

Social Studies 6 - The Eastern Hemisphere

These are the Social Studies practices:

- 1) Gathering, Interpreting, and Using Evidence
- 2) Chronological Reasoning and Causation
- 3) Comparison and Contextualization
- 4) Geographic Reasoning
- 5) Economics and Economic Systems
- 6) Civic Participation

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures over time, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present and ideas that cover a time span from prehistory into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

A few notes about this scope and sequence:

- This scope and sequence and pacing guide is designed to support WHAT students should learn at this grade level, as articulated in the New York Social Studies Framework, by connecting teachers to Rochester-based resources and through an inquiry-based approach.
- The goal of the RCSD elementary social studies program is to connect ideas, themes, critical thinking skills, and culturally reflective/responsive cross-curricular resources in such a way that students' voices are heard, valued, and lifted up as they are motivated to engage with content and positively impact their communities.
 - In order to create grade-level, engaging, affirming, and meaningful instruction, we have begun to map out where there is cohesion between Social Studies, Language Arts, and Science. We would love your feedback as you utilize these resources throughout the year. This guide includes Language Arts and Science curricula to help highlight the possible connections between these units.
- The **Social Studies Curriculum** is InquirED's Inquiry Journeys, a high-quality social studies resource built on Inquiry.
 - More information on the structure of InquirED can be found here.
 - If you haven't already created an account, please log in to Roconnect and click on the InquirEd Icon in the curriculum folder.

Sixth Grade Social Studies Resources At A Glance

<u>InquirEd</u> *Found by logging into InquirED account	Book Lists & SS Support	<u>C3 Inquiries</u> (Formerly the NYS Toolkit)
The Human Story: Early People and Ancient Civilizations Influence: Second-Wave Civilizations Scope & Sequence Overview World History Guided Tours	RCSD Culturally Reflective/Responsive Book Lists Social Studies Practices RCSD Social Studies NYS Framework Antiracist Curriculum <u>RCSD Social Studies Website</u>	Agriculture Black Death China & Rome Islamic Spain Olympics Religious Freedom

Unit 1	Mikva Challenge: Exploring <u>Identity</u> How do we build a classroom community? How do I identify my core values? How do labels impact how I see myself? Why do powerful people use writing and speaking as tools for change? How do writers persuade/move their audience? How do we share stories to develop empathy?
Unit 2	<u>InquirEd The Human Story: Early People and Ancient Civilizations</u> Required Modules within this unit (1,3,4,8,9) How can we use stories to improve how we live together? What does evidence reveal about the story of our origins? What makes a turning point? Are civilizations more alike than they are different? What challenges must growing cities prioritize? How do beliefs influence cultural practices? How is the development of civilization linked to the evolution of writing?
Unit 3	<u>Influence: Second-Wave Civilizations (InquirEd)</u> Required Modules within this unit (1,2,8,9) How can we recognize and respond to influences in the world around us? How can we recognize and respond to influences in the world around us? How do civilizations gain and spread influence? How does art influence our understanding of people, places, and the past? How does technology influence society? How do beliefs spread? How does a government's structure impact participation in government? How might a single decision shape the course of history?
Unit 4	Student Showcase and Reflection of Work Throughout the Year How do I reflect on the year and share what I've learned?

Unit 1 - Exploring Identity

Mikva Challenge - Students will explore the power of the written word to persuade others. Beginning by exploring their own identity both as people and as writers, students will develop their skills in writing an argument to persuade. Students will start building community in the classroom by practicing communication and collaboration as they get to know each other. Together, the class will set agreements and norms, ways that we agree to be together. Students will analyze how their own identity influences their views on important issues facing their community. They will explore their core values and how they live those values. Students will discuss the power of labels to influence identity and self-worth, explore debates about controversial labels, and write a claim about their effects and usage. They will explore the idea of comfort zones and growth zones, then set their own growth goals. This also connects to Language Arts and the genre unit “[Texts & Personal Narrative](#)” as well as Grade 6 Unit 1 and writing an [acrostic poem](#).

- [Lesson 1: Building Community](#)
- [Lesson 2: Setting Class Agreements & Norms](#)
- [Lesson 3: I AM- Exploring my Identity](#)
- [Lesson 4: I Value- Identifying my Core Values](#)
- [Lesson 5: I am a Writer- Finding My Writing Voice 1/2](#)
- [Lesson 6: I am a Writer- Finding My Writing Voice 2/2](#)
- [Lesson 7: I Decide- Choosing my Own Labels 1/2](#)
- [Lesson 8: I Decide- Choosing my Own Labels 2/2](#)
- [Lesson 9: I Can Grow- Setting Growth Goals](#)
- [Lesson 10: I Can Relate: Being Inspired by the Experiences someone else shares 1/2](#)
- [Lesson 11: I Can Relate: Being Inspired by the Experiences someone else shares 2/2](#)
- [Lesson 12: I Can Empathize: Sharing Stories and Developing Empathy.](#)

Early River Valley Civilizations

- ❖ 6.3 Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for its unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)
 - 6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.

Additional Resources

RTC - Kwanzaa Principles [Buffalo BLM](#) [Facing History & Ourselves](#) [Local Leaders](#)*chapbooks (idea)

Unit 2 - [The Human Story](#): Early People and Ancient Civilizations

[InquirEd](#)- Since the dawn of history, people have responded to changing community needs in increasingly complex ways. In this Inquiry, students examine human history from Paleolithic beginnings through the development of civilizations – and the artifacts humans left behind during this time – to investigate the stories of early humans. They develop a deeper understanding of early human society to evaluate how humans faced the challenges of living together, which, in turn, can be used to improve how we live together today. There are 73 lessons in total. (To have a cohesive unit, the required modules within this unit are: 1,3,4,8,9) This will be the first half of the school year.

