

Grade 6 Social Studies Curriculum Map Created by Alison Sancinito, Jason Levy, and Kristin Keinz

Enduring Understandings:

1. Students will understand the complex nature of a given culture.
2. Students will understand how belief systems affect a society's actions.
3. Students will understand how thriving societies maximize their resources.
4. Students will develop an awareness of place and how it impacts the development of culture.
5. Students will understand how government impacts the development of culture.
6. Students will understand how humans change the environment to meet their needs.

| Massachusetts State Frameworks for History and Social Studies | CCSS |
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| <p>Human Origins in Africa Through the Neolithic Age (7.1-7.6) Mesopotamia: the Site of Several Ancient River Civilizations (7.7-7.11) Egypt: An Ancient River Civilization (7.12-7.16) Phoenicia (7.17-7.18) The Roots of Western Civilization: Ancient Israel(7.19-7.23) The Roots of Western Civilization: Ancient Greece (7.24-7.34) The Roots of Western Civilization: Ancient Rome, c. 500 BC/BCE-500 AD/CE (7.35-7.44)</p> | <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> |

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| Unit Calendar | Unit | Essential Questions | Resources/Primary Sources | Assessments/UDL Learning Experiences |
|----------------|--|---|--|---|
| Sept | <ul style="list-style-type: none"> Archaeology | <ul style="list-style-type: none"> “What is history?” What are primary and secondary sources? | <ul style="list-style-type: none"> sample primary and secondary sources to aid vocabulary understanding | <ul style="list-style-type: none"> Individual artifact sharing Virtual digs on-line Early human journal entries DDM1 Pre Assessment/Diagnostic: Quiz DDM2 PreTest- Hammurabi’s Code |
| Sept | <ul style="list-style-type: none"> Prehistory Early Man | <ul style="list-style-type: none"> How does technology affect the development of a culture? Trace the development of Paleolithic through Neolithic times. | <ul style="list-style-type: none"> Lascaux cave paintings Stone tools Skulls of hominid groups | <ul style="list-style-type: none"> How did Otzi die? Writing: defend a position Explore the Lascaux cave paintings <ul style="list-style-type: none"> Compare information in paintings to information presented in the textbook Explore stone tool artifacts <ul style="list-style-type: none"> compare technology discuss sequential chart of hominid groups & stone tools |
| Oct | <ul style="list-style-type: none"> Development of civilization Mesopotamia | <ul style="list-style-type: none"> How do geographic factors influence the way people live? Explain the importance of a surplus. What is the effect of new technology? Why was the domestication of animals and the use of agriculture important? | <ul style="list-style-type: none"> Code of Hammurabi Epic of Gilgamesh artifacts from MET | <ul style="list-style-type: none"> Writing: Causes/Effects of Neolithic Revolution Mesopotamia newspaper activity Web activity on components of civilization Choice multimedia project on Sumerian Achievements “Land for Sale” advertisement Compare texts: Sargon readings |
| Nov-Mid Dec | <ul style="list-style-type: none"> Egypt | <p>How does the Nile River affect the development of Egyptian society? What is the role of a pharaoh in Egyptian society? How did dynasties bring stability to Egypt? What role does religion play in the lives of the Egyptians? What is everyday life like in Egypt? What role does social structure play in Egyptian society?</p> | <ul style="list-style-type: none"> Virtual Artifact exhibit at the MET & MFA Book of the Dead Photos of mummies and tombs Pyramid exploration Rosetta Stone Armana letters | <ul style="list-style-type: none"> Gifts of the Nile short essay God/Goddess research project Process of mummification Egyptian artifact analysis Prince of Egypt: Fact or Fiction? chart to compare alphabets |

