

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standards*. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application. The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

### Grade 6 Deconstructed Skills

Indicator	Expression
<b>CO: Comparison-</b> Utilize broad characteristics of historical developments to create a comparative analysis.	To demonstrate their ability to use the skill of <b>comparison</b> , students should: <ul style="list-style-type: none"> <li>distinguish similarities and differences among or between world civilizations.</li> <li>categorize historical events according to similarities and differences.</li> </ul>
<b>CE: Causation-</b> Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.	To demonstrate their ability to use the skill of <b>causation</b> , students should: <ul style="list-style-type: none"> <li>identify major historical turning points.</li> <li>analyze historical turning points to determine long- and short-term causes and effects.</li> <li>analyze historical eras to determine relationships (e.g., cause/effect, connections, and patterns) between eras.</li> <li>examine historical events to infer possible outcomes.</li> </ul>
<b>P: Periodization-</b> Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.	To demonstrate their ability to think in terms of <b>periodization</b> , students should: <ul style="list-style-type: none"> <li>identify how significant events and related developments led to changes in historical periods.</li> <li>create historical narratives based on units of time, including major turning points.</li> </ul>
<b>CX: Context-</b> Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.	To demonstrate their ability to use <b>context</b> , students should: <ul style="list-style-type: none"> <li>distinguish historical developments based on time and place.</li> <li>analyze how historical developments affect the world in both historic and contemporary contexts.</li> </ul>
<b>CC: Continuities and Changes-</b> Identify and explain significant theme-based patterns of continuities and changes within a period of time.	To demonstrate their ability to understand <b>continuities and changes</b> , students should: <ul style="list-style-type: none"> <li>define theme-based continuities and changes.</li> <li>identify theme-based patterns of continuity and change.</li> <li>explain theme-based continuities and changes within a period.</li> </ul>

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Indicator	Expression
<b>E: Evidence-</b> Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	<p>To demonstrate their ability to use <b>evidence</b> in the study of history, students should:</p> <ul style="list-style-type: none"><li>• identify and locate different forms of evidence and ensure validity of the evidence.</li><li>• engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.</li><li>• corroborate multiple sources.</li><li>• utilize different forms of evidence and multiple perspectives to make a claim.</li><li>• cite evidence from multiple sources to support a claim.</li></ul>

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **CIVILIZATIONS**

**Standard 1:** Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.

**Enduring Understanding:**

Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other's growth and development.

**Expository Narrative and Inquiry:**

This standard was developed to promote inquiry into the formation and expansion of world civilizations based on their interactions with local environments. These civilizations formed around the availability of natural resources. As a result, civilizations developed techniques and tools which enhanced their lives. Technological advances also led to increased desire for expansion, resulting in conflicts among civilizations. Social class hierarchies such as the caste system in India resulted from the division of labor caused by technological advances.

The development of world religions and philosophies also occurred during this era. These religions have endured through the centuries and should be discussed in terms of this lasting legacy.

Eventually, world civilizations began to interact with one another, exchanging goods and competing for military and economic power. These exchanges occurred when strong leaders conquered vast territories, spreading their cultures along the way. Societies between Europe and Asia exchanged goods, diseases, and ideas along the Silk Road, while also competing for dominance. These global interactions denoted an increasingly interconnected and complex world.

During this time period, certain civilizations evolved in ways that characterize them as classical. The four major classical civilizations in Greece, Rome, China, and India had cultural and technological advancements that continue to influence modern societies. Turning points in these civilizations often occurred as a result of war, technological advancement, desire for resources, government, value systems, religion and more. With the exception of Greece, these classical civilizations fell roughly around the same time frame due to different combinations of the following: overdependence on slavery, conflict with other groups including pastoral tribes, the impact of disease upon their populations, internal conflict among individuals, and weakened governments. This standard concludes with the fall of the last classical civilization: the Gupta Empire.

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### **CIVILIZATIONS**

#### **Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 1 and the themes of the course.

- Why did early humans choose to settle in particular locations?
- What attributes are required for a settlement to be considered a civilization?
- What characteristics of a civilization lead to inequality in a society?
- How did the inhabitants of early civilizations innovate to meet their needs?
- How did geography affect interactions among early civilizations?
- What caused changes in societies?
- How did civilizations become more advanced?
- What common features were shared by early civilizations?
- Does global exchange impact societies today in the same way it did in the past?
- With the exception of Greece, many classical civilizations fell around the same time. What factors contributed to the downfall of each?
- How did empires like that of Alexander the Great or the Roman Empire unify diverse people? How did they create class divisions?
- What were the advantages to being unified under one empire? The disadvantages? What are some other empires or individuals that unified diverse peoples? Compare these empires to the Roman Empire/Alexander the Great.
- How has religion both united and divided people throughout history?
- How did Confucianism impact China? What was its lasting influence?
- How did Christianity impact Rome? What was its lasting influence?
- How did democracy impact Athens? What was its lasting influence?
- Names such as Julius Caesar, Marc Antony, and Socrates are commonly known, yet Semiramus of Assyria, Zenobia of Palmyra, and Artemisia of Halicarnassus are not. What written and unwritten rules existed in classical societies that limited women's influence?

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**Indicator 6.1.CO** Compare the development of social systems among the early river valley civilizations.

This indicator was developed to prompt inquiry into a comparison of the effects of the first agricultural revolution on the development of social systems within early river civilizations.

**Depth of Knowledge: Level 2: Basic Reasoning**

**Target Skill: CO:** Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Compare the social structures of river valley civilizations and the limitations placed on individuals due to the confines of various social class hierarchies.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- agriculture
- civilization
- division of labor
- domestication
- River Valley Civilizations
  - China
  - India
    - Caste system
  - Mesopotamia
    - Hammurabi's Code
  - Egypt/Kush

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Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other's growth and development.

**Indicator 6.1.CE** Summarize how environmental factors influenced the interactions within and between early civilizations.

This indicator was developed to promote inquiry into why and how world civilizations began to interact with one another and the results of those global changes.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Describe events, innovations, and environmental factors that enabled world civilizations to interact with each other.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Alexander the Great

- Achievements
- Rule

Mediterranean Sea

- location
- seafaring
- trade
- warfare

Phoenicians

- seafaring
- alphabet

Roman Empire

- Engineering
  - Arches
  - Amphitheater
  - Aqueducts

- Colosseum
- Concrete
- Parthenon
- Plumbing
- Roads

- Key Figures

- Antony, Marc
- Caesar, Julius

- Punic War

- Barca, Hannibal

- Republic

Silk Road

- Diffusion of Religion
- Disease, spread of
- Trade

Innovations and Technology

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**Indicator 6.1.P** Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.

