

SOCIAL STUDIES
RHINEBECK PRIORITIZED CURRICULUM
GRADE 6

<i>Topic</i>	<i>Essential Knowledge/Skills</i>	<i>Concept/Theme</i>	<i>Vocabulary</i>	<i>Guiding Questions</i>	<i>Suggested Classroom Ideas</i>	<i>Suggested Assessment Ideas</i>	<i>Suggested Time</i>
Geography of Eastern Hemisphere Nations	<p>The use of various grids, symbols, and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere.</p> <p>Special purpose maps can be used to show various geographic aspects of the earth's surface as seen in the Eastern Hemisphere.</p> <p>The nations and regions of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images and models. (Taken from <i>National Geography Standards</i>, 1994).</p> <p>The nations and regions of the Eastern Hemisphere can be analyzed in terms of spatial organization, places and regions, physical settings (including natural resources), human systems, and environment and society.</p> <p>A region is an area which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features</p> <p>Civilizations developed where geographic conditions were most favorable</p> <p>Geographic features and climatic conditions in the Eastern Hemisphere influence land use</p> <p>The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development</p> <p>The migration of groups of people has led to cultural diffusion because when people move from one place to another they carry their ideas and ways of life with them</p> <p>Overpopulation and widespread poverty threaten the political stability of some nations in the Eastern Hemisphere</p> <p>Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere</p> <p>People affect the environment as they interact with it</p> <p>The effects of geographic conditions are moderated by technology</p>	<p>The World in Spatial Terms</p> <p>Human Systems</p> <p>Place and Regions</p> <p>Physical Systems</p> <p>Nation State</p> <p>Environment and Society</p> <p>Technology</p>	<p>Geography</p> <p>Hemisphere</p> <p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Parallel</p> <p>Degree</p> <p>Meridian</p> <p>Prime Meridian</p> <p>Absolute vs. relative location</p> <p>Cardinal direction</p> <p>Key</p> <p>Compass rose</p> <p>Land forms</p> <p>Nile River Valley</p> <p>Civilization</p> <p>Weather</p> <p>Temperature</p> <p>Climate</p> <p>Demographer</p> <p>Population</p> <p>Population distribution</p> <p>Population density</p> <p>Migration</p> <p>Immigrant</p> <p>"push-pull" theory</p> <p>Urbanization</p> <p>Rural area</p> <p>Urban area</p>	<ul style="list-style-type: none"> • What can you infer about the regions and people of the Eastern Hemisphere by using maps? How do different geographic conditions and climate affect the growth of civilizations? • How can physical, political, economic or cultural features of an area create an identifiable region? • What were the effects of cultural diffusion? • What geographical conditions can threaten prosperity today in the nations of the Eastern Hemisphere? • How has technology moderated geographic conditions? 	<ul style="list-style-type: none"> • , land, or wildlife of the area. Research how people use their resources, change the landscape, alter the air or water and create/reduce pollution. Two students can do research, two can prepare script or newscast, and two can prepare props or visual aids. Present findings as a docu-drama, news brief or advertising campaign. • As class explores the different types of maps, they create a "map museum" • Make a floor grid of sections of Eastern Hemisphere to walk places using latitude/longitude, and north, south, east and west • Students create and identify a key that helps demonstrate how the political boundaries of the Middle East have changed over time on a map • Settlement project- students work on a $\frac{1}{4}$ project of developing their own settlements in small groups • Have students split into 4 groups. Each group will research one of the following: physical, political, economic, or cultural features of a specified region- then jigsaw • Rome's location helped make it a mighty empire. Discuss the geographical features and how they made this country strong. On a relationship chart, record features under topic headings: transportation, resources, defense, and climate • Students identify the positive and negative effects of cultural diffusion on a +/- chart • Students create a classroom collage that identifies the elements that threaten prosperity today in the nations of the Eastern Hemisphere, using newspapers, magazines, and technology) 	<ul style="list-style-type: none"> • Assess completed map. • Students select a new region and identify the physical, political, economic, or cultural features on a grid • Students represent these features pictorially on their relationship chart • Assess completed chart • Assess completed map • Assess students' written caption for their collage • Students should be able to create a web of the earth's major land forms 	7 weeks

