



Social Studies: 6th Grade Pacing Resource Document

Unit 1: Concepts in Geography and Culture

Essential Question: What are differences between geographic regions in the Western Hemisphere?

Standards:

- 6.3.1** Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.
- 6.3.2** Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.
- 6.1.18** Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.
- 6.3.5** Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.
- 6.3.6** Explain how ocean currents and winds influence climate differences on Europe and the Americas.
- 6.3.7** Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.
- 6.3.8** Identify major biomes of Europe and the Americas and explain how these are influenced by climate
- 6.3.10** Explain the ways cultural diffusion, invention, and innovation change culture.
- 6.3.11** Define the terms anthropology and archeology and explain how these fields contribute to our

Content Area Literacy Standards

- 6-8.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
- 6-8.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies



Social Studies: 6th Grade Pacing Resource Document

Suggested Target Questions:

What are the continents and major geographic regions in the western hemisphere? 6.3.1, 6.3.2 (Google Earth, digital maps)
What are the main physical features and climate patterns unique to the western hemisphere? 6.3.5, 6.3.6
How do these features and patterns differ between regions in the western hemisphere? 6.3.3, 6.3.7
How did the climate of these regions influence plants and animals? 6.3.8
How is culture defined and compared across time and space? 6.1.19, 6.3.10, 7.1.1, 7.1.2
When did ancient civilizations originate and develop into unique cultures in the western hemisphere? 6.3.10, 6.1.18
How did early cultures change over time in the regions in the western hemisphere? 6.3.10, 6.1.18

Text-based Resources:

Timelinks People, Places and Cultures: Europe and the Americas (Macmillan)
World Studies: Europe and the Americas (Prentice-Hall)

IDOE Resources for Course:

IDOE Home page <http://www.doe.in.gov/>
IDOE-Social Studies page <http://www.doe.in.gov/standards/social-studies>
IDOE-History/Social Studies Content Area Literacy Standards (linked through ELA page)
<http://www.doe.in.gov/standards/englishlanguage-arts>
IDOE Online Communities of Practice (see “6th Grade”)
<http://www.doe.in.gov/elearning/online-communities-practice>

General Resources for Geographical Thinking and Assessment

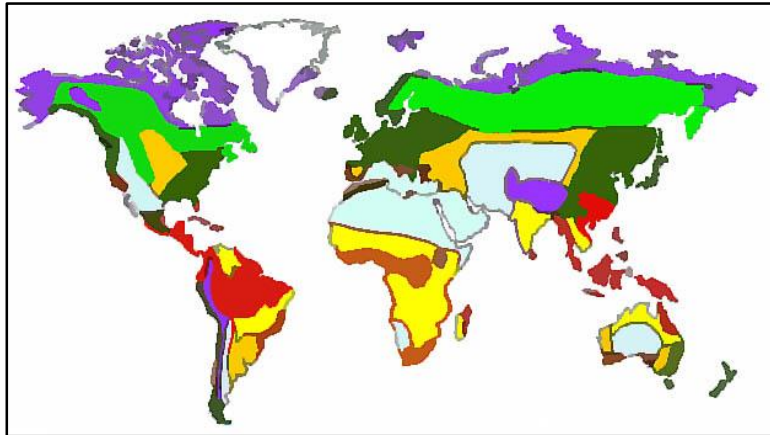
Developing Essential Questions for World Geography
https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&EQs.pdf
10 Ways to Teach Geography (NY Times Learning Network)
<http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/>

Web-based Resources:

Indiana Department of Education Grade 6 Pacing Resources by Standards:
<http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-res-gr6-20150317.pdf>
Discovery Education Tech Book – World Geography and Culture, Chapter 1: Visualizing the World (login required)
<http://app.discoveryeducation.com/>
U.S. Geological Survey – Longitude and Latitude Guide
http://nationalatlas.gov/articles/mapping/a_latlong.html#one
Native American Adaptation to Environment (IPS Online Elementary SS Resource Group)
<https://onlinebb.ips.k12.in.us/section/default.asp?id=GROUP-120813-151315-CEB>
Creating Maps and Map Activities for the Classroom
http://hea-www.harvard.edu/ECT/the_book/Chap4/Chapter4.html
GENI Geography Lesson Resource Site (many elementary level)
http://www.iupui.edu/~geni/lesson_plans.html
General Middle School Geography Resource
<http://www.sldirectory.com/studf/geography.html>
PPT Presentation on Timeline Construction (excellent for elementary)
<http://ancienthistory.pppst.com/timeperiod.html>
Map Puzzles
<http://www.yourchildlearns.com/geography.htm>

Social Studies: 6th Grade Pacing Resource Document

Unit Assessment Question: How can you represent biomes of the western hemisphere by using a legend and your understanding of continents and regions?