This indicator was developed to promote inquiry into turning points in the organization and transformation of the four major classical civilizations in China, Greece, India, and Rome. This indicator was also developed to foster inquiry into the cultural and technological advancements of the classical civilizations that continue to influence modern societies.

**Depth of Knowledge:** Level 4— Extended Reasoning

**Target Skill:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Evaluate how inventions or cultural advancements acted as turning points for the four major classical civilizations of China, Greece, India, or Rome.

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*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### China

- Confucianism
  - Beliefs
  - Diffusion
  - Enduring Influence
  - Leaders
  - Origins
- Daoism/Taoism
  - Beliefs
  - Diffusion
  - Enduring Influence
  - Leaders
  - Origins
- Han Dynasty
  - Establishment of (206 BCE)
  - Fall of (220 CE)
- Huang He River Valley Civilization
- Mandate of Heaven
- Philosophy
- Silk Road
  - Diffusion of Religion
  - Disease, spread of
  - Trade
- Innovations and Technology

#### Greece

- Academy
- Alexander the Great
  - Hellenistic Culture
- Architecture

- Aristotle
- Art
- Athens, Golden Age
  - Art
  - Architecture
  - Direct Democracy
  - Mathematics
  - Philosophy
  - Pericles, Age of (461 BCE-429 BCE)
  - Citizenship

#### India

- Gupta Empire
  - Achievements
  - Astronomy
  - Mathematics

#### Rome

- Conflicts
- Engineering
  - Arches
  - Amphitheater
  - Aqueducts
  - Colosseum
  - Concrete
  - Parthenon
  - Plumbing
  - Roads
- Government
  - Republic



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**Standard 1:** Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.

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**Indicator 6.1.CX** Contextualize the origins and spread of major world religions and their enduring influence.

This indicator was designed to promote inquiry into the development, basic tenants, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time.

**Depth of Knowledge:** Level 4– Extended Reasoning

**Target Skill: CX: Context**

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Examine the factors that promoted the diffusion of major world religions.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- Buddhism, Christianity, Confucianism, Daoism/Taoism, Hinduism, Islam, Judaism
  - Basic tenants
  - Diffusion
  - Enduring Influence
  - Leaders
  - Origins

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**Enduring Understanding:**

Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other's growth and development.

**Indicator 6.1.CC** Analyze changes and continuities that influenced the organization and technological advancements of early and classical world civilizations.

This indicator was developed to promote inquiry into changes and continuities in the formation and expansion of early and classical world civilizations based on their interactions with their environments.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuity and Change:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Analyze patterns in history that indicate shifts from early to classical civilizations.

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### CIVILIZATIONS

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### China

- Confucianism
    - Beliefs
    - Diffusion
    - Enduring Influence
    - Leaders
    - Origins
  - Daoism/Taoism
    - Beliefs
    - Diffusion
    - Enduring Influence
    - Leaders
    - Origins
  - Han Dynasty
    - Establishment of (206 BCE)
    - Fall of (220 CE)
  - Huang He River Valley Civilization
  - Mandate of Heaven
  - Silk Road
    - Diffusion of Religion
    - Disease, spread of
    - Trade
  - Innovations and Technology
- Key figures
    - Aristotle
    - Pericles
    - Plato
    - Socrates
  - Mathematics
  - Philosophy
  - Achievements
  - Government
    - City-states
      - Democracy
      - Monarchy
      - Oligarchy
      - Tyranny

#### India

- Buddhism
- Gupta Empire
  - Achievements
  - Fall of
- Hinduism

#### Rome

- Achievements
- Christianity
  - Beliefs
  - Diffusion
  - Enduring Influence
  - Leaders
  - Origins
- Conflicts
- Fall of
- Government

#### Greece

- Alexander the Great
  - Hellenistic Age
- Athens, Golden Age
  - Academy
  - Architecture
  - Direct Democracy
    - Citizenship

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**Indicator 6.1.E Analyze** multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.

**Depth of Knowledge:** Level 4 –Extended Reasoning.

**Target Skill Indicator:** E: Evidence

**Below examples of perspectives to *consider* through primary sources:**

- Artifacts reflecting the origins of civilizations
- Travel narratives from the Silk Road
- Religious text(s)
- Writings of philosophers
- Law codes
- Artifacts reflecting technological advancements of civilizations

**Examples of secondary sources to assist in providing perspective:**

- Maps/Graphs
- Trade books
- Online encyclopedias
- Textbooks
- Biographies
- Videos
- Magazines
- Newspapers
- Peer reviewed scholarly articles/journals
- SC DISCUS databases
- Podcasts
- Museum exhibits (online)

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### **INCREASED GLOBAL INTERACTIONS**

**Standard 2:** Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450).

**Enduring Understanding:**

World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.

**Expository Narrative and Inquiry:**

This standard was developed to encourage inquiry into the development of world societies and their increased global interactions between 550 CE and 1450 CE.

These societies utilized different political systems. For example, feudalism developed in Europe and Japan, and Muslim expansion led to the rise of Islamic kingdoms across Asia, Africa, and the Iberian Peninsula. Meanwhile, the dynastic cycle continued to determine the political hierarchy in China. Political systems and social class hierarchies were also developing in Mesoamerica and South America civilizations.

Furthermore, environmental factors impacted these societies and encouraged innovation during this period. Increasing interactions between societies along trade routes, including the Silk Road and Sub-Saharan Africa, led to the development of new technologies, diffusion of ideas, and exchange of goods. Moreover, the growth of trade led to greater competition for resources and violence between permanent settlements and pastoral societies across Europe and Asia. This movement of people and animals also had the unintended consequence of spreading disease. The Black Death devastated populations in this region in the mid-14th century.

The Crusades acted as a turning point for many of these societies, resulting in long-term transformations across the world. After the Crusades, the tensions between Christians, Muslims and Jews escalated, and the effects of this “Holy War” have rippled down to present day. More positively, the Crusades reinvigorated Europe in several ways, including the emergence of universities. Populations began to look beyond their immediate communities and to the larger world of trade and commerce with non-Europeans, continuing to increase global exchanges among societies. In the Muslim world, the Abbasids lost ascendancy, the Ottoman Turks gained power and influence, and the Moors were pushed out of Spain.