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History of Eastern Hemisphere Nations	<p>Time can be measured in years, decades, centuries and millennia.</p> <p>Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods. (The study about Eastern Hemisphere nations should include countries from each continent.)</p> <p>Different peoples may view the same event or issue from different perspectives.</p> <p>The Neolithic Revolution was a technological development that radically changed the nature of human society.</p> <p>As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, and the Indus Valley) turned to agriculture, world populations grew.</p> <p>Across time, technological innovations have had both positive and negative effects on people, places and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.</p> <p>Civilizations and cultures of the Eastern Hemisphere (China, Japan, India, Egypt, Greece and Rome) are explored through the arts and sciences, key documents, and other important artifacts.</p> <p>Religions and other belief systems (animism, ancestor worship, Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam), have both united and divided the peoples of the Eastern Hemispheres.</p> <p>Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.</p> <p>During the late Middle Ages and Renaissance periods, new long distance trade routes emerged linking the peoples of Africa, Asia and Europe.</p> <p>In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.</p> <p>The crime of genocide crosses cultures and eras. Jews and other groups experienced devastation at the hands of Nazi Germany.</p>	<p>Change</p> <p>Identity</p> <p>Needs and Wants</p> <p>Technology</p> <p>Culture</p> <p>Interdependence</p> <p>Empathy</p> <p>Empathy/Values</p>	<p>Function of a timeline</p> <p>Benchmark</p> <p>Tolerance</p> <p>Technological change</p> <p>Physical geography</p> <p>Agricultural growth</p> <p>Irrigation</p> <p>Fertile</p> <p>(Pre)History</p> <p>Cuneiform</p> <p>Hieroglyphs</p> <p>Papyrus</p> <p>Scribe</p> <p>Movable type</p> <p>Code</p> <p>Civilization</p> <p>Culture</p> <p>Artifacts</p> <p>Monotheism</p> <p>Polytheism</p> <p>Divine right</p> <p>Icon</p> <p>Prophet</p> <p>Cultural diffusion</p>	<ul style="list-style-type: none"> How can we acquire by identifying turning points and events on a time line? In what ways (both positive and negative) have technological innovations effected people, places, and regions across time? How can we acquire a better understanding of how past civilizations have contributed important ideas beliefs, and traditions for humankind by exploring them through the arts, sciences, key documents, and artifacts? How have religions and other belief systems both united and divided the peoples of the Eastern Hemispheres? 	<ul style="list-style-type: none"> Student teams create time lines that wrap around the room: chronological, illustrated and dated events/ historical time periods: (6teams) Greek & Roman Civilizations, Egypt & Middle East, India and China On a smaller scale in preparation for creating a time line use sequence formats Compare and contrast, using a Venn Diagram or comparison table, the life of early man during the Neolithic Revolution and life as a Sumerian. Add a CRQ here Ask students to make a chart that shows link between geography and the rise of cities. Given a primary source, students should label and record conclusions that archeologists can draw from this artifact. Cause/effect chart-Students identify the trade networks and their effect culturally and economically on the Eastern Hemisphere.(i.e., "All roads lead to Rome.") 	<ul style="list-style-type: none"> Students write summaries (with a summary rubric) identifying turning points and their significance in a journal. Using a matrix, students demonstrate similarities and differences of both periods of time, selecting 3 or 4 characteristics for comparison (with a comparison rubric). DBQ Justify conclusions in either a written paragraph or oral discussion. Essay: What if? Students take a position concerning a prediction about what would happen if these trade networks had not existed? 	2-6 weeks

