Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 1: A First Look at the Eastern Hemisphere**  (6 weeks) | | Students will gain a conceptual framework to begin to study the Eastern Hemisphere. By building on what students know about the modern world, understanding of ancient cultures can be made more accessible. Students will be introduced to the four social sciences (economics, political science, history, and geography) with an emphasis placed on the work of historians and geographers during this unit. Students will act as historians to complete a project exploring a subculture to which they belong. By studying various landforms, waterways, climate, and resources, students act as geographers by analyzing how environment influences the lives of people in the Eastern Hemisphere.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Culture * What is culture, and what role does it play in personal and group behavior? * People, Places and Environments * How does the environment influence the lives of people? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How might we ask and find answers to questions about culture? * How do landforms and waterways affect life in the Eastern hemisphere? | * Explain how patterns of behavior reflect cultural values and beliefs (NCSS).   \*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience (CCS-WHST 4).   * Ask and find answers to geographic questions related to regions, nations, and the world in the past and present (NCSS).   \* Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCS-WHST 7). | | | 1. Students will investigate a culture to which they belong. 2. Students will conduct a short research project about a country in the Eastern Hemisphere. | | Culture   1. Civilizations and cultures of the Eastern hemisphere are explored through the arts and sciences, key documents, and other important artifacts. 2. Individuals and groups in the Eastern hemisphere have played important roles and made important contributions to world history.   Geography   1. The use of various grids, symbols and notations makes it possible to locate specific places and indicate distance and direction in the Eastern hemisphere. 2. Civilizations developed where geographic conditions were most favorable. 3. Special purpose maps can be used to show various geographic aspects of Earth’s surface as seen in the Eastern hemisphere. 4. The nations and regions can be studied using maps, globes, aerial and other photographs, satellite- produced images and models. | | 1. Students will observe, reflect and interview to develop a video or illustrated description showing the elements of a sub-culture to which they belong or have access (e.g., adolescents, athletes, musicians, school clubs, neighborhood, or other student sub-groups) for the Culture Project. 2. Students will create illustrations and compose answers to geographic questions about people, places, and environments to produce a travel brochure. |
| Resources  Student literature:   * *People by Peter Spier* * *Journey Across Time* (JAT), Glencoe World History textbook:   Intro to textbook Scavenger Hunt, JAT page xxvii  Geography Themes, JAT pages GH2, GH3  Tools of the Historian, JAT pages Tools 1-7  Links Across Time, JAT pages Tools 10-13 | | | * [Scott Foresman Grade 6 SS DBQ Practice Book, “Discuss the Causes and Effects of Population Growth”, pages 57-72.](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%206/Grade%206%20DBQ%20Scott%20Foresman%20Practice%20Book.pdf) | |  | |  | |

Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 2: River Valley Civilizations**  **(Kemet, Mesopotamia,**  **China, India)**  (8 weeks) | | By studying River Valley Civilizations, students will act as geographers to analyze how regions are defined by their various characteristics and investigate why early civilizations grew around bodies of water. Students will act as political scientists to evaluate the formation of early government. Finally, students will examine how power has been used in different circumstances in the River Valley Civilizations.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * People, Places, and Environment * How are regions defined by various characteristics? * Power, Authority, and Governance * What is power and under what circumstances is the exercise of power acceptable? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How are regions defined by various characteristics? * What is power and under which circumstances is the exercise of power acceptable? | * Acquire, organize and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change (NCSS).   \*Describe how a text presents information (CCS-RST 5).  \* Integrate visual information with other information in print and digital texts (CCS-RST 7).   * Ask and find answers to questions about power, authority and governance in the region, and nation, and world (NCSS).   \* Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (CCS-RI 8).  \* Determine the meaning of words and phrases as they are used in a text (CCS-RI 4). | | | 1. Students will investigate the causes and events of the Neolithic Revolution. 2. Students will find and analyze information in order to examine the characteristics of four ancient River Valley civilizations. 3. Students will study different examples of power in each of the River Valley civilizations. | | Geography   1. As the river civilizations of the Eastern hemisphere turned to agriculture, world populations grew. 2. Civilizations developed where geographic conditions were most favorable. 