Grade 6 Social Studies / History
Social Studies 6

Historical and Spatial Thinking and Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

OH Grade 6 OH: Social Studies (2012)

History

Theme: Regions and People of the Eastern Hemisphere Historical Thinking and Skills

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

Geography

Theme: Regions and People of the Eastern Hemisphere Spatial Thinking and Skills

3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

4. Latitude and longitude can be used to identify absolute location.

Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. globe skills
2. map skills
3. timelines
4. latitude
5. longitude
6. primary sources
7. secondary sources
8. types of maps
9. chart and graph skills
10. basic geography skills

Skills

1. Create charts, graphs, and visual information and discuss the benefits and weaknesses of each type of map.
2. Gather, process, and record information using maps, globes and other visual data specific to the Western Hemisphere.
3. Determine absolute location.
4. Classify and compare regions of the Eastern Hemisphere.
5. Understand that events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.
6. Understand that regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Common Core/Literacy Standards

1. Classify information as primary or secondary source and develop a logical argument with support.
2. Use context clues to construct meaning of new words.
3. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone in writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Questions

1. In what ways can time be measured?
2. How are places unique and different?
3. How can we identify locations?
4. Why is it important to look at different sources?

Standards Vocabulary

1. classify
2. interpret
3. inference
4. textual evidence

Additional Vocabulary

1. location
2. regions
3. place
4. movement
5. interaction
6. Equator
7. Tropic of Cancer
8. Tropic of Capricorn
9. North Pole
10. South Pole
11. latitude
12. longitude
13. meridians
14. Prime Meridian
15. map projection
16. map key
17. compass rose
18. scale
19. political, physical, and special purpose maps
20. bar, line, and pie graphs
21. B.C., A.D., B.C.E., and C.E.

Resources

Stage 2: Assessment Evidence

Model Earth

Formative: Project

In a collaborative group, students will create a model of the Earth using a spherical object (Styrofoam, oranges, balls, etc.). Models should reflect criteria such as landmasses, bodies of water, and lines of latitude and longitude. Assess student's model globe using a rubric based on: axislatitudelongitudeequatorPrime Meridiancontinent placement

Timelines

Formative: Graphic Organizer

Students will construct a variety of timelines that illustrate significant events from the student's life. Assess timelines based on: intervalsequencevocabulary (B.C., A.D., B.C.E., and C.E.)titlerelevance of events

Plotting Location

Formative: Graphic Organizer

Students will plot absolute locations to demonstrate understanding of latitude and longitude. Assess plotting based on: points in the correct locationgrid drawn correctlypoints labeled properly

Primary vs. Secondary Sources Sort

Formative: Performance

Students will evaluate and distinguish various sources provided by the teacher, classifying them as primary or secondary and recording their findings on a graphic organizer such as a T-chart. Assess students based on: sources sorted properlyvalid argument as to why they classified the item the way they did

Biblical Plotting

Formative: Graphic Organizer

Students will locate areas of Biblical significance and plot on a map. Assess student maps based on: points in proper placespoints labeled properly

Different Perspectives

Summative: Essay

Research Project. Students will choose a topic they have been studying in social studies that is of interest to them. After becoming familiar with the material presented in their textbook on this topic, they should find at least three other sources which present a different perspective on the topic. After analyzing these sources, making sure their sources are credible, and taking notes on the materials, students will write an essay in which they explain which view they think is most accurate and why, citing reasons from the sources they have gathered. Students should follow the entire writing process for this project.

Two Fictional Accounts

Formative: Graphic Organizer

Students will find two fictional stories/books about the same famous person, such as Cleopatra, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.

Fiction Versus Nonfiction

Formative: Graphic Organizer

Students will read one fictional account and one nonfiction account of the same famous person or event, such as Cleopatra, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. In a collaborative group, students will create a model of the Earth using a spherical object (Styrofoam, oranges, balls, etc.). Models should reflect criteria such as landmasses, bodies of water, and lines of latitude and longitude.
2. Project. Students will construct a variety of timelines that illustrate significant events from the student's life.
3. Project. Students will plot absolute locations to demonstrate understanding of latitude and longitude.
4. Project. Students will locate areas of Biblical significance and plot on a map.
5. Research Project. Students will choose a topic they have been studying in social studies that is of interest to them. After becoming familiar with the material presented in their textbook on this topic, they should find at least three other sources which present a different perspective on the topic. After analyzing these sources, making sure their sources are credible, and taking notes on the materials, students will write an essay in which they explain which view they think is most accurate and why, citing reasons from the sources they have gathered. Students should follow the entire writing process for this project.
6. Graphic Organizer. Students will evaluate and distinguish various sources provided by the teacher, classifying them as primary or secondary and recording their findings on a graphic organizer such as a T-chart.
7. Compare and Contrast: Two Fictional Accounts. Students will find two fictional stories/books about the same famous person, such as Cleopatra, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.
8. Compare and Contrast: Fiction Versus Nonfiction. Students will read one fictional account and one nonfiction account of the same famous person or event, such as Cleopatra, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*The Geography Book: Activities for Exploring, Mapping, and Enjoying Your World* by Caroline Arnold
*The Complete Book of Maps and Geography, Grades 3 - 6* by American Education Publishing

*World Geography, Middle Grades Up (Daily Skill Builders)* by Wendi Silvano
*Great Map Mysteries: 18 Stories and Maps to Build Geography and Map Skills (Grades 3-6)* by Susan Julio
*Cleopatra VII: Daughter of the Nile, Egypt, 57 B.C. (The Royal Diaries)* by Kristiana Gregory
*Sterling Biographies: Cleopatra: Egypt's Last and Greatest Queen* by Susan Blackaby
*Cleopatra: True Lives* by Haydn Middleton
*Cleopatra Rules!: The Amazing Life of the Original Teen Queen* by Vicky Alvear Shecter
*Cleopatra: The Life of an Egyptian Queen (Graphic Nonfiction)* by Gary Jeffrey

Resources

* Interactive Mapping ([www.sheppardsoftware.com](http://www.sheppardsoftware.com))

Grade 6 Social Studies / History
Social Studies 6

Prehistory

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 6 OH: Social Studies (2012)

History

Theme: Regions and People of the Eastern Hemisphere Historical Thinking and Skills

1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.