The Turks and Mongols expanded across Asia, North Africa and much of the Byzantine Empire. These pastoralists conquered vast amounts of territory using tactics based on their exceptional archery skills on horseback. The Turks created the Ottoman Empire and established Istanbul their capital. The Mongols conquered extensive territory under Genghis Khan’s leadership. His grandson Kublai Khan established the Yuan Dynasty in China, expanding China’s interaction with foreigners, including European traveler Marco Polo, whose published account of his experiences broadened Europe’s interest in China.

Civilizations in West Africa and the Americas also flourished during this time period. In West Africa, vast kingdoms such as Mali and Ghana flourished as they mined for gold and salt. The journal of Ibn Battuta reveals the powerful leadership of Mansa Musa and his journey to Mecca.

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Around the same time, the Mayans, Aztecs, and Incas were developing complex societies in Mesoamerica and South America. These societies made their own advancements in engineering, astronomy, and farming techniques.

### **Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 2 and the themes of the course.

- How have different empires influenced Constantinople?
- What factors allowed the Ottoman Empire to ascend to power?
- How did the Crusades result in increased trade between Asia and Europe?
- How did the Crusades change the world/Europe/Asia?
- What factors resulted in the success of the African trade empires?
- How did one civilization's cultural traditions/values impact its exchange with other nations?
- How did feudalism develop in Europe and Japan?
- How did the dynastic cycle influence China?
- What factors characterize the Mayans, Aztecs, and Incas as advanced civilizations?
- What factors contributed to clashes of culture that occurred during this time period?
- How did the role of women differ in Meso and South American societies versus medieval European societies?

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### **INCREASED GLOBAL INTERACTIONS**

**Standard 2:** Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450).

**Enduring Understanding:**

World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.

**Indicator 6.2.CO** Compare the political systems within world civilizations.

This indicator was developed to encourage inquiry into the different types of political systems around the world. Further, this indicator was developed to promote inquiry into the feudal systems in Japan and Europe, the political structure of the kingdoms in Asia and Africa, Imperial China, and the Central and South American Empires.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill: CO: Comparison** – Utilize broad characteristics of historical developments to create a comparative analysis.

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Compare the feudal systems in Japan and Europe.

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### **INCREASED GLOBAL INTERACTIONS**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### Americas

- Aztec Empire
  - Moctezuma
- Inca Empire
  - Sapa Inca
- Mayan Civilization
  - City-states
- Role of religion in government

#### China

- Dynastic cycle
- Yuan Dynasty
  - Khans

#### Japan

- Feudal System
  - Daimyo
  - Emperor

- Samurai
- Shogun

#### Medieval Europe

- Feudal system
- Magna Carta
- Monarchy
- Role of religion in government
  - Pope
  - Roman Catholic Church

#### Ottoman Empire

- Sultan
- Role of religion in government

#### West Africa

- Mansa Musa
- Monarchy



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**Enduring Understanding:**

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**Indicator 6.2. CE** Explain the impact of global exchanges among world civilizations.

This indicator was developed to encourage inquiry into how environmental factors impacted world societies and encouraged interaction during the period.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill: CE: Causation**

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Describe results of increased global interaction.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Byzantine Empire

- natural resources
- geographic location
- government policies
- religion

Carolingian Empire

- natural resources
- geographic location
- government policies
- religion

Holy Roman Empire

- natural resources
- geographic location
- government policies
- religion

Ming Dynasty

- natural resources

- geographic location
- government policies
- religion

Ottoman Empire

- natural resources
- geographic location
- government policies
- religion

Pastoralism

Silk Road

West African Kingdoms

- natural resources
- geographic location
- government policies
- religion
- salt and gold trade

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**Indicator 6.2.P** Summarize the increased global exchanges among world societies using the Crusades as a major turning point.

This indicator was developed to encourage inquiry into the significance of the Crusades in expanding European trade networks. This indicator was also developed to promote inquiry into the growth of the Ottoman Empire as a result of the Crusades.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Analyze how the Crusades were a catalyst for increased global exchange.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Constantinople

Crusades

- European experience in Asia
  - exposure to new goods
  - exposure to new ideas

Ottoman Empire

- formation as a result of Constantinople's collapse
- taxation
- trade routes

○ Silk Road

- trade policies

Reconquista

- influence of Moors
- influence of Jews

Roman Catholic Church

- role in Crusades
  - Pope Urban II

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**Indicator 6.2.CX:** Contextualize the historical effects of the expansion of the Turks and Mongols on Europe and Asia.

This indicator was developed to encourage inquiry into the effects of the Turk and Mongol expansion across Asia, North Africa and much of the Byzantine Empire.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Describe the political, social, and economic climate(s) that allowed the Turks and Mongols to expand.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Mongol Empire 1206-1405**

- Dependence on Animals
- effect on China
  - disease
  - government
  - religion
  - trade
- horsemanship
- migratory societies
- reliance on trade and spoils
- conquests
- pastoralism
- war tactics
- Turks

- Abbasid Dynasty
  - Seljuk Turks take control of Abbasid dynasty
- Islam
- Ottoman Empire
  - Constantinople
  - effect on Byzantine Empire
    - disease
    - government
    - religion
    - trade
  - taxation for use of trade routes
- war tactics

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### **INCREASED GLOBAL INTERACTIONS**

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**Indicator 6.2.CC** Evaluate changes and continuities in cultural and economic interactions between societies in West Africa and the Americas.

This indicator was created to encourage inquiry into the development of the Mali and Ghana Kingdoms, including gold and salt mining and the connection to trade routes. This indicator was also written to promote inquiry into the development of the Mayan, Aztec, and Inca Empires, to include advancements in astronomy, engineering, and farming techniques

**Depth of Knowledge:** Level 3 – Complex Reasoning.

**Target Skill:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuity and Change:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Investigate Timbuktu's influence in the world over time.

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*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### **Aztec Empire**

- Aztec Technology:
  - Astronomy
  - Chinampas
  - Macahuitl
  - Pyramids
  - reliance on obsidian
- Warfare
  - prisoners of war as human sacrifice

#### **Inca Empire**

- Astronomy
- Machu Picchu
- Quipus
- Roadway system
- Suspension bridges
- Terraced farming
- Use of masonry

#### **Mayan Civilization**

- Architecture
- Astronomy
- Calendars
- City-states
- Concept of zero
- Myths
- Medical advances

#### **African Kingdoms**

- Ghana
- Islam
- Mali
  - Mansa Musa
  - Timbuktu
  - Sankore Madrasah
- Songhai
- Trade
  - gold and salt
  - Sub-Saharan Africa

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **INCREASED GLOBAL INTERACTIONS**

**Standard 2:** Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450).

**Enduring Understanding:**

World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.