***A possible Cross-Curricular Product/Project with Language Arts Unit “Critical Problems and Designs” could be a [Living History Solutions Symposium](#).**

6.2 Eastern Hemisphere: The First Humans (Through the Lens of Neolithic Revolution)

- ❖ The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)
 - 6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.
 - Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
 - 6.2b The early people in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.
 - Students will be introduced to pastoral nomadic peoples as a cultural type that existed throughout history.
 - 6.2c The Neolithic Revolution was marked by technological advances in agriculture and the domestication of animals that allowed people to form semi-sedentary and sedentary settlements.
 - 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 the Neolithic Age
 - 6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.
 - Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

Additional Resources

[History](#)
[Khan Academy](#)
[Ancient African Civilizations](#)
[7 Influential African Empires](#)
[Ancient Africa-Ducksters](#)
[Antiracist Curriculum](#)
[Ancient Egypt Webquest](#)
[NYS- Agricultural Revolution](#)
[Ancient Mesopotamia-Babylon & Assyria](#)
[Khan Academy](#)
[NYS- China and Rome](#)
[NYS- Black Death](#)
[Flocabulary](#)
[Ancient India](#)

Unit 3 - [Influence: Second-Wave Civilizations](#)

[InquirEd](#)- The influence of second-wave civilizations on art, innovation, and culture continues to be a source of wonder for many. In this Inquiry, students explore the factors that allowed these societies to gain and spread influence, as well as how these societies continue to influence our world today. They draw connections between the past and the present before considering how they can respond to influences in the world and support their own community. There are 77 lessons in total. (Core represents what should be taught, and ext represents choice lessons. You can also add in flex lessons if students need support.) This will be the second half of the school year.

EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE

- ❖ 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. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)

COMPARATIVE WORLD RELIGIONS

- ❖ 6.4. COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E. – ca. 630 C.E.): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)

Comparative Classical Civilizations in the Eastern Hemisphere

- ❖ 6.5. COMPARATIVE 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. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)

Social Studies Practices:

- ❖ 6P.B. Chronological Reasoning
 - 6P.B.1. Identify ways that events are related chronologically to one another in time.
- ❖ 6P.A. Gathering, Interpreting, and Using Evidence
 - 6P.A.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).
 - 6P.A.5. Identify implicit ideas and draw inferences, with support.
 - 6P.A.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.

Additional Resources

[History](#)
[Khan Academy](#)
[Ancient African Civilizations](#)
[7 Influential African Empires](#)
[Ancient Africa-Ducksters](#)
[Olympics](#)

[Did the Chinese and Romans Know Each Other?](#)
[Mythology](#)
[Ancient Greece](#)
[Flocabulary-AG](#)

Unit 4- End of the Year Showcase/Reflection

This is a perfect time to reflect on and highlight any of the “Take Informed Action” modules.

RCSD SS- How do I reflect on the year and share what I’ve learned?

- What was your favorite project and why?
- What do you think you have improved at the most?
- Where do you think you need more practice?
- What was your best memory from this year?
- How would you describe yourself now?
- What advice would you give to the incoming second graders?
- What would you like to share with our school community?

Chronological Reasoning & Causation

- ❖ Explain how events are related chronologically to one another in time.
- ❖ Identify causes and effects, using examples from current events or grade-level content and historical events.
- ❖ Identify and classify the relationship between multiple causes and multiple effects.
- ❖ Distinguish between long-term and immediate causes and effects of an event from current events or history.
- ❖ 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.
- ❖ Compare histories in different places in the Eastern Hemisphere, utilizing timelines. Identify ways that changing periodization affects the historical narrative.
- ❖ Identify the relationships between patterns of continuity and change to larger historical processes and themes.
- ❖ Understand that historians use periodization to categorize events. Describe general models of periodization in history.

Additional Resources

[End of the Year Showcase Ideas](#)

Additional Resources Based on Standards

6.1	6.2	6.3	6.4
NYS Key Idea 6.1: Present-Day Eastern Hemisphere Geography	NYS Key Idea 6.2: The First Humans Through the Neolithic Revolution in the Eastern Hemisphere	NYS Key Idea 6.3: Early River Valley Civilizations in the Eastern Hemisphere (ca. 3500 B.C.E. - ca. 500 B.C.E.)	NYS Key Idea 6.4: Comparative World Religions (ca.2000 B.C.E. - ca.630 C.E.)
• Consider using Geography games from Sheppard Software • Travel Brochure • 180 Days of Geography	• NY Learns History	• Was the Development of Agriculture Good for Humans?	• Does Religious Freedom Exist?
6.5	6.6	6.7	• Live Binders
NYS Key Idea 6.5: Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. - ca. 500 C.E.)	NYS Key Idea 6.6: Mediterranean World: Feudal Western Europe, The Byzantine Empire, and the Islamic Caliphates (ca. 600 C.E. - ca. 1450)	NYS Key Idea 6.7: Interactions Across the Eastern Hemisphere (ca. 600 C.E. - ca. 1450)	
• Are the Olympics about More than Sports? • Did the Chinese and Romans Know Each Other?	• Was the Caliphate of Córdoba a Success?	• Can Disease Change the World?	

[InquirEd](#)