Geography

Human Systems

6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

Government

Theme: Regions and People of the Eastern Hemisphere Civic Participation and Skills

9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. physical environment (Eastern Hemisphere)
2. human impact on environment
3. timeline skills
4. map skills
5. chart skills
6. periods of time

Skills

1. Identify, prioritize, and evaluate the major factors that contributed to human migration during prehistory.
2. Describe the influence of the physical environment, climate, and geography on the lives of those in the Eastern Hemisphere during prehistory.
3. Assess the human impact on the physical environment during prehistory.
4. Understand that different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

Common Core/Literacy Standards

1. Use context clues to determine the meaning of unknown words.
2. Analyze how the text uses structure to present the information.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Integrate visual information (charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Essential Questions

1. How does prehistory affect our lives today?
2. How did early civilizations develop?
3. How did the environment affect the lives of people in early history?
4. How do written sources present historical information?
5. In what ways is information conveyed?

Standards Vocabulary

1. text format
2. key vocabulary

Additional Vocabulary

1. prehistory
2. history
3. migration
4. civilization
5. natural resources
6. technology
7. era
8. ages

Resources

Stage 2: Assessment Evidence

Virtual Tour

Formative: Technology Project

Students will be assessed through oral discussion before and after the WebQuest: What are the variations among physical environments within the Eastern Hemisphere?How do those differences influence human activities?How do human activities also alter the physical environment?

Prehistoric 3D Project

Formative: Visual Arts Project

Student's 3D project can be a diorama, a technology based depiction, a hanging model, built out Legos, etc. Assessment should be based on: contentcreativityrelevance

Comparative Assessment Early Man v. Modern Man

Formative: Oral Assessment

Students should report their findings orally. Assessment should be based on: information presented in a logical waysupport for their findings presented with factual evidencecollaborationspeaking and listening skillsuse of content and vocabulary from the text

Why Did the Dinosaurs Leave?

Summative: Persuasive Writing

Student will research and analyze two different views on why dinosaurs became extinct. After gathering their sources and taking notes, they will construct an essay that promotes one view over the other, stating evidence and reasons to support their view. Students will go through the entire writing process to construct their essay. In addition, students will present their view to the class based on their research in the form of a digital or visual presentation.

Cartoon Prehistory

Summative: Visual Arts Project

In the style of one of the cartoon prehistory books listed below, students will write and illustrate their own cartoon prehistory booklet or cartoon strip on a topic of their choice. Their cartoon can then be shown to a younger grade to instruct them on what happened during this time period.

Stage 3: Learning Plan

Learning Experiences

1. Computer Assisted Instruction. Students can take virtual tour of a prehistoric cave. Use the link provided. The class will then engage in a discussion about what they saw.
2. Creative Project. Students can portray a prehistoric physical environment in 3D form.
3. Cooperative Learning Groups. In small groups, students will assess the impact early humans had on his environment and compare it to the impact of modern humans on the environment. Students can use a graphic organizer to record their notes.
4. Research. Student will research and analyze two different views on why dinosaurs became extinct. After gathering their sources and taking notes, they will construct an essay that promotes one view over the other, stating evidence and reasons to support their view. Students will go through the entire writing process to construct their essay. In addition, students will present their view to the class based on their research in the form of a digital or visual presentation.
5. Creative Project. In the style of one of the cartoon prehistory books listed below, students will write and illustrate their own cartoon prehistory booklet or cartoon strip on a topic of their choice. Their cartoon can then be shown to a younger grade to instruct them on what happened during this time period.

Resources

* Chauvet Cave (<http://www.donsmaps.com/chauvetcave.html>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*Boy of the Painted Cave* by Justin Denzel
*Secrets of the Iceman* by Dorothy Hindshaw Patent
*National Geographic Kids Ultimate Dinopedia: The Most Complete Dinosaur Reference Ever* by Don Lessem
*When Bugs Were Big, Plants Were Strange, and Tetrapods Stalked the Earth: A Cartoon Prehistory of Life before Dinosaurs* by Hannah Bonner
*When Dinos Dawned, Mammals Got Munched, and Pterosaurs Took Flight: A Cartoon PreHistory of Life in the Triassic Age* by Hannah Bonner
*When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swarm: A Cartoon Prehistory of Life Long Before Dinosaurs* by Hannah Bonner
*Paleo Bugs: Survival of the Creepiest* by Timothy J. Bradley
*Paleo Sharks: Survival of the Strangest* by Timothy J. Bradley
*The Day of the Dinosaurs (Cartoon History)* by Jacqui Bailey

Resources

* Chauvet Cave ([www.donsmaps.com/chauvetcave.html](http://www.donsmaps.com/chauvetcave.html))

Grade 6 Social Studies / History
Social Studies 6

Mesopotamia

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.6.3. Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 6 OH: Social Studies (2012)