**Indicator 6.2.E:** Analyze multiple perspectives on the increased interactions among and between world societies from 550 to 1450 through a variety of primary and secondary sources.

**Depth of Knowledge:** Level 4 – Extended Reasoning.

**Target Skill Indicator:** E: Evidence

**Below examples of perspectives to *consider* through primary sources:**

- Law Codes
- Artifacts reflecting technological and cultural advancements
- Artifacts that indicate contributions to warfare
- Artifacts reflecting the origins of civilizations
- Travel narratives from the Silk Road
- Religious text(s)

**Examples of secondary sources to assist in providing perspective:**

- Maps/Graphs
- Trade books
- Online encyclopedias
- Textbooks
- Biographies
- Videos
- Magazines
- Newspapers
- Peer reviewed scholarly articles/journals
- SC DISCUS databases
- Podcasts
- Museum exhibits (online)

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

**Enduring Understanding:**

European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.

**Expository Narrative and Inquiry:**

This standard was developed to encourage inquiry into European motivations for exploration and settlement during the 15th through 18th centuries.

The closing of the Silk Road and new technological developments were major catalysts for European exploration of the Atlantic World leading to European competition for dominance. Inhabitants of European societies migrated for religious and economic reasons and established settlements. The development of these settlements also led to an increased need for labor in mining and agriculture. Europeans, Americans, and Africans were soon engaged in the triangular trade resulting in significant economic, social, and political transformations in their societies. The emergence of empires led to a continued struggle for world power.

As a result of the Age of Exploration, societies of Europe, Africa, and the Americas were more interconnected than ever before. In the triangular trade, the Americas provided raw materials and new markets for the manufactured goods of Europe. Europeans and indigenous groups exchanged crops, hunting and farming methods, and other goods unfamiliar to their respective cultures. As the competition for resources grew, conflict between indigenous groups and Europeans became more intense. These interactions were exacerbated by the European attempt to convert indigenous people to Christianity.

Europeans in control of colonial America used indigenous populations, Africans, and indentured servants as sources of exploited labor. The transatlantic slave trade was a turning point in the development of social systems and social order in the Atlantic World. The plantation system in the Americas required a large labor force, and the indentured servant labor force was limited. Indigenous people of the Americas were enslaved and used as labor until disease and conflict continued to reduce their population. In the transatlantic slave trade, Africans were enslaved and forced to migrate to the Americas in order to provide labor for the plantation colonies. The slave trade would have lasting influence on government policies, economics, culture, and personal freedoms.

A lack of advanced weapons and immunity to disease resulted in the deaths of many indigenous peoples. The result of enslaving Africans had a detrimental effect on the continent of Africa by reducing the population, creating internal conflict, and dismantling cultures and families.

Meanwhile, Europeans were experiencing a Renaissance, or rebirth of classical ideas. During

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

this time period, the invention of the printing press had dramatic effects on European civilization. The immediate effect was that it spread information quickly, increasing literacy rates. Readily available texts exposed people to new ideas about politics, science, religion, and the arts. The printing press, combined with the concept of humanism, acted as a catalyst for communication and change, including the Scientific Revolution, the Enlightenment. The printing press also shifted the process of reproducing books from monks, lessening the control of the Church in disseminating information. Soon, people began to challenge the power of the church, eventually leading to the Protestant Reformation.

### **Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 3 and the themes of the course.

- How did European contact impact indigenous peoples?
- What were the lasting impacts of European colonization in Latin America?
- What led to the growth of the Transatlantic Slave Trade?
- What were the positive and negative impact of the Columbian Exchange?
- What were the environmental impacts of the Columbian Exchange?
- What social and political changes led to colonization?
- What impact did Bartolome de las Casas have on colonialism and the treatment of indigenous groups in the Americas?
- What factors led to Martin Luther's split with the Catholic Church?
- How did technology impact Martin Luther's cause?
- How was the Counter-Reformation a direct result of Martin Luther's protests against the Roman Catholic Church?
- How were science and medicine changed as a result of the Scientific Revolution?
- How did the Enlightenment impact people's views of citizenship and government?
- How can the ideals of the Enlightenment be seen in current global politics?



# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

**Enduring Understanding:**

European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.

**Indicator 6.3.CO** Compare European motivations for exploration and settlement.

This indicator was developed to encourage inquiry into European motivations for exploration and settlement as a result of the closing of the Silk Road. This indicator was also written to foster inquiry into the development of the Atlantic World, and the resulting economic, political, and social transformations in European, American, and African societies

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Compare motivation for exploration between Spain, Portugal, France, and Great Britain.

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## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### **Age of Exploration**

- Cartographer
- Explorers
  - Columbus, Christopher
  - Cortes, Hernan
  - Pizarro, Francisco
- Trading Post

#### **Closing of the Silk Road**

#### **Enlightenment**

- Scientific Revolution

#### **Mercantilism**

#### **Migration**

- Enslavement
- Forced Migration
- Immigration
- Indentured Servitude

#### **Missionaries**

- De las Casas, Bartolome

#### **Renaissance**

- Humanism
- Printing press

#### **Queen Isabella**

#### **Transatlantic Slave Trade**

- African Kingdoms
- Middle Passage
- Plantation
- Slave Codes

#### **Technology/Tools**

- Astrolabe
- Caravel
- Compass
- Gunpowder
- Guns
- Horses

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

**Enduring Understanding:**

European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.

**Indicator 6.3.CE:** Explain the impact of increased global exchanges on the development of the Atlantic World.

This indicator was developed to encourage inquiry into the growing interconnectedness between Europe, Africa, and the Americas which led to increased global exchanges throughout the Atlantic World. The indicator also encourages inquiry into the development of human labor systems, cultural interactions, and the growth of economic markets .

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Explain how the Age of Exploration led to more interwoven world.

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### DEVELOPMENT OF THE ATLANTIC WORLD

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Pizarro

#### Aztec Empire

- Cuauhtemoc
- Malintzin
- Moctezuma
  - Interactions with Hernan Cortes

#### Colonialism

- Competition for resources between the British, Dutch, French, Portuguese, Spaniards,
- Economic Systems
- Social Structures
- Treaty of Tordesillas

#### Columbian Exchange

- Smallpox
- Triangular Trade

#### Fur Trade

#### Incan Empire

- Atahualpa
  - Interactions with Francisco

#### Mayan Empire

#### Migration

- Enslavement
- Forced Migration
- Immigration
- Indentured Servitude

#### Mercantilism

#### Missionaries

- De las Casas, Bartolome

#### Settler Colonies

#### Technology/Tools

- Gunpowder
- Guns
- Horses

#### Transatlantic Slave Trade

- Middle Passage
- Plantation
- Slave Codes

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### DEVELOPMENT OF THE ATLANTIC WORLD

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

**Enduring Understanding:**

European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.