3. The Neolithic Revolution was a technological development that radically changed the nature of human society. 4. Key turning points and events in the histories of Eastern hemisphere nations can be organized into different historical time periods.   Government   1. As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. 2. Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law. | | 1. Students will act as historians to write a short response describing the causes and key events of the Neolithic Revolution and explain how it changed the course of history for nations and peoples. 2. Students write an extended response in which they identify and describe two geographic factors in each River Valley civilization and explain how each factor influenced life in that region. Students will showcase their answers by creating an illustrated booklet of maps including each of the River Valley civilizations with captions that detail the influence of geographic factors on the people of that region. 3. Students will develop a classroom constitution (informed by study of Hammurabi’s Code and the Mandate of Heaven) as a plan for just governance. (This may be amended after the study of Greece and Rome in Unit 3.) |
| Resources  Student literature:   * *Senefer: A Young Genius in Old Egypt* by Beatrice Lumpkin * [Scott Foresman Grade 6 SS DBQ Practice Book, Unit 1: Early Civilizations and Cultures (Mesopotamia), pages 1-8, and Unit 2: Early Civilizations in Africa and Asia (Egypt), pages 9-16.](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%206/Grade%206%20DBQ%20Scott%20Foresman%20Practice%20Book.pdf) | | | * *Journey Across Time* (JAT), Glencoe World History textbook:   Unit 1: Early Civilizations  Chapter 1: The First Civilizations  Section1 : Early Humans  Section 2: Mesopotamian Civilization  Section 3: The First Empires  Chapter 2: Ancient Egypt  Unit 2: The Ancient World  Chapter 6: Early India  Section 1: India’s First Civilizations **(pages190-197 only)**  Chapter 7: Early China  Section 1: China’s First Civilizations **(pages 224-231 only)** | | Teacher Resources:   * RCSD Social Studies Instructional Strategies and Curriculum Supplement (2004), pages 19-20 (based on NYSED guidance) * Lumpkin, Beatrice (1980). *The pyramids: Ancient showcase of African science and technology*, Journal of African Civilizations, 2(1/2), 10-26. * *A Brief History of the World, Part I* by Peter N. Sterns, The Teaching Company: 2007. | |  | |

Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 3: Classical Civilizations (Kemet, Greece,**  **Rome, China, India)**  (6 weeks) | | Students will differentiate between River Valley Civilizations and Classical Civilizations. They will consider the question: What does it mean that something is classical? Students will act as historians to identify connections between the past and the present. Students will learn the four defining characteristics of "classical civilizations." They will compare and present information about what have been identified by historians as "classical civilizations”. Finally, the students will analyze two religions or belief systems and describe the impact those beliefs have had historically and in the present.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Time, Continuity, and Change * What connections are there between the past and present? * What are the origins and influences of social, cultural, political and economic systems? * Culture * How do beliefs, such as religion or political ideals, influence other aspects of a culture, such as its institutions or art? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What enduring understandings and practices connect the past and the present? | * Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their time (NCSS).     \* Cite specific textual evidence to support analysis of primary and secondary sources (CCS-RST 1).  \* Write informative/explanatory texts, including the narration of historical events, specific procedures/ experiments, or technical processes (CCS-WHST 2). | | | 1. Students will analyze the past and present influence of two major belief systems. 2. Students will find information about civilizations and determine if they fit the criteria of a “classical civilization.” | | 1. World History    1. Time can be measured in years, decades, centuries and millennia    2. The civilizations and cultures of the Eastern Hemisphere have contributed to important ideas, beliefs, and traditions to the history of mankind.    3. Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere.   **Note**: Ancient Israel is not considered a “classical civilization” but did yield one of the world’s major religions which the students need to study. | | 1. Students write an extended response by choosing two belief systems and for each one:  * Identify the nation or region where it was founded, * Describe two basic teachings of the belief system, and * Discuss how the belief system has influenced the culture of the areas in which it is currently practiced.   (Choices: Confucianism, Daoism, Hinduism, Buddhism, Zoroastrianism, Judaism, or Christianity)   1. Students will develop an illustrated timeline of a sequence of events for the Classical Civilization of their choice (China, India, Greece or Rome). Within the timeline, students include details that reflect the characteristics of classical civilizations. |