History

Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Geography

Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. Mesopotamian civilization
2. history of Mesopotamia
3. geography of Mesopotamia
4. religion of Mesopotamia
5. technology of Mesopotamia
6. agricultural practices/products of Mesopotamia
7. government of Mesopotamia
8. economic systems of Mesopotamia

Resources

Skills

1. Draw conclusions as to why people settled in the Eastern Hemisphere and support with logical arguments.
2. Connect the information gained on Mesopotamia to today's world.
3. Understand that Mesopotamia, with unique government, economic system, social structure, religion, technology and agricultural practices and products, flourished as a result of favorable geographic characteristics.
4. Know that regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Common Core/Literacy Standards

1. Analyze and synthesize information from multiple sources.
2. Convey research information in an appropriate fashion.
3. Collect, gather, organize, summarize, and present information about Mesopotamia's civilization.
4. Engage effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.
5. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Essential Questions

1. Why did early civilizations develop in the Eastern Hemisphere?
2. How did geographic characteristics influence early civilizations?
3. What are some lasting legacies of Mesopotamia on the Eastern Hemisphere today?
4. To what degree do we need laws?
5. Why is it important to have multiple sources for information?

Standards Vocabulary

1. primary source
2. secondary source
3. context clues
4. key vocabulary
5. main idea

Additional Vocabulary

1. irrigation
2. social class
3. ziggurat
4. polytheism
5. city-state
6. caravan
7. cuneiform
8. surplus
9. famine
10. exile
11. alphabet
12. diaspora
13. monotheism
14. Hammurabi's Code
15. division of labor

Stage 2: Assessment Evidence

PowerPoint

Summative: Technology Project

Students in small groups will create an informative PowerPoint based on Mesopotamia's government, economic system, social structure, etc. They will then share with the class. PowerPoints should be assessed using a rubric based on inclusion of primary secondary sources in their research, key vocabulary and one of the following: governmentseconomic systemssocial structuresreligionstechnologiesagricultural practices and products

Law Code

Summative: Reflective Writing

Students will create a personal Law Code after looking at the Ten Commandments and Hammurabi's Code. Students should be assessed based on: clear laws that are understood by the audiencereasons why they have included the lawconsequences listed for law violationsdescriptioninclusion of key vocabulary/concepts

Letter to Barack Obama

Summative: Essay

Students will write a letter from Barack Obama to Hammurabi or a letter from Hammurabi to Barack Obama, evaluating the weaknesses and strengths of their civilizations. Assess the letter based on: inclusion of key terms/conceptsaccuracy of information contained in the letterinformation pertaining to at least one of the following topics: governmentseconomic systemssocial structuresreligionstechnologiesagricultural practices and products

Mock Trial

Summative: Performance

Students will conduct a mock trial using Hammurabi's Code after researching it using multiple sources. Students should be assessed based on: speaking and listening skillssupporting arguments and detailsutilization of key concepts and vocabularycollaboration

Resources

Stage 3: Learning Plan

Learning Experiences

1. Reflective Writing. Students will create a personal Law Code after looking at the Ten Commandments and Hammurabi's Code.
2. Role Playing. Students will write a letter from Barack Obama to Hammurabi or a letter from Hammurabi to Barack Obama, evaluating the weaknesses and strengths of their civilizations.
3. Cooperative Learning Groups. Students in small groups will create an informative PowerPoint based on Mesopotamia's government, economic system, social structure, etc. They will then share with the class.
4. Simulation. Students will conduct a mock trial using Hammurabi's Code after researching it using multiple sources.
5. Role Playing. Using a resource such as *Ancient History Readers' Theater Grade 5 Up* by Robert W. Smith, students can perform a skit about an aspect of history they are studying.
6. Simulation. Using a resource such as *Ancient History Simulations* by Max Fischer, students can engage in a simulation on some aspect of ancient history they are studying.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**

*DK Eyewitness Books: Mesopotamia* by Philip Steele and John Farndon
*Life in Ancient Mesopotamia (Peoples of the Ancient World)* by Shilpa Mehta-Jones
*Gilgamesh the Hero* by Geraldine McCaughrean
*Gilgamesh* by Bernarda Bryson
*Ancient History Readers' Theater Grade 5 Up* by Robert W. Smith
*Hands-On History: Ancient Civilizations Activities* by Garth Sundem
*Ancient History Simulations* by Max Fischer

Resources

* Hammurabi's Code ([www.phillipmartin.info/](http://www.phillipmartin.info/))

Grade 6 Social Studies / History
Social Studies 6

Egypt

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.6.3. Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

OH Grade 6 OH: Social Studies (2012)

History

Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Geography

Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

Egypt's:

1. history
2. geography
3. religion
4. technology
5. agricultural practices/products
6. government
7. economic systems

Resources

Skills

1. Draw conclusions as to why people settled in Egypt and support with logical arguments.
2. Connect the information gained on Egypt and relate it to today's world.
3. Compare and contrast Ancient Egypt to modern day Egypt.
4. Differentiate the regions of Egypt and Nubia ( e.g., river area, Upper vs. Lower Egypt).
5. Understand that Egypt's unique government, economic system, social structure, religion, technology and agricultural practices and products flourished as a result of favorable geographic characteristics.
6. Understand that regions can be determined, classified, and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.
7. Sequence several processes related to Egypt (e.g., mummification, pyramid building, making papyrus).

Common Core/Literacy Standards

1. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
2. Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
3. Determine meanings of unknown words utilizing context clues.

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Essential Questions

1. Why did early civilizations develop in the Eastern Hemisphere?
2. How did geographic characteristics influence early civilizations?
3. What are some lasting legacies of Egypt on the Eastern Hemisphere today?

