NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 6

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students Will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students Will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments**: possible tasks that can be used to gauge student understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics and example formative assessments provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards: View the Glossary of Instructional Terms

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Inquiry Strand

The inquiry process in each grade and course of the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis during instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 6-8
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	**I.1.1** Construct a compelling question through a disciplinary lens individually and with peers
Supporting Questions	**I.1.2** Construct supporting questions based upon disciplinary concepts
Gathering and Evaluating Sources	**I.1.3** Analyze details, central ideas, and inferences from sources using discipline-specific strategies **I.1.4** Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
Developing Claims and Using Evidence	**I.1.5** Identify evidence that draws information from multiple perspectives **I.1.6** Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
Communicating Ideas	**I.1.7** Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail **I.1.8** Construct responses to supporting and opposing perspectives supported by evidence **I.1.9** Determine the credibility of disciplinary arguments of peers
Taking Informed Action	**I.1.10** Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues **I.1.11** Use a range of civic approaches to address problems being investigated

The time period and focus for this course is from the Paleolithic Era to 1400 CE.

Unpacking the Behavioral Science Objectives

Standard 6.B.1 Understand ways in which culture influences civilizations
Overarching Concepts: Cultural Practice, Civilization, Society, Tradition, Value, Development, Social Structure

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
6.B.1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of how the development of civilizations and societies were influenced by religion, tradition, and cultural practices in Africa, Asia, Europe, and the Americas.	Government can be largely influenced by the religion, traditions, and cultural practices of a civilization or society The spread of religious and philosophical beliefs can shape the development of societies, civilizations, and regions Religion, tradition, and cultural practice can shape the social hierarchy or class of a civilization or society	Examples of how religion, tradition, and cultural practices have influenced development of civilizations and societies Examples of religious practices and philosophies that influenced civilizations	Types of belief systems ● Polytheism ● Monotheism ● Spiritualism World religions and philosophies ● Hinduism ● Judaism ● Confucianism ● Legalism ● Stoicism ● Greco-Roman philosophies (Aristotle, Socrates, Plato) ● Daoism ● Buddhism ● Zoroastrianism ● Christianity ● Islam ● Shintoism Cultural practices/ traditions ● Holiday celebrations ● Patriarchy ● Languages ● Festivals ● Rituals/ceremonies	Students make a chart of at least 2 world religions or world philosophies. Using words and images, students identify the key tenets of each and give an example of how the tenets influenced the development of the civilization or society. The teacher should provide students with regions or places of origins (e.g., Han Dynasty-Confucianism). *Note: Although this activity assumes the study of multiple religions and societal development, this activity could be modified and used with the study of just one civilization.* Students create a brochure, travel diary, or travel poster in the tradition of Ibn Battuta

				- Architectures - Roles - Norms - Foods - Fashions - Music/arts - Lifestyles	or a National Geographic journalist. The brochure, diary, or poster should demonstrate students' discoveries of how cultural practices and traditions influenced the development of a civilization. Students may use words, pictures, maps, and art to demonstrate their discovery of culture, beliefs, and practices in the chosen region/place.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate knowledge and understanding of how values influenced civilizations through art, music, literature, and other cultural expressions in Africa, Asia, Europe, and the Americas.	The culture, values, beliefs, and history of a civilization or society can be expressed through art, dance, music, literature, and architecture Artistic expressions can reveal the values of a civilization, society, or region	Examples of artistic expressions from various civilizations, societies, or regions How the values of a group are displayed through artistic expressions Examples of some values of various civilizations, societies, or regions	World fables, mythology, and poetry - Asia - Africa - Middle East/Persia - Greece/Rome - Pacific Islands - Indigenous Americas Cultural representation in art - Greek drama and theatre - Cave paintings - Pyramid paintings - Pottery, busts,	Students develop a cultural exhibit in a museum for a chosen civilization in Africa, Asia, Europe, Middle East, Pacific Islands, or the Americas. The student's exhibit plan should include examples of art, monuments, sculptures, and literature as well as explanations how each item in the museum reflects the values of that civilization.

				terracotta statues • Mosaics • Animal carvings of Asia, Africa, Middle East, Europe Type of architecture • Mesopotamian/ Egyptian Empires • Early Ethiopian Copts • Mali Empire • Greco-Roman Empires • Mississippian Mound Builders • Chinese walls, buildings, and canals • Aztecs • Inca • Easter Island • Early Era Christian architecture and Gothic Medieval architecture • Islamic architecture and design until the medieval period	The teacher shares different images of art or architecture from a civilization. By examining the images, the students determine how the art reflects the values of the society or civilization by explaining it in one paragraph.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.B.1.3 Compare systems of social structure within various	Students must be able to discuss the similarities of the systems of social structure in various	Social stratification systems can define the way a society's people interact economically, politically, and socially	Examples of different social structures in various civilizations The similarities and	Kinship and descent • Matrilineal • Patriarchal • Confucius Five • Human	Students compare two social systems from civilizations and societies within Africa, Asia, Europe, and the

civilizations and societies in Africa, Asia, Europe, and the Americas over time	societies and civilizations in Africa, Asia, Europe, and the Americas over time. Students must be able to discuss the differences of the systems of social structure in various societies and civilizations in Africa, Asia, Europe, and the Americas over time.	Systems of social structure may shape the norms and patterns in a civilization or society Civilizations and societies may encourage the different treatment of people based on their class, religion, values, and culture	differences between social structures in various civilizations and societies	relationships Social hierarchy structures of: ● Ancient Mesopotamia ● Ancient Egypt ● Greco-Roman Empires ● Iroquois Nation ● Kingdom of Ndongo ● Kingdom of Ghana ● Han Dynasty ● Mauryan-gupta Dynasty ● Hindu Caste System ● Feudalism	Americas. Students create a Venn Diagram to show the similarities and differences between the social structures. Students pretend they are from one chosen civilization from Africa, Asia, Europe, and the Americas on a trade expedition to another civilization. Students write a letter home describing how their own social structure is similar and different from the one they are visiting.