| Resources   * Rochester Teacher Center DBQ on Kemet (contact RTC through the RTA) * RCSD Social Studies Instructional Strategies and Curriculum Supplement (2004), pages 20-21 (based on NYSED guidance)   [**African Science in School Curriculum**](http://www.africa.upenn.edu/K-12/African_Science.html)  [*Scott Foresman* Grade 6 SS DBQ Practice Book, Unit 4: Mediterranean Empires (Greece and Rome), **pages 25-32.**](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%206/Grade%206%20DBQ%20Scott%20Foresman%20Practice%20Book.pdf) | | | * *Journey Across Time* (JAT) Glencoe World History:   Unit 1: Early Civilizations  Chapter 3: The Ancient Israelites  **(pages 76-93)**  Unit 2: The Ancient World  Chapter 7: Early China  Section 2: Life in Ancient China **(pages 232-239)**  Section 3: The Qin and Han Dynasties **(pages 240-251)**  Chapter 6: Early India  Section 1: India’s First Civilizations **(pages198-201)**  Section 2: Hinduism and Buddhism (pages 202-208)  Section 3: India’s First Empires (pages 209-219)  Unit: The Ancient Greeks  Chapter 4: The Ancient Greeks (pages 112-138)  Chapter 5: Greek Civilization (pages 150-182)  Unit 3: New Empires and New Faiths  Chapter 8: The Rise of Rome (pages 258-297)  Chapter 9: Roman Civilization (pages 298-326)  Chapter 10: The Rise of Christianity (pages 338-350) | | * Houghton Mifflin Reading Theme 4:   Leveled Readers: *The Kingdom of Kush, The Pyramids of Ancient Egypt, A Scribe of Ancient*  *China* | |  | |

Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 4: Middle Ages**  (4 weeks) | | By studying trade routes of the Middle Ages, students will act as economists to gain an understanding of how the people of the time period met their needs and wants. Students will draw evidence from informational texts to support analysis reflection, and research.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Production, Distribution, and Consumption * How does the availability of resources influence decisions about production, distribution and consumption? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How did the development of new trade routes lead to interdependence among Africans, Asians and Europeans? | * Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion and the arts (NCSS).   \*Draw evidence from informational texts to support analysis reflection, and research (CCS-WHST 9). | | | 1. Students will investigate the development of trade routes in Africa, Asia and Europe during the Middle Ages. | | 1. World and United States History    1. People have unlimited needs and wants that they must meet with limited resources.    2. From the earliest times, networks of trade have connected the various civilizations of the Eastern hemisphere.    3. The economic systems of the world have become an interdependent network.    4. During the late Middle Ages and Renaissance periods new long distance trade routes emerged linking the peoples of Africa, Asia, and Europe | | 1. Students will develop and present public policy proposals that identify local economic problems and propose possible solutions. (For example, students might write a one page policy proposal for the Mongols on how to conduct trade more peaceably with China or Europe or how the African empires of Ghana, Mali, and Songhai might structure their trade given environmental factors.) |
| Resources  Student Literature:   * Kurtz, Jane. *Saba: Under the Hyena’s Foot* (Ethiopia in the Middle Ages) * Cushman, Karen. *Catherine Called Birdy* (Europe in the Middle Ages) Also, *The Midwife’s Apprentice*.   + 1. [Catherine Called Birdy Discussion Guide](http://www.karencushman.com/pdfs/DG_catherine.pdf)     2. [Midwife’s Apprentice Discussion Guide](http://www.karencushman.com/pdfs/DG_midwife.pdf)   Teacher Resources:   * RCSD Social Studies Instructional Strategies and Curriculum Supplement (2004), pages 20-21 (based on NYSED guidance) * *A Brief History of the World, Part I* by Peter N. Sterns, The Teaching Company: 2007. | | | * *Journey Across Time* (JAT), Glencoe World History textbook:   Unit 4: The Middle Ages  Overview (pages 400-403)  Chapter 12: China in the Middle Ages (pages 404-439)  Chapter 13: Medieval Africa (pages 440-453)  Chapter 14: Medieval Japan (pages 480-504) | | * Houghton Mifflin Reading Theme 4   Textbook selections:  *The Royal Kingdoms of Ghana, Mali, and Songhay: Life in Medieval Africa* (pages 409-429); *The Great Wall* (pages 388-403)  Leveled Readers: *Ancient Baghdad—City at the*  *Crossroads of Trade; Caravan Boy; On the Silk Road: Ancient Baghdad*  Vocabulary Reader: *Camels—Ships of the Desert* | |  | |

Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 5:**  **European and Harlem Renaissance**  (3 weeks) | | By studying the conditions that supported the emergence of the European Renaissance and later the Harlem Renaissance students will act as historians to describe the influence of perception, attitudes, values and beliefs on personal identity and the interactions of people across time and space. They will integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.  The goals of this unit will be achieved through focused inquiry centered on the following theme:   * Individual Development and Identity * How do time and place influence individual development and identity? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What unique characteristics did the artists and artisans during the Italian Renaissance and later the Harlem Renaissance embody? | * Describe the influence of perception, attitudes, values, and beliefs on personal identity and the interactions of people across time and space (NCSS).   \*Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue (CCS-RI 7). | | | 1. Students will investigate the contributions of artists and artisans to the European and Harlem Renaissance. | | 1. World and United States History    1. In Europe (and Harlem), the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture. | | 1. Students will create identity portraits that describe the factors that make the artists and artisans of the Italian and later the Harlem Renaissance unique. |