Standards Vocabulary

1. context clues
2. key vocabulary
3. sequencing
4. order of events

Additional Vocabulary

1. red land
2. black land
3. delta
4. regent
5. pharaoh
6. pyramid
7. cataract
8. slavery
9. afterlife
10. mummy
11. hieroglyphs
12. papyrus

Stage 2: Assessment Evidence

Carrot Mummy

Formative: Teacher Observation

Students will be assessed on: following the set of instructions properly and in orderbeing able to describe orally the processes and explain the importance of following them in sequencethe ability to discuss the correlation between the carrot and the mummy

Pyramid Model or Papyrus Creation

Formative: Visual Arts Project

Students will be assessed on following an ordered list of steps to complete building a pyramid or making paper. The rubric should include: ability to follow sequenced steps in orderfinal productthe ability to orally discuss the importance of sequencingpredicting consequences if the proper steps are not followed chronologicallyorally describing the steps in the process and why their model is important

Realty Brochure

Summative: Project

Students will pretend they are realtors selling a home in a part of Ancient Egypt and they must write a brochure encouraging someone to buy it. Students should be assessed on the following: use of persuasive language in the brochureuse of key terms and vocabulary in the brochureuse of persuasive presentation throughoutthorough coverage of the region assigned to studentdiscipline-specific contentintroduction of claim(s) about a topic or issueacknowledgement of claim(s) from alternate or opposing claimslogical organization of reasons and evidenceuse of credible sourcesuse of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

Collage

Summative: Project

At the end of the unit, students should create a poster board collage that is divided in half. The left half should reflect Ancient Egypt, the right half should reflect modern Egypt. The rubric should include:items reflective of Egyptitems placed in the proper columnat least 5 items on each side

Resources

Stage 3: Learning Plan

Learning Experiences

1. Simulation. Students will pretend they are realtors selling a home in a part of Ancient Egypt, and they must write a brochure encouraging someone to buy it. Students should include: persuasive language, key terms and vocabulary, persuasive techniques, information on the region assigned to student, discipline-specific content, claim(s) about a topic or issue, acknowledgement of claim(s) from alternate or opposing claims, logical organization of the reasons and evidence, support of claim(s) with logical reasoning, and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, credible sources, words, phrases, and clauses that create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
2. Compare and Contrast. Students will create a collage with Ancient Egypt on one side and modern Egypt on the other. Students can explain similarities and differences to the class as they present their collages.
3. Simulation. Students will mummify a carrot using sequence steps. They should be able to follow the set of instructions properly and in order, describe orally the processes and the importance of following them in sequence, and discuss the correlation between the carrot and the mummy.
4. Model Building. Students will build a pyramid using ordered steps. They should be able to follow sequenced steps in order, discuss the importance of sequencing, predict consequences if the proper steps are not followed chronologically, and orally describe the steps in the process and tell why their model is important.
5. Project. Students will make papyrus/paper using sequenced steps. They should be able to follow sequenced steps in order, discuss the importance of sequencing, predict consequences if the proper steps are not followed chronologically, and orally describe the steps in the process and tell why their model is important.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*Pyramid* by David Macaulay
*Tirzah* by Lucille Travis
*Tales of Ancient Egypt (Puffin Classics)* by Roger Lancelyn Green

*The Golden Goblet (Newbery Library, Puffin)* by Eloise Jarvis McGraw
*History Pockets: Ancient Egypt - Grades 4-6+* by Marc Tyler Nobleman
*Great Ancient EGYPT Projects: You Can Build Yourself (Build It Yourself)* by Carmella Van Vleet
*Mummies Made in Egypt (Reading Rainbow Books)* by Aliki
*Hieroglyphs* by Joyce Milton
*The Pharaohs of Ancient Egypt (Landmark Books)* by Elizabeth Payne

Resources

* Mr. Donn ([www.mrdonn.org](http://www.mrdonn.org))

Grade 6 Social Studies / History
Social Studies 6

China

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 6 OH: Social Studies (2012)

History

Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Geography

Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

China's:

1. history
2. geography
3. religion
4. technology
5. agricultural practices/products
6. government
7. economic systems

Skills

1. Draw conclusions as to why people settled in China and support with logical arguments.
2. Connect the information gained on China and relate it to today's world.
3. Compare and contrast Ancient China to modern day China.
4. Create a map of China.
5. Understand that China's unique government, economic system, social structure, religion, technology and agricultural practices and products flourished as a result of favorable geographic characteristics.
6. Know that regions can be determined, classified, and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Common Core/Literacy Standards

1. Distinguish between fact, opinion, and reasoned judgment.
2. Determine meanings of unknown words utilizing context clues.

Engage effectively in a range of collaborative discussions (i.e., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. Why did early civilizations develop in the Eastern Hemisphere?
2. How did geographic characteristics influence early civilizations?
3. What are some lasting legacies of China on the Eastern Hemisphere today?
4. Why is it important to distinguish fact from opinion?
5. What role does point of view play?

