

Topics	IL Learning Standards/ Goals	<u>Essential Understandings:</u>	<u>Learning Skills:</u>	Activity/Assessment	Resources
Geography Skills First Cultures The Fertile Crescent The Nile River Valley The Indus River Valley The Huang He Valley	16.C.2a (W) 16.E.2a (W) 16.E.3a (W) 18.C.2 16.B.3a (W) 18.A.3	<p>Map skills are needed to relate two dimensional representations to three dimensional reality</p> <p>The first humans lived as hunter-gatherers and developed stone technology.</p> <p>The end of the Ice Age allowed agriculture and specialization of jobs to develop, leading to the first civilizations along major rivers.</p> <p>Time lines are a visual way to show historical dates.</p> <p>Political systems of earliest civilizations were often very different than our own.</p> <p>Language, literature, arts, architecture, and traditions contribute to the development of culture.</p>	<p>Use map skills such as latitude, longitude, map symbols, scale, cardinal and ordinal directions</p> <p>Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.</p> <p>Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.</p> <p>Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.</p> <p>Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p> <p>Compare and contrast political systems of ancient cultures with our own.</p>	<p>Complete a geography skills review page.</p> <p>Compare/contrast technologies of Old Stone Age and New Stone Age in a drawing and an essay</p> <p>Objective test over chapter one, Early People</p> <p>Create a travel brochure for the Fertile Crescent</p> <p>Differentiated research projects about aspects of Ancient Egyptian culture</p> <p>Objective test over chapter three, Ancient Egypt</p> <p>Webquest on Indus Valley Civilizations of Mohenjo-Daro & Harrapa</p> <p>Create a Concentration game about chapter four, Ancient India</p> <p>Write a five-paragraph essay comparing/contrasting the Shang and Zhou dynasties.</p>	<p>Literature Reader’s Theater—Gilgamesh</p> <p>Videos: “Ancient Mesopotamia”, “Mysteries of Egypt”, U or I mummy video, “What is Hinduism?”, “What is Buddhism?”, “Ancient India”, “Ancient China”, “Tomb of the Clay Soldiers”</p> <p>Textbook—<u>Our World</u>, MacMillan/McGraw-Hill, 2003</p> <p>Laptops for research</p>

Teacher: Case

Subject: Social Studies

Grade: 6

			<p>Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> <p>Create a time line.</p>	<p>Create a timeline of your life</p> <p>Work in a group to create a timeline of a time period from Ancient China</p>	
<p>Ancient Greece</p> <p>Ancient Rome</p> <p>The Arab World</p>	<p>16.A.2c</p> <p>16.B.2a (W)</p> <p>16.B.2b (W)</p> <p>17.C.3a</p> <p>16.B.3b (W)</p> <p>16.C.2b (W)</p>	<p>Greek and Roman political structures influence our political system.</p> <p>Geography can influence culture.</p> <p>The Greek and Roman empires had successful economic and political systems.</p> <p>Empires end for many reasons.</p> <p>The Arab empire spread the Muslim religion and Arabic culture to many parts of the world</p>	<p>Describe the origins of Western political ideas and institutions.</p> <p>Explain how Greece and Rome’s geography influenced their culture.</p> <p>Describe the basic economic systems of Greece and Rome.</p> <p>Describe how city-states in Greece and Rome developed into oligarchies, monarchies, democracies and republics.</p>	<p>Objective test over chapter six, Ancient Greece</p> <p>Differentiated research projects and speeches about Ancient Rome</p> <p>Objective test over chapter nine, the Arab World</p>	<p>Literature</p> <p>Textbook—<u>Our World</u>, MacMillan/McGraw-Hill, 2003</p> <p>Videos—“Ancient Greece” and “What is Islam?”</p>
<p>African Civilizations</p> <p>The Middle Ages, Renaissance and Reformation in Europe.</p> <p>New Empires in Asia</p>	<p>16.A.3c</p> <p>16.B.2b (W)</p> <p>16.B.3b (W)</p> <p>16.B.3c (W)</p> <p>16.C.3a (W)</p>	<p>Africa is a diverse continent with many varying countries that have unique characteristics, political systems, and economies.</p> <p>The Catholic Church was a major influence during the Middle Ages, influencing everything from politics to knights’ code of chivalry.</p> <p>Asia’s political structure and</p>	<p>Describe characteristics of African kingdoms or Aksum, West African Empires, and Great Zimbabwe, including political systems and economies.</p> <p>Identify the differences between historical fact and interpretation, related to common misconceptions of the Middle Ages.</p>	<p>Objective tests on chapters 10 and 11.</p> <p>Write a 3-5 page research report on a topic of student’s own choice from the Middle Ages or Renaissance time period.</p> <p>Small student groups will teach the lessons of chapter 12 to the rest of the class.</p>	<p>Literature</p> <p>Bulletin board sets for the Middle Ages and Renaissance</p> <p>Textbook—<u>Our World</u>, MacMillan/McGraw-Hill, 2003</p>