**Indicator 6.3.P** Summarize the impact of the Transatlantic Slave Trade on the social, political and ideological systems in the Atlantic World.

This indicator was developed to encourage inquiry into the impact of the Transatlantic slave trade on Africa, Europe, and the Americas. This indicator promotes inquiry into the beginning of the Transatlantic slave trade, the ideological, economic, and political policies that upheld slavery, and how the slave trade led to the systematic oppression of Africans in the Atlantic World.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Explore the lasting impact of the transatlantic slave trade on individuals of African descent.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Colonialism

- Demand for labor
- Impact on indigenous Americans
- Impact on Africans

Migration

- Enslavement
- Forced Migration
- Immigration
- Indentured Servitude

Missionaries

- motive for converting indigenous and enslaved people
- role in converting indigenous and enslaved people

Transatlantic Slave Trade

- Middle Passage
- Plantation
- Slave Codes

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

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**Indicator 6.3.CX** Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it.

This indicator was developed to encourage inquiry into the impact of Transatlantic interaction with Europeans, Africans, and others on the indigenous populations of the Americas.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Explore indigenous people's responses to European contact.

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### DEVELOPMENT OF THE ATLANTIC WORLD

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### Aztec Empire

- Cuauhtemoc
- Malintzin
- Moctezuma
  - Interactions with Hernan Cortes

#### Colonialism

- Competition for resources between the British, Dutch, French, Portuguese, Spaniards,
- Economic Systems
- Social Structures
- Treaty of Tordesillas

#### Columbian Exchange

- Smallpox
- Triangular Trade

#### Fur Trade

#### Incan Empire

- Atahualpa
  - Interactions with Francisco

#### Pizarro

#### Mayan Empire

#### Migration

- Enslavement
- Forced Migration
- Immigration
- Indentured Servitude

#### Mercantilism

#### Missionaries

- De las Casas, Bartolome

#### Settler Colonies

#### Technology/Tools

- Gunpowder
- Guns
- Horses

#### Transatlantic Slave Trade

- Middle Passage
- Plantation
- Slave Codes

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## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

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**Indicator 6.3.CC** Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment.

This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, Scientific Revolution, Protestant Reformation and Catholic Counter-Reformation.

**Depth of Knowledge:** Level 3 – Complex Reasoning.

**Target Skill Indicators:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuities and Change:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Explore the Enlightenment's influence on the development of limited government.



# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### **Capitalism**

- Shift from mercantilism

#### **Church of England**

- Henry VIII
- Queen Elizabeth
- Puritans

#### **Enlightenment**

- Locke, John
- Montesquieu
- Rosseau, Jean Jacques
- Smith, Adam
- Voltaire

#### **Protestant Reformation**

- Calvin, John

- Luther, Martin

- 95 Theses

#### **Renaissance**

- DaVinci, Leonardo
- De Medici, Catherine
- Gutenberg, Johannes
- Humanism

#### **Scientific Revolution**

- Bacon, Francis
- Copernicus, Nicolaus
- Galilei, Galileo
- Geocentric Theory
- Heliocentric Theory
- Newton, Isaac

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## **Alignment Guide August 2019**

### **DEVELOPMENT OF THE ATLANTIC WORLD**

**Standard 3:** Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760).

**Enduring Understanding:**

European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.

**Indicator 6.3.E** Analyze the short and long term impact of the Atlantic World's growth with primary and secondary sources across multiple perspectives.

**Depth of Knowledge:** Level 4 – Extended Reasoning.

**Target Skill Indicator:** E: Evidence

**Below examples of perspectives to *consider* through primary sources:**

- Exploration and Trade Route Maps from 1450-1760
- Indigenous accounts of European contact
- Indigenous forms of record-keeping
- Slave narratives
- Slave ship layouts
- Travel narratives
- Key works from the Renaissance, Enlightenment, and the Scientific Revolution

**Examples of secondary sources to assist in providing perspective:**

- Maps/Graphs
- Trade books
- Online encyclopedias
- Textbooks
- Biographies
- Videos
- Magazines
- Newspapers
- Peer reviewed scholarly articles/journals
- SC DISCUS databases
- Podcasts
- Museum exhibits (online)

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

#### **Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

#### **Expository Narrative and Inquiry**

This standard was developed to encourage inquiry into changes in governments between 1760 and 1820. The period was an era of economic, political, and social change. While China continued the policy of isolationism, absolute (“unlimited”) rulers who believed that their divine right to rule was derived from God existed throughout much of Europe. Absolute rulers led to an imbalance of social power and opportunity, thus creating tension among rulers and the ruled. This was evident in the North and South American colonies as well as in France and Haiti. Revolutionary ideas and protests spread, eventually leading to large-scale revolutions such as the American Revolution, the French Revolution, the Haitian Revolution, and later the Latin American independence movements. These revolutions resulted in more limited governments that were formed using constitutions and other documents limiting the power of rulers.

The Industrial Revolution increased the demand for natural resources and markets for goods in large parts of Africa, Asia, Latin America, and Australia, resulting in the rise of imperialism and the spread of nationalism. Nations began mining for coal and iron to promote growing industry. New methods of steel production, including the open-hearth process emerged. A shift from rural to urban living denoted a major transition in how people lived. Life in cities changed as they became overcrowded and unsanitary. Women and children employed in factories experienced social problems such as child labor, long work hours, and unsanitary conditions necessitating government intervention. The innovations of the Industrial Revolution, including steam engines, railroads, and weapons technology, spread creating more industrialized nations and leading to more global competition for raw materials and markets to trade goods. This technology would eventually lead to the first modern war: World War I.

The growth of railroads began to connect major cities and entire nations. People and goods were more mobile than ever. Industry expanded, changing economies but also negatively impacting the environment. The repercussions of the Industrial Revolution’s environmental impact present challenges for nations across the world.

Even while profiting economically from newly acquired natural resources and markets, nations often times looked down on the countries they imperialized, changing their religions and cultures. This would later result in major rebellions worldwide. States, such as the United States and Japan remained isolationist until political and economic forces led to their expansion and imperialism.

As imperialist desire grew, so did nationalist feelings. Shared culture and history led people to want to unify and/or separate and find sovereignty by ruling themselves. Conflicts arose when

## **Grade 6: WORLD CIVILIZATIONS**

### **Alignment Guide August 2019**

territories threatened by imperialism began seeking independence. Two precursors that led to a world conflict were competition for colonies and the desire for independence. Both precursors would lead to unlike any ever seen in history, World War I.