Standards Vocabulary

1. context clues
2. key vocabulary
3. point of view
4. fact
5. opinion
6. reasoned judgment

Additional Vocabulary

1. dynasty
2. emperor
3. loess
4. dike
5. extended family
6. civil service
7. philosophy
8. warlord
9. currency
10. Mandate of Heaven
11. silk
12. Confucianism
13. Taoism

Stage 2: Assessment Evidence

Newspaper Article

Formative: Written Commentary

Students will be assessed on:proper categorization of fact and opinionfinding relevant materialdrawing on several sources and generating additional related, focused questions that allow for multiple avenues of explorationgathering relevant information from multiple print and digital sources

Map

Summative: Project

Using a rubric, assess the different types of maps the students have created and the student contribution in collaborative groups. Students should be: engaging effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearlycoming to discussions prepared, having read or studied required material; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussionfollowing rules for collegial discussions, set specific goals and deadlines, and define individual roles as neededposing and responding to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussionaccurately portraying data on the mapdefining regions according to their given criteria

Flow Chart

Formative: Graphic Organizer

Flow charts should be assessed as follows: Did they answer the question: What patterns emerged in the formation and declination of the Chinese Dynasties?Did they gather relevant information from multiple print and digital sources, using search terms effectively?Did they assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation?Did they draw evidence from informational texts to support analysis, reflection, and research?Was the graphic organizer neat and organized?Did the graphic organizer flow in a logical order?

Debate

Summative: Class Discussion

At the end of the unit, students will debate the benefits of settlement in China versus Egypt. Students will be assessed based on their contributions: Did they engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly?Did they come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion?Did they follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed?Did they pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion?Did they review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing?Did they present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation?

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning Groups. Each group will be assigned creation of a specific type of map describing China (e.g. political, physical, climate). They will create the map using art and craft supplies.
2. Graphic Organizer. Using multiple print and digital resources in their research, students will create a flow chart of the Chinese dynasties, identifying patterns of rule. They should answer the question: What patterns emerged in the formation and decline of the Chinese Dynasties?
3. Reports. Students will collect news articles about modern day China and summarize the facts and opinions in the articles. They should draw on several sources for their articles and generate focused questions that allow for multiple avenues of exploration.
4. Debate. In teams, students will prepare and engage in a debate as to why it is better to settle in China versus Egypt. Specific requirements can be found in the Assessment section.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*Made in China: Ideas and Inventions from Ancient China* by Suzanne Williams

*DK Eyewitness Books: Ancient China* by Arthur Cotterell
*Life in Ancient China (Peoples of the Ancient World)* by Paul Challen
*Ancient China (Cultural Atlas for Young People)* by Tony Allan
*Bound* by Donna Jo Napoli
*Wandering Warrior* by Da Chen
*The Kite Rider* by Geraldine McCaughrean

Resources

* Mr. Donn ([www.mrdonn.org](http://www.mrdonn.org))

Grade 6 Social Studies / History
Social Studies 6

India

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

OH Grade 6 OH: Social Studies (2012)

History

Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Geography

Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e. Establish and maintain a formal style and objective tone.

WHST.6-8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

India's:

1. history
2. geography
3. religion
4. technology
5. agricultural practices/products
6. government
7. economic systems

Skills

1. Draw conclusions as to why people settled in India and support with logical arguments.
2. Connect the information gained on India and relate it to today's world.
3. Cite evidence and assess the importance of India's legacy today.
4. Understand that India's unique government, economic system, social structure, religion, technology and agricultural practices and products flourished as a result of favorable geographic characteristics.
5. Understand that regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Common Core/Literacy Standards

1. Analyze the relationship between primary and secondary sources.
2. Determine meanings of unknown words utilizing context clues.
3. Integrate information from primary and secondary sources.
4. Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.
5. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. Why did early civilizations develop in the Eastern Hemisphere?
2. How did geographic characteristics influence early civilizations?
3. What are some lasting legacies of India on the Eastern Hemisphere today?
4. What is the relationship between a primary source and a secondary source?

Standards Vocabulary

1. context clues
2. primary source
3. secondary source

Additional Vocabulary

1. subcontinent
2. Hinduism
3. Buddhism
4. monsoon
5. citadel
6. caste
7. Brahman
8. avatar
9. reincarnation
10. Dharma
11. karma
12. ahimsa
13. missionary
14. nirvana
15. tolerance

Stage 2: Assessment Evidence

Map Creation

Summative: Graphic Organizer

After completion of the unit, students will be assessed on the map they have created comparing concentrations of Hinduism and Buddhism based on: Did they engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly?Did they interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study?Were the pins in the proper places?Was the map correctly labeled?

Research Presentation on India

Summative: Research Project

Students will choose one aspect of ancient India about which they would like to learn more, such as the caste system or reincarnation. They will research the topic and locate a variety of primary and secondary sources from which to take notes. After taking notes, students should prepare a brief presentation for the class using technology, such as Prezi, Keynote, or PowerPoint. Students will be assessed on: correct identification of primary or secondary sourcesintegration of the sources within the projectinterpretation of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

WebQuest

Diagnostic: Technology Project

Students will take an online WebQuest. They will be assessed electronically throughout their journey and through oral discussion.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Computer Assisted Instruction. Students will take an online Ancient India WebQuest. They will be assessed electronically throughout their journey and through oral discussion.
2. Cooperative Learning Groups. In groups students will create a world map. They will research the areas of Hindu and Buddhist populations and use push pins to mark areas of concentration.
3. Research. Students will choose one aspect of ancient India about which they would like to learn more, such as the caste system or reincarnation. They will research the topic and locate a variety of primary and secondary sources from which to take notes. After taking notes, students should prepare a brief presentation for the class using technology, such as Prezi, Keynote, or PowerPoint.
4. Graphic Organizer. Students can use a graphic organizer, such as a T-Chart or Venn diagram, to compare and contrast Hinduism and Buddhism.
5. Discussion. After reading a book such as *Our Most Dear Friend: Bhagavad-gita for Children* by Visakha, students can engage in a class discussion regarding the similarities and differences between the Bhagavad-gita and the Bible. They can also complete a graphic organizer as a class to take notes on their findings.
6. Creative Project. After listening to stories from ancient Indian culture, students can choose one story, summarize it, and illustrate it. After the project is completed, students can discuss similarities and differences they see between the stories from India and the fairy tales and other children's stories they know from their own culture.