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| | | <p>What is the significance of the pyramids?</p> <p>How did the use of technology impact the lives of the Egyptians?</p> <p>How did Egyptian culture influence the Nubians?</p> <p>What is the process of mummification?</p> | | |
| 2 day lesson with Egypt | Hebrews | <ul style="list-style-type: none"> • What role did religion play in the conflict between Egyptians and the Hebrews in Egypt? | <ul style="list-style-type: none"> • Ten Commandments | <ul style="list-style-type: none"> • Read and analyze the Ten Commandments |
| Mid Dec-Jan | China | <ul style="list-style-type: none"> • What role did geography play in the development of Chinese culture • How did the mandate of heaven influence life in ancient China? • Understand the difference between daoism, confucianism, and legalism. • Understand how Emperor Shi Huangdi controlled and united China under his rule • Understand the cultural practices of the ancient Chinese. | <ul style="list-style-type: none"> • TerraCotta soldiers • oracle bones • selections from Confucius and Laozi • Great Wall • Chinese handscrolls (MET) • artifact cards (History Alive) | <ul style="list-style-type: none"> • Artifact analysis • Exploration of TerraCotta tomb • geography learning stations • “Land For Sale” Ad • Dynastic cycle of China • Shi Huangdi resume activity • Belief systems daily simulations • Compare primary and secondary sources on Shi Huangdi <ul style="list-style-type: none"> ○ How did society view him? vs. How did he view himself? vs. How do we view him today? |
| Feb-March | Greece | <ul style="list-style-type: none"> • How did religious beliefs affect the ancient Greeks? • How did social stratification affect Greek society? • How did the people of ancient Greece affect changes in Government • Compare and contrast Athens and Sparta • Explain the role of Alexander the Great in spreading Greek culture to other regions of the world. • How did the Persian and Peloponnesian Wars influence Greece? | <ul style="list-style-type: none"> • Greek vases • Antigone • Pericles’ speech • Xenophon • Writings by Plato • speeches of Socrates • Writings of Herodotus • “Iliad” • Parthenon • Greek architecture | <ul style="list-style-type: none"> • “Land for Sale” Ad • Minoan/Mycenaean Newspaper • Greek vase analysis & replica • Travel brochure • Democracy in America activities • Leadership Report Card • Create your own city-state • Compare sources on Alexander the Great <ul style="list-style-type: none"> ○ Use sources to discuss bias ○ Discuss “loaded language” ○ Decide: Was Alexander a “great” leader? • Debate between Athens and Spartan society • Persian War visual metaphors |
| April-May | Rome | <ul style="list-style-type: none"> • What factors determine how social stratification appears within a culture? • How is a republic different from direct democracy? • What aspects of the Rome’s republic form | <ul style="list-style-type: none"> • Writings and speeches by Virgil, Caesar, and Livy • Accounts of the fall of Rome | <ul style="list-style-type: none"> • leadership report card • journal entries • What caused the Fall of Rome? Writing: Defend a position • Gladiator Webquest |

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| | | <p>of government were similar to American government?</p> <ul style="list-style-type: none"> ● Explain the roles of Julius Caesar and Augustus Caesar in the change from a republic to an empire. ● What factors led to the collapse of the Roman empire? ● What was the legacy of the Roman empire? | <ul style="list-style-type: none"> ● Artifacts ● Roman architecture | <ul style="list-style-type: none"> ● Compare republic to democracy ● Life in the Roman empire presentations ● DDM2: Post Assessment/Diagnostic Quiz |
| June | Early Americas (Mayans, Aztecs and Incas) | <p>What role does religion play in the lives of the Early American civilizations?</p> <p>How did geography affect the development of the Maya, Aztec, and Inca?</p> <p>What was the relationship between the rulers and the people?</p> <p>What was the lasting impact in modern day South American culture?</p> <p>What events led to the downfall of the Mayans, Aztecs, and Incas?</p> | <ul style="list-style-type: none"> ● Aztec Stone Calendar ● Pedro Cieza de León, <i>The Second Part of the Chronicle of Peru</i> ● Artifacts ● Architecture | <ul style="list-style-type: none"> ● Artifact webquest <ul style="list-style-type: none"> ○ categorize artifacts (Mayan, Inca, Aztec) ○ Connect artifact to cultural practices ● Virtual field trip through ancient historical cities <ul style="list-style-type: none"> ○ oral presentation, technology ● Read digital version of Discovery's "Kids Discover the Maya" <ul style="list-style-type: none"> ○ create a digital or visual culture web ○ understand Mayan influence on South American culture today ● Explore theories on Mayan disappearance <ul style="list-style-type: none"> ○ develop your own theory based on archeological evidence ● Write or create a digital project on a day in the life in the city of Tenochtitlan |