The competition between maintaining power and the desire for self-rule caused nations to build alliances (sometimes in secret) with other nations - all of these factors led to World War I. Alliances among nations resulted in a global conflict. The political results of World War I, laid out in the Treaty of Versailles, left a few nations with more power than ever, and left others without much political power at all. The results of the Treaty of Versailles eventually led to World War II.

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

#### **Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 4 and the themes of the course.

- What constitutes a revolution?
- How did \_\_\_\_\_ revolution change the world?
- What has motivated humans to start revolutions?
- How did colonialism and imperialism impact indigenous peoples?
- How did the Industrial Revolution lead to imperialism (colonization)?
- What impact did the Industrial Revolution have on the environment?
- What impacts of the Industrial Revolution are still being felt today?
- How did the Industrial Revolution change the quality of life for people during this time period?
- Compare more modern revolutions (Cuban, Iranian, Nicaraguan) to nineteenth-century revolutions (French, American) and early twentieth-century revolutions (Mexican, Chinese, Russian).

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.CO:** Compare political revolutions which resulted from the Enlightenment.

This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760-1820.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Compare the American, French, and Haitian Revolutions.

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### **GLOBAL EXCHANGES AND REVOLUTIONS**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### **Absolute Monarchies:**

- Absolute Monarchy
- Absolutism
- Divine Right
- Constitutional Monarchy
- Constitutions
- Limited government
- Unlimited government
- Peter the Great
- Louis XIV

#### **Revolutions:**

##### **American Revolution**

- Battle tactics
- Leaders
- Motives
- Outcomes
  - Democracy

##### **Haitian Revolution**

- Battle tactics
- Leaders
  - L'Ouverture, Toussaint
- Motives
- Outcomes
- Slave revolt

##### **French Revolution**

- Battle tactics
- Declaration of the Rights of Man
- Declaration of the Rights of Women
  - de Gouges, Olympe
- Key figures
  - Antoinette, Marie
  - Corday, Charlotte
  - Danton, Georges
  - Louis XVI
  - Marat, Jean Paul
  - Marquis de Lafayette
  - Robespierre, Maximilien
- Motives
- Outcomes

##### **Latin American Independence**

- Battle tactics
- Cuban independence/Spanish American War
  - Marti, Jose
- Gran Colombia
  - Bolivar, Simon
- Leaders
- Mexico
  - Hidalgo, Miguel
- Motives
- Outcomes

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL EXCHANGES AND REVOLUTIONS

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.CE:** Analyze the political, economic, and social impacts of colonialism and the rise of imperialism.

This indicator was developed to promote inquiry into the rise of imperialism in the period from 1820 to 1919. The indicator also promotes inquiry into how the birth of the Industrial Revolution and the resulting rise of colonialism and imperialism impacted the world significantly.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Examine how the Industrial Revolution encouraged imperialism and colonialism.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

- Coal
- Diamonds
- Factory system
- Iron
- Labor sources
- Life in Cities
- Migration
- Monopolies
- Railroads
- Rubber
- Strikes
- Textiles
- Working conditions in factories
- Unions

- Urbanization

**Imperialism**

- Berlin Conference
- Boxer Rebellion
- European Imperialism
- Japanese Imperialism
  - Meiji Restoration
- Opium Wars
- Partition of Africa
- Queen Victoria
- Sepoy Rebellion
- Sovereignty
- Zulu Wars



# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL EXCHANGES AND REVOLUTIONS

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.P:** Summarize the local and global impacts of the Industrial Revolution.

This indicator was developed to promote inquiry into the impact of the Industrial Revolution on economic, political, and social aspects of countries around the world from 1760–1919.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Examine the impact of the Industrial Revolution on government policy and local and global economies.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

- Assembly Line
- Child Labor
- Coal
- Cotton gin
- Enclosure Acts
- Factory system
- Iron
- Interchangeable parts
- Life in Cities
- Migration
- Monopolies
- Open Hearth Process
- Railroads
- Role of women in labor reform
- Spinning jenny
- Steel
- Steam Engine
- Strikes
- Tenements
- Textiles
- Working conditions in factories
- Unions
- Urbanization

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL EXCHANGES AND REVOLUTIONS

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.CX:** Contextualize the environmental impact of the Industrial Revolution.

This indicator was developed to promote inquiry into the relationship between the environment and the Agricultural Revolution, the Industrial Revolution, advanced technologies, and urbanization.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Analyze the reasons people migrated during the Industrial Revolution.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Industrial Revolution**

- Air and water pollution as a result of production
- Impact on individual health
- Enclosure Acts
- Factory system
  - Exposure to hazardous materials
- Life in Cities
- Migration
- Mining
  - Coal
- Diamonds
- Exposure to hazardous materials
- Pollution
- Railroads
- Tenements
- Working conditions in factories
- Urbanization
  - Epidemics/Disease
  - Refuse
  - Sanitation

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.CC:** Analyze the progression of nationalism in the 19th through the early 20th century.

This indicator was developed to promote inquiry into the changes and continuities in political systems in the period of 1760-1919. This indicator also promotes the inquiry into the spread of nationalism throughout the world.

**Depth of Knowledge:** Level 3 – Complex Reasoning.

**Target Skill Indicators:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuity and Change:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Examine nationalism through Napoleon's conquests.

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Bonaparte, Napoleon

- Congress of Vienna
- Napoleonic Code

Concert of Europe

Nation-state

Nationalism

- American Revolution
  - Democracy
- Haitian Revolution
  - Toussaint l’ouverture
- French Revolution
  - Declaration of the Rights of Man
  - Declaration of the Rights of Women
  - Louis XIV
- Mexican Revolution
  - Villa, Pancho
  - Zapata, Emiliano
  - Zimmerman Telegram

- Latin American Independence
  - Cuban independence/Spanish American War
    - Jose Marti
  - Mexico
    - Hidalgo, Father Miguel
  - Gran Colombia
    - Bolivar, Simon

World War I

- Alliances
- Assassination of Archduke Franz Ferdinand
- Crisis in the Balkans
- League of Nations
- Militarism
- Nationalism
- Role of women
- Treaty of Versailles
- Weapons technology

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL EXCHANGES AND REVOLUTIONS**

**Standard 4:** Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.

**Enduring Understanding:**

Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.