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*Come with Me to India on a Wonderous Voyage through Time* by Sudha Koul

*Savitri: A Tale of Ancient India* by Aaron Shepard
*Tusk and Stone* by Malcolm Bosse
*The Ramayana for Children* by Bulbul Sharma
*The Little Book of Hindu Deities: From the Goddess of Wealth to the Sacred Cow* by Sanjay Patel
*Ramayana: Divine Loophole* by Sanjay Patel

*Indian Children's Favourite Stories* by Rosemarie Somaiah and Ranjan Somaiah
*The Magical Adventures of Krishna: How a Mischief Maker Saved the World (Classic Indian Stories for Children)* by Vatsala Sperling
*Our Most Dear Friend: Bhagavad-gita for Children* by Visakha

Resources

* Mr. Donn ([www.mrdonn.org](http://www.mrdonn.org))

Grade 6 Social Studies / History
Social Studies 6

Government

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.6.3. Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

OH Grade 6 OH: Social Studies (2012)

Government

Theme: Regions and People of the Eastern Hemisphere Civic Participation and Skills

9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.

Roles and Systems of Government

10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens liberties and responsibilities varies according to limits on governmental authority.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. four forms of government: monarchy, theocracy, dictatorship, and democracy
2. overlap of forms of government
3. functions of government
4. key vocabulary
5. liberties and responsibilities of each system

Resources

Skills

1. Classify and differentiate among the forms of government.
2. Describe and illustrate people's liberties and responsibilities in each of the four forms of government.
3. Understand that different perspectives on a topic can be obtained from a variety of historic and contemporary sources.
4. Critique government propaganda.

Common Core/Literacy Standards

1. Distinguish between fact, opinion, and reasoned judgment.
2. Determine meanings of unknown words utilizing context clues.
3. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
4. Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
5. Identify aspects of a text that reveal an authors point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Essential Questions

1. Why did governments develop?
2. How do forms of government overlap?
3. To what extent do limits on governmental authority affect citizens' liberties and responsibilities?
4. Why is it important to distinguish fact from opinion?
5. What role does point of view play in understanding history?

Standards Vocabulary

1. fact
2. opinion
3. point of view

Additional Vocabulary

1. monarchy
2. theocracy
3. dictatorship
4. democracy
5. liberties
6. responsibilities
7. propaganda
8. constitution

Stage 2: Assessment Evidence

National Anthem Comparison

Summative: Music Comprehension

At the end of the unit, students will be assessed via rubric on their comparison of the four national anthems including: Did the student utilize an anthem for each of the four government styles?Did the student use key terms and concepts in the analysis?Did the student use paraphrased lyrics as evidence?Did the student find correlations in the anthems relating to the form of government?Was the paper well-written and free of grammatical and spelling errors?Was the paper neat, organized, and flowing in a logical order?Did the student provide a well-written introductory statement?Did the student provide a well-written concluding statement?

Quizlet

Formative: Technology Project

Students will create their own electronic flashcards on www.quizlet.com. They will be assessed electronically through oral discussion. Oral assessment should include:Interpreting information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explaining how it contributes to a topic, text, or issue under study.Delineating a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Classify & Evaluate

Summative: Writing Assignment

Students will be assessed on their writing, classifying, and analyzing of the various forms of government. The assessment should include: Did the student include all four early civilizations?Was each form of government appropriately matched with its region?Was each form of government thoroughly discussed in aspects of the civilization?Did the student use supporting evidence throughout the paper?Was there a well-written introductory statement?Was there a well-written concluding statement?Did the student use key concepts and terms?Was the paper written in a neat and logical order?Was the paper free of grammatical and spelling errors?

Political Cartoons

Summative: Written Commentary

Students will be assessed on their written work explaining and critiquing political cartoons and propaganda. Assessments should include: Did the student interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study?Did the student delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not?Did the student write arguments focused on discipline-specific content?Did the student introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically?Did the student support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources?Did the student use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence?Did the student establish and maintain a formal style?Did the student provide a concluding statement or section that follows from and supports the argument presented?Did the student assess the accuracy and credibility of the source?Did the student interpret the author's point of view?

Points of View

Formative: Comparative Study

Students can compare multiple sources to discuss point of view and accuracy. For example, students can watch video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources. Students can then compare the two sources concerning events, facts, dialogue, details, perspectives, and opinions expressed. In small heterogeneous groups, students can record their observations on large self-adhesive chart paper, share the information with the class, and post the chart paper in the classroom.

Stage 3: Learning Plan

Learning Experiences

1. Essay. Students will use their textbook to review, classify and evaluate each of the civilizations' governments. They might choose to use a graphic organizer to sort their thoughts. Then students should write an essay in which they review, classify, and evaluate each of the governments.
2. Essay. Students are to locate nations which represents each of the four forms of government. They are to listen to those nations' national anthems and analyze the differences while answering the question: Does the song reflect the form of government? Then students should write a well-organized and clear essay which analyzes the different national anthems.
3. Essay. Students will examine political cartoons and differentiate between fact and opinion expressed in the cartoons. They should then assess the point of view expressed in the cartoon. Students should then choose one cartoon and write a commentary critiquing the cartoon.
4. Computer Assisted Instruction. Students will make a Quizlet (electronic flashcards), utilizing government vocabulary. (See link.)

