

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 6**

Theme: Civilizations vs. Cultures

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i> Define and use correctly words and terms relating to government such as, <i>kingdom, empire, and military.</i> (</p> <p>The birth, growth and decline of civilizations.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies</p> <p>Compare information shown on modern and historical maps of the same region. (G)</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)</p> <p>Identify multiple causes and effects when explaining historical events. (H)</p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>6.6 Identify the characteristics of civilizations. (H, G, E)</p> <p style="margin-left: 20px;">A. the presence of geographic boundaries and political institutions</p> <p style="margin-left: 20px;">B. an economy that produces food surpluses</p> <p style="margin-left: 20px;">C. a concentration of population in distinct areas or cities</p> <p style="margin-left: 20px;">D. the existence of social classes</p> <p style="margin-left: 20px;">E. developed systems of religion, learning, art, and architecture</p> <p style="margin-left: 20px;">F. a system of record keeping</p> <p>6.11 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of <u>any ancient civilization</u>. (H, G)</p> <p>Possible Research options:</p> <ul style="list-style-type: none"> • <i>Did men replace women in importance with the development of civilization?</i> <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • <i>How did the role of children change from the Paleolithic age to the growth of civilization?</i> 	<p>ASSESSMENT STRATEGIES/ACTIVITIES <i>Students will demonstrate their knowledge/skill by:</i></p> <p>Write an essay to the following prompt: Is the US today a civilization? Use evidence to support your thinking.</p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Inquiry and investigation Essays Power point presentations Role play 3D models storyboards story boards mapping</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS and RESOURCES</p> <p><i>History Alive!</i> Unit 1 lessons 5 and 4</p> <p>Literature Link: <u><i>Motel of the Mysteries</i></u> by David MaCaulay</p> <p>RELATED SOFTWARE AND WEBSITES:</p> <p>http://www.marcopolo.org has the following related websites:</p> <ul style="list-style-type: none"> • <i>Collapse 1: Why Civilizations Fall</i> • <i>Collapse 2: Interpreting the Evidence</i>
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* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32