**Indicator 6.4.E:** Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.

**Depth of Knowledge:** Level 4 – Extended Reasoning.

**Target Skill Indicator:** E: Evidence

**Below examples of perspectives to *consider* through primary sources:**

- Constitutions of unlimited governments.
- Declarations of independence
- Missionary accounts
- Letters and personal accounts in reaction to imperialism
- Political manifestos
- Wartime propaganda
- Newspaper articles, advertising
- Political cartoons
- Photographs
- Speeches
- Telegraphs
- Wartime footage
- Government policies created in reaction to industrialization

**Examples of secondary sources to assist in providing perspective:**

- Maps/Graphs
- Trade books
- Online encyclopedias
- Textbooks
- Biographies
- Videos
- Magazines
- Newspapers
- Peer reviewed scholarly articles/journals
- SC DISCUS databases
- Podcasts
- Museum exhibits (online)

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL INTERDEPENDENCE**

**Standard 5:** Demonstrate an understanding of the development of global interdependence from 1920 to the present.

**Enduring Understanding:**

The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

**Expository Narrative and Inquiry:**

This standard was developed to encourage inquiry into the changes in human rights and social hierarchies from 1920-present.

The Stock Market Crash of 1929 and the Great Depression were major turning points that led to growth in right-wing nationalist movements and fascism. Europe was devastated by the crash and it impacted the profits of colonizing governments in Africa and India. These colonies questioned European colonization. Latin America, which largely depended on U.S. and European investment, experienced an economic downturn and a rise in fascism. In China and Japan, the decline of global trade hurt the price of exports and agricultural staples. The Stock Market Crash exposed problems of capitalism, and the far-reaching consequences of the crash demonstrate the level of global interconnectedness present by 1929.

Attitudes of European governments toward the Treaty of Versailles set the stage for World War II, which resulted in the deaths of over 60 million people. Extreme nationalism resulted in the rise of totalitarianism and led to the genocide of the Jews in Europe: The Holocaust.

In Nazi Germany, the Nuremberg Laws stripped German Jews of their citizenship and freedoms. Nazi ideologies advocated for the systematic extermination of Jews, Poles, communists, people with disabilities, and other groups throughout Europe. The unprecedented human rights violations of the Holocaust led to the creation of the United Nations and the subsequent drafting of the Universal Declaration of Human Rights and the Convention against Genocide.

The creation of the Jewish state of Israel in 1948 was influenced by the aftermath of the Holocaust, but it also led to ongoing conflicts in the Middle East.

After using the atomic bomb in Japan at the end of the war, the US emerged as an international superpower. The Soviet Union was also recognized as a world power. Their economic, political, and cultural ideologies clashed as these nations competed for world domination during the Cold War. The US government used foreign policy and foreign aid to sway the countries devastated by World War II from communist ideology and toward Western values. Conversely, the Soviet Union used its foreign policy and foreign aid programs to convince nations to adopt communist practices. Evidence of the clash between communist and capitalist ideologies is seen in the Korean War, the Vietnam War, and the Cuban Missile Crisis. This competition carried over from the political and economic arenas into the development of technology, leading to events like the nuclear arms and space races. The Cold War ended with the collapse of the Soviet Union due in

## **Grade 6: WORLD CIVILIZATIONS**

### **Alignment Guide August 2019**

large part to the efforts of the Baltic States. Soviet leaders used this collapse as an opportunity to make political and economic reforms by promoting capitalism and democracy in modern Russia.

In other countries, marginalized and oppressed groups fought for their rights and independence from colonist governments. India's independence movement the decolonization of Africa in the 1960s, and the fight to end apartheid in South Africa in the 1980s are examples of this. The legacy of colonization in these areas was long-lasting.

The fight for human rights continues to be a struggle fought by groups around the world. For example, the U.S. Civil Rights Movement of the 1950s and 1960s, which brought about changes in racial equality continues today. Other groups also continue to fight for equality around the world.

During this time, populations started to think about their impact on the environment. Localities began to consider the pollution and other effects resulting from the previous Industrial Revolution on water, soil, and air quality. People made changes in laws and processes with the goal of improving the environment. Countries have come together in order to solve these environmental concerns, as evidenced in the Paris and Kyoto Accords. There has been a push towards innovation to find renewable energy sources, such as wind, water, solar, and even nuclear power. Countries have also looked to find other sources of energy in order to decrease their dependency on oil from the OPEC countries. Global efforts to find other sources of energy demonstrate the need to work together in order to find solutions to sustain the environment.

Technological advancements were developed during this time and facilitated further interconnectivity between countries. Communication changed beginning with the invention of the radio and telephone and continued with the development of television and personal computer and the internet. Technology and the spread of information quickly resulted in major cultural shifts, enabling messages of movements to be seen by the world. the use of these developments helped promote human rights movements disseminating their ideals and goals.

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL INTERDEPENDENCE**

#### **Possible Questions for Inquiry:**

Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the events in Standard 5 and the themes of the course.

- How did Mahatma Gandhi contribute to Indian independence?
- What arguments were made for the creation of Israel following the Holocaust?
- What led to the end of apartheid in South Africa?
- What methods were used to fight for independence in Africa, Asia, and India?
- What factors contributed to the Holocaust happening during World War II?
- How did the Holocaust affect the world's understanding of human rights?
- How did nationalism contribute to World War II?
- What impact did the Stock Market Crash of 1929 have on the US? The world?
- How were countries economically interconnected during the Great Depression?
- What impact did the events of WWII have on the Civil Rights movement in the US?
- What steps can people take to increase their environmental sustainability in the world?
- How has life changed since the invention of the radio in the modern age of technology?
- How has technology impacted business, government, and the lives of individuals?
- What efforts have been made to improve environmental pollution in the late 20th and early 21st centuries?
- How has the availability of the Internet increased the need for cyber-security?
- How has technology impacted the fight for human rights?



# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL INTERDEPENDENCE

**Standard 5:** Demonstrate an understanding of the development of global interdependence from 1920 to the present.

**Enduring Understanding:**

The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

**Indicator 6.5.CO:** Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries.

This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies. This indicator also prompts inquiry into the Women's Suffrage Movement, the Civil Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CO: Comparison

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

- Compare the independence movements in India and across Africa.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Colonization

- Robeson, Paul

Decolonization

- African colonies
- Asian colonies
  - Gandhi, Mahatma

- Menchu, Rigoberta
- Mothers of the Plaza de Mayo (Argentina)
- Romero, Bishop Oscar
- Tiananmen Square
- Universal Declaration of Human Rights

Human Rights

- Civil rights/Civil disobedience
  - Apartheid
    - Mandela, Nelson
    - Tutu, Desmond
  - Chavez, Cesar
  - Dalai Lama (14th)
  - King, Martin Luther
  - Gandhi, Mahatma
  - Paul, Alice

- Roosevelt, Eleanor
- Women's Rights/ Suffrage
  - Chisholm, Shirley
  - Friedan, Betty
  - Steinem, Gloria
- Yousafzai, Malala

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL INTERDEPENDENCE**

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**Indicator 6.5.CE:** Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries.