Discussion. The class can read and discuss picture books to introduce and compare democracy, dictatorship and monarchy (e.g., *D is for Democracy* by Elissa Grodin (democracy), *Yertle the Turtle* by Dr. Seuss (dictatorship), *Can't You Make Them Behave, King George?* by Jean Fritz (monarchy), *The Composition* by Antonio Skarmeta (dictatorship)).

Comparison and Contrast. Students can compare multiple sources to discuss point of view and accuracy. For example, students can watch video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources. Students can then compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed. In small heterogeneous groups, students can record their observations on large self-adhesive chart paper, share the information with the class, and post the chart paper in the classroom.

Resources

* Quizlet ([www.quizlet.com](http://www.quizlet.com))

Resources

1. **iPad Resources**
2. **Literature Connections**
*D is for Democracy* by Elissa Grodin (democracy)
*Yertle the Turtle* by Dr. Seuss (dictatorship)

*Can't You Make Them Behave, King George?* by Jean Fritz (monarchy)
*The Composition* by Antonio Skarmeta (dictatorship)

Resources

* Mr. Dowling ([www.mrdowling.com](http://www.mrdowling.com))

Grade 6 Social Studies / History
Social Studies 6

Economics

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 6 OH: Social Studies (2012)

Economics

Theme: Regions and People of the Eastern Hemisphere Economic Decision Making and Skills

11. Economists compare data sets to draw conclusions about relationships among them.

12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.

Scarcity

13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.

14. When regions and/or countries specialize, global trade occurs.

Markets

15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.

Financial Literacy

16. When selecting items to buy, individuals can compare the price and quality of available goods and services.

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. interpretation of data
2. cost of economic choices
3. economic decisions
4. connection between regional specialization and global trade
5. factors of production
6. laws of supply and demand

Resources

Skills

1. Describe the function of an economist.
2. Predict economic consequences.
3. Explain the interaction of supply and demand.
4. Explain how to determine price in a market.
5. Apply the concepts learned when making economic decisions.

Common Core/Literacy Standards

1. Sequence events in a logical order.
2. Interpret and evaluate economic data.

Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

1. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
2. Identify key steps in a texts description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
4. Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Essential Questions

1. What economic choices do people make?
2. What are the consequences of economic choices?
3. How is economic data interpreted?
4. To what degree does sequencing of steps affect outcome?

Standards Vocabulary

1. collaborate
2. integrate
3. evaluate
4. analyze

Additional Vocabulary

1. laws of supply
2. laws of demand
3. opportunity cost
4. human resources
5. natural resources
6. capital
7. globalization
8. interdependence
9. specialization
10. division of labor
11. producer
12. consumer
13. market
14. entrepreneur

Stage 2: Assessment Evidence

BIZWORLD Experience

Summative: Performance

Students will be assessed on producing, marketing, and selling their product, their profit margin, and their ability to describe the process. This kit has several assessments including: written, oral, electronic, performance based and teacher observations. Choose the ones that are suited to your needs. Rubrics are included for each assessment and learning activity.

IMF Simulation

Formative: Technology Project

Students log sheets are assessed by teacher. Student participation in oral discussion will also be assessed. Oral Assessment: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Log Sheet Assessment: Did the student follow the proper format?Was the log sheet properly labeled?Did the log sheet use correct math that was free from errors?

Purchasing Consequences

Formative: Class Discussion

As a class, students can investigate the present and future consequences of purchasing an item made locally or imported. Students can connect to their lives by investigating an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.

New Product Invention

Summative: Performance

Small groups of students should be assigned to a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and they should invent a new product targeted to that group. Students should identify what resources they would need and how they would produce the item. Then students can create an advertisement to market their item to their targeted group.

Career Connection

Summative: Research Project

Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Computer Assisted Instruction. Utilizing the IMF website, students will simulate a global economy.
2. Computer Assisted Instruction. Using the BIZWORLD kit, students will experience an entrepreneurial cycle.

Cooperative Learning Groups. Students will work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Students should be challenged to use the chart to make inferences using the following questions: *Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do the geographic features influence the economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?*

Cooperative Learning Groups. In groups students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).

Discussion. As a class, students can investigate the present and future consequences of purchasing an item made locally or imported. Students can connect the investigation to their lives by investigating an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.

Cooperative Learning Groups. Small groups of students should be assigned to a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and they should invent a new product targeted to that group. Students should identify what resources they would need and how they would produce the item. Then students can create an advertisement to market their item to their targeted group.

Cooperative Learning Groups. Students can investigate where items in the classroom and their homes were made. In mixed-ability groups, students can locate and graph where numerous items in the classroom and in their homes were made. The class can discuss the relationship between resources available in world regions with the items produced in those regions. They can also discuss how availability of resources leads to specialization and global trade.

Research Project. Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

* Bizworld ([www.bizworld.org](http://www.bizworld.org))

Resources

1. **iPad Resources**
2. **Literature Connections**
*Jason and the Money Tree* by Sonia Levitin

*Project Wheels* by Jacqueline Turner Banks
*The Toothpaste Millionaire* by Jean Merrill
*Lunch Money* by Andrew Clements
*Oliver Dibbs to the Rescue!* by Barbara A. Steiner
*Kid Power* by Susan Beth Pfeffer

Resources

* Bizworld ([www.bizworld.org](http://www.bizworld.org))

Grade 6 Social Studies / History
Social Studies 6

Human Systems

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 6 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

OH Grade 6 OH: Social Studies (2012)

Geography

Human Systems

6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.

7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.

8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).