| Resources  Public Library:   * *Langston Hughes: The Voice of Harlem* by Brenda Haughen * *Artists and Writers of the Harlem Renaissance* by Wendy Hart Beckman * *Harlem Stomp! A Cultural History of the Harlem Renaissance* by Laban Carrick Hill * *Romeo and Juliet (Wishbone Classics)* retold by Billy Aronson * *Celeste's Harlem Renaissance: A Novel by* Eleonora E. Tate | | | * *Journey Across Time* (JAT), Glencoe World History textbook:   Unit 5: The Renaissance, Chapter 17: The Renaissance and Reformation Section 1: The Renaissance Begins (pages 604-617  Section 2: New Ideas and Art (pages 618-632) | | * Houghton Mifflin Reading Theme 1 (Poetry Section) | |  | |

Grade 6 Social Studies Curriculum – Rochester City School District

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| **Unit 6:**  **Exploring Human Rights**  (9 weeks) | | By studying contemporary and historic human rights issues, students will gain an understanding of how conflict and cooperation are manifested in the Eastern (and Western) Hemisphere. Students will act as contemporary social scientists to study each human rights issue through the lens of the historian, geographer, political scientist and economist.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Global Connections * What persisting issues arise from global conflict and cooperation? * Civic Ideals and Practices * How can students participate in meaningful civic actions? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What is human dignity? * How does the labeling of people lead to human rights abuses? * How can we make a difference? | * Analyze examples of conflict, cooperation and interdependence among groups, communities, regions, societies, and nations. (NCSS) * Identify assumptions, misconceptions, and bias in sources evidence and arguments used in presenting issues and positions. (NCSS) * Ask and find answers to questions about how to become informed and take civic action. (NCSS)   \* Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCS-WHST 8)  \* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCS-WHST 4) | | | 1. Students will investigate and define the concept of human dignity. 2. Students will analyze examples of conflict and cooperation in the case studies of activists from the *Speak Truth to Power* curriculum. 3. Students will analyze examples of conflict and cooperation during a study of international humanitarian law. 4. Students will complete a series of observations and interpretations that analyzes, evaluates, and establishes a position on a human rights or humanitarian law violation that occurred in a specific time and place in the Eastern Hemisphere. | | 1. World History    1. International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.    2. Exploring the extent to which human rights are protected becomes a key issue in society.    3. The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.    4. Slavery has existed across eras and regions in the Eastern hemisphere. | | 1. Students will create quilt squares illustrating the thirty articles in the Universal Declaration of Human Rights of Amnesty International. 2. Students will work in cooperative groups to create a digital presentation about one of the selected human rights activists from the *Speak Truth to Power* Curriculum. 3. Students will write a commentary on a contemporary or historic human rights violation in the Eastern Hemisphere. |
| Resources  Public Library:   * *We Are All Born Free: the Universal Declaration of Human Rights in Pictures* by Amnesty International * *The Dalai Lama* by Demi * *The Dalai Lama: A Life of Compassion* by Sheila Rivera * *Wangari’s Trees of Peace: A True Story from*   *Africa* by Jeanette Winter   * *Mama Miti: Wangari Maathai and the Trees of Kenya* by Donna Jo Napoli * *God’s Dream* by Desmond Tutu * *Desmond Tutu: Fighting Apartheid* by Samuel Willard Crompton * *Elie Wiesel: A Holocaust Survivor Cries Out for Peace* by Sarah Houghton * *Elie Wiesel: Holocaust Survivor and Messenger for Humanity* by Diane Dakers   You Tube  [Universal Declaration of Human Rights Animation](http://www.youtube.com/watch?v=epVZrYbDVis)  [Human Rights Action Center](http://www.youtube.com/watch?v=hTlrSYbCbHE)  [Elie Wiesel Animation](http://www.youtube.com/watch?v=kn5FSrnv00M) | | | * [Speak Truth to Power](http://blogs.nysut.org/sttp/curriculum/) (Suggested Activists: Lucas Benitez, Van Jones, Dalai Lama, Wangari Maathai, Desmond Tutu, Elie Wiesel) | | * [Exploring Humanitarian Law](file:///C:/Documents%20and%20Settings/1855471/My%20Documents/EHL/Exploring%20Humanitarian%20Law%20Virtual%20Campus%20-%20EHL%20HOME.mht) * *Journey Across Time* (JAT), Glencoe World History Journey Across Time (JAT), Glencoe World History textbook, Unit 6: Modern Times, Chapter 21: World War II (pages 800-830) * *Journey Across Time* index on page 1001 includes historical references to enslavement across eras and cultures | |  | |