This indicator was developed to promote inquiry into the cause and effect relationship between nationalism and world wars. This indicator was also developed to promote inquiry into genocide, including the Holocaust, as well as the creation of the Universal Declaration of Human Rights, and the ensuing conflict that resulted from the creation of the state of Israel.

**Depth of Knowledge:** Level 2 – Basic Reasoning.

**Target Skill Indicators:** CE: Causation

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

- Examine the impact of the Holocaust on an international stage.

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL INTERDEPENDENCE

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### Creation of the State of Israel

- British Mandate for Palestine
- Diaspora Communities from Europe
- Harry Truman
- Israeli-Palestinian Conflicts

#### Holocaust

- Causes
- Concentration Camps
- Effects on the World Stage
- The Evian Conference
- Jewish Life in Europe
- Ghettos
- The Nazi Party
- Nuremberg Laws
- Nuremberg Trials
- USS Saint Louis and SS Quanza
- US Responses to the Holocaust
- Potsdam
- Universal Declaration of Human Rights

#### Human Rights

- Apartheid
  - Mandela, Nelson
- Civil disobedience
- Civil rights
- Colonization
- Decolonization
  - African colonies
  - Asian colonies
    - Gandhi, Mahatma
- Universal Declaration of Human Rights

#### Imperialism

- Long-term economic impact
- Long-term political impact
- Long-term Social impact

#### Nationalism

- Role in World War II

#### United Nations

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL INTERDEPENDENCE**

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**Enduring Understanding:**

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**Indicator 6.5.P:** Analyze the impact of increased global interdependence using the Great Depression and the Cold War as major turning points in the 20th century.

This indicator was developed to promote inquiry into the global impact of the Great Depression, using the Stock Market Crash of 1929 as a major turning point. This indicator was also developed to promote inquiry into the formation and expansion of states, including the function of supranational organizations, resulting from the Cold War.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** P: Periodization

**Possible Content associated with the skill of Periodization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

- Describe the cultural, technological, and ideological shifts that occurred as a result of the Cold War.

# **Grade 6: WORLD CIVILIZATIONS**

## **Alignment Guide August 2019**

### **GLOBAL INTERDEPENDENCE**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

#### **Effects of the Great Depression**

- Economics
  - Decline in global trade
  - Decline in production
- Politics
  - Government responses
  - Rise of fascism
- Unemployment

#### **Cold War**

- Arms race
- Capitalism
- Formation of states
  - Cuban Revolution
    - Cuban Missile Crisis
  - Korean War
    - Division at the 38th

#### **Parallel**

- Vietnam War
  - Unification of North and South Vietnam
- Marshall Plan
- NATO
- Soviet Union
  - Communism
  - Gorbachev, Mikhail
  - Fall of
  - Invasion of Afghanistan
  - Stalin, Josef
- Space Race
- The United Nations

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL INTERDEPENDENCE

**Standard 5:** Demonstrate an understanding of the development of global interdependence from 1920 to the present.

**Enduring Understanding:**

The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

**Indicator 6.5.CX:** Contextualize various sustainability efforts amid increasing global interdependence.

This indicator was designed to promote inquiry into how countries are addressing cultural, economic, and environmental issues in order to promote local sustainability in an interconnected world.

**Depth of Knowledge:** Level 4– Extended Reasoning.

**Target Skill Indicators:** CX: Context

**Possible Content associated with the skill of Contextualization:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

- Evaluate the impact of technology on sustainability efforts.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Environmental Concerns**

- Deforestation
- Genetic modification
- Kyoto Accords
- Non-renewable Energy Sources
- OPEC
- Overproduction
- Paris Accords
- Pesticides
- Pollution
- Recycling
- Renewable Energy Source
- Sustainability
- Technology

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL INTERDEPENDENCE

**Standard 5:** Demonstrate an understanding of the development of global interdependence from 1920 to the present.

**Enduring Understanding:**

The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

**Indicator 6.5.CC:** Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and 21st centuries.

This indicator was developed to promote inquiry into the changes and continuities in cultural and communication technology from the invention of radio and telephone to the personal computer and internet. This indicator also supports inquiry into the changing role of technology at both the business, governmental, and personal levels.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill Indicators:** CC: Continuities and Changes

**Possible Content associated with the skill of Continuity and Change:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 5.*

- Evaluate the ways humans have received information over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

**Technology**

- Cyber security
- Digital footprint
- Digital literacy
- Internet
- Personal Computer
- Radio
- Social Media
- Telephone
- Television

# Grade 6: WORLD CIVILIZATIONS

## Alignment Guide August 2019

### GLOBAL INTERDEPENDENCE

**Standard 5:** Demonstrate an understanding of the development of global interdependence from 1920 to the present.

**Enduring Understanding:**

The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.

**Indicator 6.5.E:** Utilize primary and secondary sources to analyze multiple perspectives on global interdependence during the 20th and 21st centuries.

**Depth of Knowledge:** Level 4 – Extended Reasoning.

**Target Skill Indicator:** E: Evidence

**Below examples of perspectives to *consider* through primary sources:**

- Universal Declaration of Human Rights
- Social media posts from Arab Spring
- Cold War propaganda
- Wartime propaganda
- Newspaper articles
- World War II newsreels
- Photographs
- Social media posts from key figures and individuals impacted by world events
- Speeches key figures and individuals impacted by world events
- Interviews with key figures and individuals impacted by world events
- Trade Agreements
- Environmental Accords
- Oral histories
- Museum artifacts

**Examples of secondary sources to assist in providing perspective:**

- |   |                            |
|---|----------------------------|
| ● Maps/Graphs                               | ● SC DISCUS databases      |
| ● Trade books                               | ● Podcasts                 |
| ● Online encyclopedias                      | ● Museum exhibits (online) |
| ● Textbooks                                 |                            |
| ● Biographies                               |                            |
| ● Videos                                    |                            |
| ● Magazines                                 |                            |
| ● Newspapers                                |                            |
| ● Peer reviewed scholarly articles/journals |                            |

**NOTE:** Holocaust denial is not considered a legitimate, academic historical perspective or interpretation.