		<p>experiences were very different from Europe’s during the time period of 500 CE-1500CE.</p>	<p>Describe the origins of Western political ideas and institutions (e.g. Magna Carta)</p> <p>Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T’ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p> <p>Analyze the effect of the Church’s influence on politics during the Middle Ages and the resulting Reformation.</p> <p>Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p> <p>Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, technological and scientific progress.</p>		<p>Videos “Ancient Civilizations—Africa”, “History of the Middle Ages”, and “Everyday Life in the Renaissance”</p>
<p>The Enlightenment, Technology and Expansion</p> <p>The French Revolution</p>	<p>16.B.3d (W)</p> <p>16.C.2c (W)</p> <p>16.C.3c (W)</p> <p>16.C.4d (W)</p> <p>16.B.4a (W)</p>	<p>The Enlightenment changed people’s views of government, science, religion, and economics.</p> <p>Political revolutions occurred because of people’s changing views of their relationship with kings.</p>	<p>Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p> <p>Identify political ideas that began during the Renaissance</p>	<p>Objective tests on chapter 15</p> <p>Worksheets</p>	<p>Literature</p> <p>Textbook—<u>Our World</u>, MacMillan/McGraw-Hill, 2003</p>

<p>The Industrial Revolution</p> <p>The Age of Imperialism and Birth of Modern Japan</p>		<p>The Industrial Revolution changed the way goods were made, society, and culture.</p>	<p>and the Enlightenment and that persist today (e.g., church/state relationships).</p> <p>Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, and the rise of the capitalism.</p> <p>Describe the impact of technology during the Industrial Revolution.</p> <p>Explain why Japan opened its doors to international trade after being closed for centuries, and how it caught up with the rest of the world’s industry.</p> <p>Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p>		<p>Video “The Industrial Revolution”</p>
<p>World War I</p> <p>The Russian Revolution</p> <p>World War II</p> <p>Communist China</p>	<p>16.A.3b</p> <p>16.B.5a (W)</p> <p>16.B.4b (W)</p>	<p>Events of the 20th century had worldwide effects.</p> <p>Prejudice can lead to genocide if bystanders do nothing.</p> <p>The United States took on a greater worldwide leadership role at the end of World War II.</p>	<p>Analyze worldwide consequences of isolated political events, including the events triggering World Wars I and II.</p> <p>Identify political ideas from the early modern historical era to the present, which have had worldwide impact.</p>	<p>Write a newspaper article about an event from WWII.</p> <p>Reaction assignment about the Holocaust—student choice of poetry, story, art, music, drama.</p> <p>Objective test over chapter 16.</p>	<p>Literature</p> <p>Bulletin board sets</p> <p>Textbook—<u>Our World</u>, MacMillan/McGraw-Hill, 2003</p> <p>Video: “One Survivor Remembers”</p>

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The Cold War			Analyze the reasons for the Holocaust, and compare/contrast individual and nations' actions in trying to stop it. Explain the conflict between the United States and other democratic nations and communist nations during the Cold War.	Performance Assessment: Create a board game on World War I, II or the Cold War	Speakers— Communist China, Korea and Vietnam War
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