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<p>Economies of Eastern Hemisphere Nations Themes</p>	<p>The three basic economic questions that must be addressed by every society are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? The ways resources are used impact the economic, political and historic aspects of life throughout the world.</p> <p>People have unlimited needs and wants which they must meet with limited resources.</p> <p>A nation with limited natural resources must interact with other nations to secure its resource needs.</p> <p>In many areas of the world, improvements in life expectancy and health care have contributed to rapid population growth.</p> <p>Throughout the Eastern Hemisphere, there is great diversity in the standard of living.</p> <p>Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study about the economies and economic systems of the various nations of the Eastern Hemisphere.</p> <p>The economic systems of the world have become an interdependent network. Different economic systems have evolved to deal with economic decision-making. In traditional economies, decision-making and problem solving are guided by the past.</p> <p>In market economies, decisions regarding what is to be produced are based upon patterns of consumer purchases.</p> <p>In command economies, the government plans decisions regarding the control and use of the means of production and distribution.</p> <p>In many countries "mixed" economies have evolved to deal with economic decision-making.</p> <p>Nations have joined with one another in organizations, which promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.</p> <p>As the economic systems of the global community have become more interdependent, decisions made in one nation or region have implications for all regions.</p> <p>Some of the nations of the Eastern Hemisphere play leadership roles in the global economy.</p> <p>Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.</p>	<p>Economic Systems</p> <p>Scarcity</p> <p>Wants and Needs</p> <p>Interdependence</p>	<ul style="list-style-type: none"> • What impact do resources have when a society addresses the three basic economic questions? • What events have changed command economies to mixed or market economies? • Why is there a great diversity in the standard of living throughout the Eastern Hemisphere? • How do countries with traditional economies interact with the economic systems of the world? • What are the national or regional implications as the economic systems of the global community have become more interdependent? 	<ul style="list-style-type: none"> • "Oil is Power" Oil brought changes to the Middle East. Students design an outline that describes how this new wealth and influence affected the region (Arabia, Iran, Kuwait). • Student teams identify and record their response to: "Why is there a great diversity on the standard of living thorough out the Eastern Hemisphere?" Students use this question as guide, as they listen to a lecture by the teacher or an outside source, i.e. high school Economics teacher, college professor. • Inductive Reasoning Matrix: (DOL p. 143) Students review the economic situations of China, India etc. with traditional economies. They identify the values, which affect their economic interactions and give examples. Students generate conclusions concerning how those countries interact with the economic systems of the world. • Students design a bulletin board with current magazine or newspaper articles that demonstrate their conclusions. "Round Table Discussion" Teams present their prediction and support it. Peers raise questions to be answered by the team. Teams can have resources on hand for references. • Prediction Chart: Student teams predict the kinds of problems created by economic global interdependence and justify response. (Could use a consensus window to help the teams agree on a specific problem or issue.) Use references to back up position. • Pause Procedure Lecture-During the lecture, have students take note using a graphic organizer. Every 5 or 6 minutes, pause and give students 2-3 minutes to share notes with a partner and edit. 	<ul style="list-style-type: none"> • Assess completed outline. • Students revise their answers and expand their responses in their journals in paragraph form. • Assess completed matrix. • Assess completed graphic organizer.

