SOCIAL STUDIES UNIT OUTLINES - SIXTH GRADE

Unit Outlines for Sixth Grade

1. World Geography
2. World - Ancient Civilizations (8000 BCE-600 CE)

Recommended CBAs: People on the Move, Why History?, Enduring Cultures, Meeting Needs and Wants

Unit Outline 1: World Geography

Essential Question(s):
• What do maps, globes, and charts teach us about the world?

Guiding Question(s):
• What are the five themes of geography?
• What are spatial patterns and how are they created?
• What is a region and how are regions defined?

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</table>
| 3.1.2 GEOGRAPHY | Identifies the location of places and regions in the world and understands their physical and cultural characteristics. *Grade 6 World Cultures Units 1-10*
| • Identifies the location of the seven continents of the world.  
• Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa. |
| 3.1.1 | Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information. *Grade 6 World Cultures Unit 1 Lesson 2*
| • Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement.  
• Compares past and present satellite images of the Amazon Rainforest to illustrate deforestation. |

Unit Outline 2: World - Ancient Civilizations (8000 BCE-600 CE)

Essential Question(s):
• What geographic factors stimulate the movement of goods, people, and ideas?
• How and why does the rule of law develop in civilizations?
• How do religion and government exercise authority over people?
• What legacies have been left by ancient civilizations, in particular, on our society?
• How does the movement of ideas, goods, and people affect cultures?
• How does trade affect culture?
• How do different economic systems affect people's daily lives?

Guiding Question(s):
• What significant contributions were made during ancient times that advanced science, technology, and the arts?
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| 4.1.2 HISTORY | • Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE).  
• Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE). |
| 3.2.1 GEOGRAPHY | • Examines how people in Mesopotamia shaped agriculture through the building of canals.  
• Examines how Incas modified their environment to maximize crop production. |
| 3.2.2 GEOGRAPHY | • Explains the Mayans’ ways of life, including their technology, traditions, language, social roles, beliefs, and values.  
• Explains how the Sumerians developed a unique culture based on the domestication of grain. |

**CBA: Meeting Needs and Wants**

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<tbody>
<tr>
<td>2.2.1 ECONOMICS</td>
<td>• Compares the production and distribution of agricultural goods in Egypt and Mesopotamia.</td>
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</tbody>
</table>
| 5.4.1 SOCIAL STUDIES SKILLS | • Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the fall of Rome in a paper.  
• Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation. |
| Lesson 2  
Grade 6 World Cultures Unit 5  
Lesson 1-9  
Grade 6 World Cultures Unit 9  
Lesson 1-9  
Grade 6 World Cultures Unit 10  
Lesson 2 |
|-------------------------------|
| **5.4.2**  
Understands and demonstrates  
the ethical responsibility one has  
in using and citing sources and  
the rules related to plagiarism  
and copyrighting.  
Grade 6 World Cultures Unit 10  
Lesson 1 |
| **•** Demonstrates ethical responsibility while writing  
a paper by using one’s own words and giving  
credit to ideas from others.  
**•** Explains the legal and ethical consequences of  
plagiarism. |

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<td><strong>ECONOMICS</strong></td>
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| 2.2.2            | Understands how the forces of supply and demand have affected international trade in the past or present.  
Grade 6 World Cultures Unit 2 Lesson 8 |
|                  | **•** Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants.  
**•** Explains how demand for spices increased the trade along the Silk Road. |
| **CIVICS**       |                        |
| 1.3.1            | Analyzes how societies have interacted with one another in the past or present.  
Grade 6 World Cultures Unit 6 Lesson 2 |
|                  | **•** Examines how goods were exchanged along the Silk Road between China and the Middle East.  
**•** Examines trade between Minoan and Egyptian societies.  
**•** Examines alliances between the Assyrians and the Egyptians.  
**•** Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies. |
| **ECONOMICS**    |                        |
| 2.3.1            | Understands the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.  
Grade 6 World Cultures Unit 2 Lesson 5 |
|                  | **•** Explains how Sumerian priest kings’ need for monetary record keeping advanced the development of cuneiform.  
**•** Explains why people in ancient Greece established the use of coins as money to make trade easier.  
**•** Explains the establishment of salt as a currency in Tikal and other Yucatan Nation States. |
| 2.4.1            | Understands the distribution of wealth and sustainability of resources in the world in the past or present.  
Grade 6 World Cultures Unit 2 Lesson 1-9 |
|                  | **•** Compares the deforestation of Easter Island with the current deforestation of the Amazon Rainforest. |
| CIVICS | 1.2.3 | **Understands a variety of forms of government from the past or present**  
*Grade 6 World Cultures Unit 1 Lesson 7* | • Compares and contrasts monarchy and democracy in ancient Greece and ancient Egypt.  
• Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. |
| 1.4.1 | **Understands the historical origins of civic involvement.**  
*Grade 6 World Cultures Unit 2 Lesson 9* | • Explains how the male, property-owning citizens of ancient Athens practiced direct democracy. |