See link: http://www.worldbiomes.com/biomes_map.htm

Match western hemisphere biomes with geographic regions using the legend to the right (more than one biome per continental region)

- Rainforest
- Temperate Deciduous Forest
- Boreal, or Taiga Forest
- Chaparral
- Grassland
- Savanna
- Desert
- Tundra

Regions

Biome



Extension: Which regions provide the best biomes for human communities? Why?



Social Studies: 6th Grade Pacing Resource Document

Unit 2: Ancient Civilizations

Essential Question: What elements caused early civilizations to arise in the Western Hemisphere?

Standards:

6.1.19 Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.

6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.

6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

Content Area Literacy Standards

6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.

6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

Suggested Target Questions:

How did the climate and physical geography of these regions influence where and how people live in this region? 6.3.4, 6.3.13

How is culture defined and compared across time and space? 6.1.19, 6.3.4, 6.1.1

What key elements contributed to the rise of ancient civilizations in the western hemisphere? 6.1.1

When did the rise and expansion of ancient civilizations occur? 6.1.19

In what ways do these civilizations still influence us today? 6.2.2

How should we view the ideas, social beliefs and problems that shaped those societies? 6.1.2, 6.1.23

Text-based Resources:

Timelinks People, Places and Cultures: Europe and the Americas (Macmillan)

Web-based Resources:



Social Studies: 6th Grade Pacing Resource Document

World Studies: Europe and the Americas (Prentice-Hall)	Indiana Department of Education Grade 6 Pacing Resources by Standards: http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-res-gr6-20150317.pdf
IDOE Resources for Course: IDOE Home page http://www.doe.in.gov/ IDOE-Social Studies page http://www.doe.in.gov/standards/social-studies IDOE-History/Social Studies Content Area Literacy Standards (linked through ELA page) http://www.doe.in.gov/standards/englishlanguage-arts IDOE Online Communities of Practice (see “6 th grade”) http://www.doe.in.gov/elearning/online-communities-practice General Resources for Historical Thinking and Assessment	Discovery Education Tech Book – World History, Chapters 9 & 10 (login required) http://app.discoveryeducation.com/ Five Themes of Geography (on IPS Secondary Social Studies Group 2012-2013) https://portal.ips.k12.in.us/ Ancient Greece (IPS Elementary Social Studies Group 2012-2013- 6 th grade) https://portal.ips.k12.in.us/
NCSS – Position Paper on Social Studies in Middle School http://www.socialstudies.org/positions/middleschool Developing Essential Questions for World Geography https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&_EQs.pdf 10 Ways to Teach Geography (NY Times Learning Network) http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/ Stanford History Education Group – Introduction to Historical Thinking (Lessons) http://sheg.stanford.edu/intro-historical-thinking Beyond the Bubble -- Integrating Historical Thinking into Classroom Assessment (assessments available) https://beyondthebubble.stanford.edu/	Sparta and Athens DBQ’s (IPS Elementary Social Studies Group 2012-2013- 6 th grade) https://portal.ips.k12.in.us/ Ancient Rome (IPS Elementary Social Studies Group 2012-2013- 6 th grade) https://portal.ips.k12.in.us/ General Middle School Geography Resource http://www.sldirectory.com/studf/geography.html Kids Past – Online Reading Text in World History http://www.kidspast.com/world-history/index.php Hippocampus.org/History & Government/Presentations (Ancient Greek Olympics) http://www.hippocampus.org/HippoCampus/History%20%26%20Government ent Comparing City-States: Athens vs. Sparta – Mr. Donn Lesson #9 http://ancienthistory.mrdonn.org/Greece.html#ATHENS
Example Unit Application	



Social Studies: 6th Grade Pacing Resource Document



Unit Assessment Question: What problems did early civilizations like Rome face as it grew in size and wealth?