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<p><i>Governments of Eastern Hemisphere</i></p>	<p>Family, clan, and tribal groups act to maintain law and order. As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. Across time and place, the people of the Eastern Hemisphere have held differing assumptions regarding power, authority, governance, and law. Governments change over time and place to meet the changing needs and wants of their people. Present systems of government have their origins in the past. The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met. The values of Eastern Hemisphere nations are embodied in their constitutions, statutes, and important court cases. In modern political states, formalized governmental structures play a major role in maintaining social order and control. Political boundaries change over time and place The extent to which human rights are protected becomes a key issue in totalitarian societies. International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight against hunger, disease, and ignorance. Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.</p>	<p>Government Value Change Citizenship and Civic Life</p>	<ul style="list-style-type: none"> • What occurred during the periods of time when the people of the Eastern Hemisphere held differing assumptions regarding power, authority, governance, and law? • What values do the constitutions, statutes, and important court cases reflect concerning the Eastern Hemisphere nations and how have they changed over time? • From the past clan and tribal groups to the modern political states of today, how has social order and control been maintained over time? • What factors cause political boundaries to change over time and place? • Why has the protection of human rights become a key issue in totalitarian, societies, and how is this issue addressed? 	<ul style="list-style-type: none"> • Students identify the periods of time, on the time line, when conflict occurred in the Eastern Hemisphere. Teams are the same as those used to develop the time lines. They research how differing assumptions regarding power, authority, etc. caused this conflict. • Brainstorm a list of the rights and freedoms that are enjoyed in their country. Then have the class state those items that originated in Greece, i.e. The right to vote, the right to have a trial, freedom of speech, etc. • Use a T-chart to help students compare and contrast the characteristics and qualities of an elected leader and a dictator. • Many of the original precepts of Roman Law are still part of our legal system today. Using a Venn diagram, have students identify similarities and differences of our legal system and that of the Romans. • Students regroup in their "country" teams, brainstorm and create a graphic representation to demonstrate how social order and control have been maintained over time in their country. (Graphic becomes hand out). • Students record the totalitarian countries of the Middle East, Students grouped in pairs, research using technology to answer the following questions: 1.) Why has the protection of Human Rights become a key issue? 2.) How is this issue addressed? 	<ul style="list-style-type: none"> • In teams, students create cause/effect charts that identify the cause and then the effect of identified conflicts in their country's history. Students form discussion groups of multiple countries and share their interpretations of the chart with the group. • Students summarize in their journals: How the Greeks laid the foundation for modern day democracies. • Teams present their results to the class with an explanation using the graphic handout (Presentation rubric).

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RESOURCE LIST

BOOKS

Ancient Rome- (theme series) Literature-based activities for thematic teaching, Grades 4-6, Creative Teaching Press, Inc., Cypress, CA 90630

The Whipping Boy by Sid Fleishman

Greek and Roman Civilizations. Social Studies Activity Book. Grades 5-8. Mark Twain Media, Inc. ISBN 1-58037-063-2

Number the Stars by Lois Lowry

Greece (Ancient Civilization Series) Frank Schaffer Publications, Inc. ISBN 0-7647-01509

The Door in the Wall by Marguerite De'Angeli

India and China (Ancient Civilization Series) Frank Schaffer Publications, Inc. ISBN 0-7647-0149-5

The Midwife's Apprentice by Karen Cushman

Egypt and the Middle East (Ancient to Present) Grades 5-8. (Social Studies Activity Book) ISBN 1-58037-082-7

Devils' Arithmetic by Jane Yolen

Snow Treasure by Marie McSwigan

The Egyptian Cinderella by Shirley Climo

The Egypt Game by Kilpha Keatley Snyder

Journey To America by Sonja Levitan

Adam of the Road by Elizabeth GrayIndia: History and Heritage

Ancient Civilizations by Prentice Hall

Robin Hood in Sherwood Forest by Ann McGovern

MULTIMEDIA (Available from Madison-Oneida BOCES CIS)

Ancient Mesopotamia	VHS	13290
Mesopotamia: Return to Eden	VHS	24355
Middle East - Egypt:	VHS	24002
Children of the Nile?		
North Africa/Southwest Asia:	VHS	29411
What are the Consequences of Change?		
Egypt and the Fertile Crescent	CD-ROM	37100
Egypt: Journeys Through Modern	VHS	22503
Middle Eastern Powers		
Ancient Egypt (Eyewitness Series)	VHS	41306
Ancient Lands: Discover Wonders	CD-ROM	37055
of the Ancient World		
Ancient Rome Kit (Eyewitness Series)	VHS	41304
Ancient Rome I	VHS	41445
Ancient Rome II	VHS	41446
Ancient Greece & Rome (5 Books)	SPK	41338
Roman City (School Kit)	VHS	23412
Greece	VHS	22294
Greece SFX032	CD	35035
China, The Year of the Counting	VHS	20070
Greece and Rome	CD-ROM	37097
Greece, The Golden Age	MP	14343
Marriage & Chinese Family	VHS	23300
India & China	CD-ROM	37101
India Speaks	VHS	20592
China: Dynasties of Power	VHS	24351
Overview of Chinese History	VHS	23322
China, Land of my Father	VHS	20534