**CBA: People on the Move**

| ECONOMICS | 2.1.1 | **Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present.**  
*Grade 6 World Cultures Unit 3 Lesson 2-6* | • Examines how the Phoenicians’ use of finite natural resources forced them to relocate. |

| GEOGRAPHY | 3.2.3 | **Understands the geographic factors that influence the movement of groups of people in the past or present.**  
*Grade 6 World Cultures Unit 3 Lesson 1-6* | • Compares the factors that led to migration of the Han and the Goths into Europe.  
• Compares how the physical environments of island culture influenced Maori and Polynesian migration. |

| SOCIAL STUDIES SKILLS | 5.2.2 | **Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.**  
*Grade 6 World Cultures Unit 10 Lesson 1* | • Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times. |

| HISTORY | 4.1.1 | **Analyzes different cultural measurements of time.**  
*Grade 6 World Cultures Unit 4 Lesson 1* | • Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture. |
| 4.2.1 | **Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.**  
*Grade 6 World Cultures Unit 4 Lesson 1* | • Explains the impact of Confucius and Buddha on Eastern belief systems.  
• Explains the impact of Aristotle on scientific investigation with human reasoning. |
<table>
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<tr>
<th><strong>4.2.3</strong></th>
<th>Understands and analyzes how technology and ideas from ancient civilizations have impacted world history.</th>
<th>Grade 6 World Cultures Unit 4 Lesson 1, 5, 7</th>
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|  | • Examines the impact of the Phoenician alphabet on improved communication amongst societies.  
• Examines the impact of irrigation on the establishment of river societies. | |
| **4.3.1** | Analyzes and interprets historical materials from a variety of perspectives in ancient history. | Grade 6 World Cultures Unit 4 Lesson 1 |
|  | • Describes the impact of the Code of Hammurabi on ancient Mesopotamia. | |
| **4.3.2** | Analyzes multiple causal factors that shape major events in ancient history. | Grade 6 World Cultures Unit 1 Lesson 3 |
|  | • Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict. | |

**CBA: Enduring Cultures**

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| **4.2.2** | Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.  
Grade 6 World Cultures Unit 1-10 | • Explains how Mesopotamia and Egypt responded to environmental challenges.  
• Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire. |

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| **5.1.1** | Understands positions on an issue or event.  
Grade 6 World Cultures Unit 10 Lesson 1 | • Explains positions historians take on Mesopotamia’s and Egypt’s responses to challenges.  
• Explains one’s own position on how history helps us understand current events.  
• Explains one’s own position on the factors that caused the Punic Wars. |

| **5.2.1** | Creates and uses research questions to guide inquiry on an historical event.  
Grade 6 World Cultures Unit 10 Lesson 1 | • Develops a research question to guide inquiry on the challenges that early civilizations faced.  
• Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization. |
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| **5.1.2** Evaluates the significance of information used to support positions on an issue or event. Grade 6 World Cultures Unit 10 Lesson 1 | • Selects the most significant information to support positions on how history helps us understand current events.  
• Selects the most significant information to support positions on what caused the Punic Wars. |

### CBA: Why History?

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| 4.4.1       | - Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today.  
- Examines how the history of “Tse-whit-zen,” an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land. |
| 3.3.1       | - Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation.  
- Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California’s agricultural industry.  
- Compares the Anasazis’ struggle to find an adequate water supply in the 13th century with that of many societies today. |
| 5.3.1       | - Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources.  
- Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region. |