OH Grades 6-8 OH: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

Reading: History/Social Studies

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 68 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. variations among physical environments
2. interrelationships between human activities and environment
3. political, environmental, social, and economic factors
4. modern cultural practices and products
5. tradition and diffusion
6. major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism)

Skills

1. Prove that each one of the early civilizations impacted its environment and vice versa.
2. Synthesize the factors that caused the migration of people, products and ideas in each of the early civilizations.
3. Assess the impact of tradition on modern culture.

Common Core/Literacy Standards

1. Identify key concepts in a text.
2. Demonstrate independent and proficient comprehension of the text.

Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Essential Questions

1. How do physical environments and human activities affect one another?
2. What are the factors that influence migration of people, products, and ideas?
3. What are the lasting legacies of early river valley civilizations?
4. In what ways has religion impacted culture?

Standards Vocabulary

1. identification of key concepts
2. format of the text
3. presentation of information
4. reading and comprehension of history/social studies texts

Stage 2: Assessment Evidence

Humans and Their Environment

Summative: Graphic Organizer

Students will create a graphic organizer that displays the interrelationship between humans and the environments of Asia, Africa, and Europe. Rubric assessment should include: All columns and rows are labeled properly.All information is neat and organized.The information included in the graphic organizer is accurate and relevant to the topic.The student included positive and negative aspects.The student collaborated with group.The student brought all necessary supplies and information.Students followed the values of Catholic Identity while in their collaborative groups.Key terms and concepts were used.

Problem Solving

Summative: Writing Assignment

After the teacher poses a problem, students will write an essay describing how each of the early civilizations would have dealt with it (e.g., flood, famine, invasion). Assess writing utilizing a rubric that includes the following: The student came to discussions prepared, having read or studied required material.S/he explicitly drew on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.The student included a visual representation in the written response.Arguments focused on discipline-specific content.Students introduced claims about a topic or issue, acknowledged and distinguished the claim from alternate or opposing claims, and organized the reasons and evidence logically.The student supported claims with logical reasoning and relevant, accurate data and evidence that demonstrated an understanding of the topic or text, using credible sources.The student used words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.The student established and maintained a formal style.Student provided a concluding statement or section that follows from and supports the argument presented.

Public Works Model

Summative: Visual Arts Project

Students will construct a model of a public works project in each society studied. Assess model with rubric using the following criteria: Was the model a public works project?Did the student accurately depict the builder of the project in writing or orally?Could the student describe the project and its significance?Was the student aware of the impact this project made on a social, political, and economic level?

Commercial

Summative: Dramatization

Students will create a commercial advertising a religion and persuading others to convert to that religion. Assess presentation utilizing a rubric based on: Did the students use persuasive content?Did the students use factual information pertaining to religion?Did the students engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly?Did the students come to discussions prepared, having read or studied required material; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion?Did the students pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion?

Mock Trade Network

Summative: Cooperative Group Work

In groups students will choose a civilization and create a mock trade network based on the goods and services each civilization had to offer. Each group will make a poster illustrating the goods and services they had and display it. Another country will sign up to trade with them, bringing their products but also religions, diseases and ideas. At the conclusion, students will analyze the impact of all goods that were brought, be it purposefully or inadvertently. Assess using rubric scoring: visual aidsupporting evidencecollaborationprediction of future consequences

A New Religious Perspective

Formative: Response Journal

After exploring world religions through literature and nonfiction, students can write a journal entry from the perspective of a child of a different religion growing up in America to understand what that child might experience.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. In collaborative groups, students will create a graphic organizer that displays the interrelationship between humans and the environments of Asia, Africa, and Europe.
2. Problem Solving. After the teacher poses a problem, students will write an essay describing how each of the early civilizations would have dealt with it (e.g., flood, famine, invasion).
3. Model Building. Students will construct a model of a public works project in each society studied.
4. Project. Students will create a commercial advertising a religion and persuading others to convert to that religion.
5. Simulation. In groups students will choose a civilization and create a mock trade network based on the goods and services each had to offer. Each group will make a poster illustrating the goods and services they had and hang it up. Another country will sign up to trade with them, bringing their products but also religions, diseases and ideas. At the conclusion, students will analyze the impact of all goods that were brought, be it purposefully or inadvertently.
6. Writing. After exploring world religions through literature and nonfiction, students can write a journal entry from the perspective of a child of a different religion growing up in America to understand what that child might experience.

Resources

1. **iPad Resources**
2. **Literature Connections**

*The Kids Book of World Religions* by Jennifer Glossop
*What Do You Believe?* by DK Publishing
*One World, Many Religions: The Ways We Worship* by Mary Pope Osborne
*Prince Siddhartha: The Story of Buddha* by Jonathan Landaw
*How Parvati Won the Heart of Shiva (Classic Indian Stories for Children)* by Harish Johari and Vatsala Sperling
*The Magical Adventures of Krishna: How a Mischief Maker Saved the World (Classic Indian Stories for Children)* by Vatsala Sperling
*The Usborne Encyclopedia of World Religions: Internet-Linked (World Cultures)* by Susan Meredith, Clare Hickman, and Kirsteen Rogers
*Hinduism and Other Eastern Religions (World Faiths)* by Trevor Barnes
*Sacred Myths: Stories of World Religions* by Marilyn McFarlane
*Sacred Stories: Wisdom from World Religions* by Marilyn McFarlane
*Growing Up Muslim: Understanding the Beliefs and Practices of Islam* by Sumbul Ali-Karamali
*Islam for Children (Muslim Children's Library)* by Ahmad Von Denffer
*Sam I Am* by Ilene Cooper
*Anne Frank* by Josephine Poole

Resources

* More Graphic Organizers ([www.inspiration.com/Kidspiration](http://www.inspiration.com/Kidspiration))