,
C-2, C-3, C-4, C-5,
D-1, D-2, D-3, D-4,
D-5, E-1, E-2, E-3, E-4,
E-6, F-1, F-2, F-3, F-4,
F-5, F-7, F-8, F-9

CCLS:

RI-1, 2, 3, 4, 5, 6, 7
W-1
SL-1

6.4 COMPARATIVE WORLD RELIGIONS -Major religions and belief systems developed in the Eastern Hemisphere. (Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism)

- Students will be able to identify similarities and differences across belief systems and religions
- Students will explore the influence of various belief systems on contemporary cultures, events, social order and gender roles.

Social Studies Practices:

A-1, A-2, A-3, A-4, A-5,
B-1, B-3, B-4, B-5, B-6,
B-7, B-9, C-2, C-3, C-6,
D-4, D-5, D-6, E-5, F-1,
F-3, F-4, F-5, F-6, F-7,
F-8

CCLS:

RI-1, 2, 3, 4, 6, 7, 8
W-1
SL-3, 4

6.5 CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. (China, Greece, & Rome)

- Students will be able to identify geographic factors that influence the development of civilizations and their political structures.
- Students will compare and contrast the similarities and differences by examining religion, job specialization, cities, government, language /record keeping system, technology, and social hierarchy.
- Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.
- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

Social Studies

Practices:

A-1, A-2, B-1, B-2,
B-3, B-4, B-5, B-6,
B-7, B-8, B-9, C-1,
C-2, C-3, C-4, C-5,
D-1, D-2, D-3, D-4,
D-5, E-1, E-2, E-3,
E-4, E-6, F-1, F-2, F-3,
F-4, F-5, F-7, F-8, F-9

CCLS:

RI-1, 2, 3, 4, 7
W-1, 2
SL-3

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.

- Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.
- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.
- Students will examine how the introduction of Islam changed the societies and cultures conquered, blending with those societies and cultures and creating new Islamic societies and cultures.
- Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.

Social Studies

Practices:

A-1, A-2, B-1, B-2,
B-3, B-4, B-5, B-6,
B-7, B-8, B-9, C-1,
C-2, C-3, C-4, C-5,
D-1, D-2, D-3, D-4,
D-5, E-1, E-2, E-3,
E-4, E-6, F-1, F-2, F-3,
F-4, F-5, F-7, F-8, F-9

CCLS:

RI-1, 2, 3, 4, 7, 8
W-1, 2
SL-1, 3

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

- Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.
- Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.
- Students will examine how various technologies affected trade and exchanges.

**Social Studies
Practices:**

A-1, A-2, A-5, B-1,
B-4, B-8, C-1, C-2,
C-4, C-5, D-1, D-5,
E-1, E-2, E-4

CCLS:

RI-1, 2, 3, 4, 7
W-1, 2
SL-1, 3, 4