1) Visit the Mr. Donn's Ancient History link:

<http://ancienthistory.mrdonn.org/RomanReforms.html>

- 2) After reading the background, instructions and student problem-solving scenarios, distribute the problems and create cooperative learning teams to come up with solutions
- 3) Show learning through a form of presentation of solutions
- 4) Extend this lesson by asking students to explain how their city might solve similar problems today



Social Studies: 6th Grade Pacing Resource Document

Unit 3: Medieval Society

Essential Question: How did Rome's decline give rise to the Medieval Age?

Standards:

6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades and Mesoamerica.

6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire

6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

Suggested Target Questions:

What kind influence did eastern Roman Empire have on the emergence of medieval society? 6.1.3

How did beliefs, the environment and the settlement of communities shape medieval society? 6.3.14

How did people carry out trade, choose leaders and go about daily life during this time? 6.1.4

In what ways did this society relate to different cultures outside of its world? 6.2.2

What challenges did people face and how did they try to solve them? 6.1.7, 6.3.14

How should we view the ideas, social beliefs and problems that shaped those societies of the time? 6.1.5

Content Area Literacy Standards

6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.

6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

Text-based Resources:

Timelink: Europe and the Americas (Macmillan-McGraw-Hill)

Web-based Resources:

Indiana Department of Education Grade 6 Pacing Resources by Standards:



Social Studies: 6th Grade Pacing Resource Document

IDOE Resources for Course:

IDOE Home page <http://www.doe.in.gov/>

IDOE-Social Studies page <http://www.doe.in.gov/standards/social-studies>

IDOE-History/Social Studies Content Area Literacy Standards (linked through ELA page)

<http://www.doe.in.gov/standards/englishlanguage-arts>

IDOE Online Communities of Practice (see “6th grade”)

<http://www.doe.in.gov/elearning/online-communities-practice>

General Resources for Historical Thinking and Assessment

NCSS – Position Paper on Social Studies in Middle School

<http://www.socialstudies.org/positions/middleschool>

Developing Essential Questions for World Geography

https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&_EQs.pdf

10 Ways to Teach Geography (NY Times Learning Network)

<http://learning.blogs.nytimes.com/2012/12/04/all-over-the-map-10-ways-to-teach-about-geography/>

Stanford History Education Group – Introduction to Historical Thinking (Lessons)

<http://sheg.stanford.edu/intro-historical-thinking>

Beyond the Bubble -- Integrating Historical Thinking into Classroom Assessment (assessments available)

<https://beyondthebubble.stanford.edu/>

<http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-res-gr6-20150317.pdf>

Discovery Education Tech Book – World History, Chapters 11 & 17 (login required)

<http://app.discoveryeducation.com/>

The Middle Ages (IPS Elementary Social Studies Group 2012-2013- 6th grade)

<https://portal.ips.k12.in.us/>

Mr. Donn’s Medieval Europe

<http://medievaleurope.mrdonn.org/>

(IPS Elementary Social Studies Group 2012-2013- 6th grade)

<https://portal.ips.k12.in.us/>

General Middle School Geography Resource

<http://www.sldirectory.com/studf/geography.html>

Kids Past – Online Reading Text in World History

<http://www.kidspast.com/world-history/index.php>

Middle Ages Learning Units – Case Western University Public Media

<http://westernreservepublicmedia.org/middleages/images/middleages.pdf>

Hippocampus.org/History & Government/Presentations (World History – Ancient Rome and Christianity)

<http://www.hippocampus.org/HippoCampus/History%20%26%20Government>

[ent](http://www.hippocampus.org/HippoCampus/History%20%26%20Government)

[ent](http://www.hippocampus.org/HippoCampus/History%20%26%20Government)

BBC History – History for Kids (Great games and lessons that cover Ancient times through Medieval times)

<http://www.bbc.co.uk/history/forkids/>

Example Unit Application

Social Studies: 6th Grade Pacing Resource Document



Unit Assessment Question: How did Roman Emperor Justinian's code influence the social structure and values of the Medieval Age and beyond?

1) Visit Mr. Donn's Medieval Europe link below:

<http://medievaleurope.mrdonn.org/justinianscode.html>

2) Read the backgrounder about the impact of Justinian and his law codes

3) Create a way for students to visit the linked site and provide a diagram or chart for students to collect the main points of his code (column 1)

4) Ask students to write out the impact that code had on future societies, notably the following medieval society of Europe

(column 2)

5) Ask students to present some of these enduring ideas in a timeline format with Rome at the beginning, through the Medieval period into our own times – see how ideas and principles they can link through time