Unpacking the Civics and Government Objectives					
Standard 6.C&G.1 Understand the purpose of government and authority					
Overarching Concepts: Structure of Governmental Systems, Civilization, Society, Empire, Government, Power, Authority					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.C&G.1.1 Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe, and the Americas	Students must be able to discuss the similarities and differences between the various structures of governmental systems in societies and civilizations in	The laws in a civilization or society may be determined by the type of government system in that civilization or society Religion, culture, and traditions can shape how a government is organized and carries out	Various types of government systems that existed within civilizations and societies The structure of government in major civilizations and societies around the globe	Types of governments ● Monarchy ● Dynasty ● Oligarchy ● Theocracy ● Republic ● Democracy ● Tyranny ● Tribal Council ● Confederation	Students choose two governments they have been studying. The students then create a Venn Diagram showing the similarities and differences of the structures of the two governments.

	Africa, Asia, Europe, and the Americas.	responsibilities The government structure of a civilization or society may differ based on the political ideology of a society Governmental systems in a society may be transformed as a result of conflict, change in leadership, or conquests	The similarities and differences of government structures in civilizations and societies	• City-State • Nation-State • Empire Various structures of government • Hierarchies • Branches and levels • Hereditary monarchies • Bureaucracies	The teacher provides each student with a summary of the government system of a civilization. The students become government representatives for that civilization. The goal is to find civilizations that have a similar mindset to form an alliance. The students circulate the room and meet other government representatives. Students must compare the government systems and find at least two representatives in which to align. To defend their choices, students must describe how their newly aligned partner is a good choice based on the similarities in the government system.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.C&G.1.2 Compare how different types of governments maintain power and authority	Students must be able to discuss the similarities and differences of how different types of governments	The methods used to maintain stability and order may be dependent on the type of government	Examples of the governments in different civilizations How governments are structured in various	Types of governments • Monarchy • Dynasty • Oligarchy • Theocracy • Republic	Students compare the legal codes of 2-3 different governments from different parts of the world. Students then write a paragraph

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
	maintained power and authority.	A government's ability to maintain power and authority may differ depending on the type of government, the cultural practices, and the issues that plague a society	civilizations, societies, and regions The similarities and differences between the power and authority of different governments	● Democracy ● Tyranny ● Tribal Council ● Confederation Methods of Maintaining Power and Authority ● Codified laws ● Courts ● Parliamentary/ legislative systems ● Bureaucracy and political advisors ● Record keeping ● Taxation ● Citizenship ● Military ● Crime and punishment ● Oracles ● Aristocracy ● Slavery ● Chiefdoms ● Tribute systems ● Religious dogma ● Theocracy ● Mandate of Heaven	comparing how the governments used the legal system to maintain power and authority. Students are assigned two civilizations and compare the methods used by the governments of those civilizations to maintain power and authority. Students create a 3-column dialogue poem. In the first and last columns, students write what is different with the selected topic for the row. In the center column, students write a commonality between the two items based on the row topic.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.C&G.1.3 Compare the requirements for citizenship under various civilizations, empires, and	Students must be able to examine the similarities of the requirements for citizenship that occurred in different	A society's social structure and government often impacts requirements for citizenship The requirements for and	Examples of the roles and responsibilities of citizens in different civilizations, empires, and societies The similarities and differences between the	Requirements of citizenship in different civilizations, empires, and societies ● Ancient Egypt ● Greece ● Persia	Students choose 2 civilizations or societies. Students create a Venn Diagram comparing the requirements for citizenship for each civilization.

| societies | civilizations, empires, and societies in Africa, Asia, Europe, and the Americas.

Students must be able to examine the differences of the requirements for citizenship that occurred in different civilizations, empires, and societies in Africa, Asia, Europe, and the Americas. | responsibilities of citizenship may differ based on type of government | requirements for citizenship in different civilizations, empires, and societies | Rome Han Mauryan Gupta Byzantine Abbasids Mali Aztecs Inca Nomadic settlements and tribal bands | Students write an appeal to a political leader in an ancient civilization asking for a change to the requirements for citizenship. Within the appeal, the students express how citizenship works in that civilization and request it be adjusted to align with the requirements of citizenship in another civilization. The student expresses the similarities between the requirements, but also describes why it would be beneficial to adopt the different requirements from the other civilization. |
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| **Objective** | **Mastery of the Objective** | **Students Will Understand** | **Students Will Know** | **Example Topics** | **Examples of Formative Assessment** |
| **6.C&G.1.4** Compare the evolution of laws and legal systems in various civilizations, empires, and societies in Africa, Asia, | Students must be able to discuss the similarities and differences of how laws and legal systems have evolved in various civilizations, empires, and societies in Africa, | The culture, values, and beliefs of a society can influence how laws and legal systems evolve in that society

Laws and legal systems evolve in response to political, economic, and social factors or | Examples of how different laws and legal systems evolved or progressed over time

The similarities and differences in how laws changed in various civilizations, empires, and societies | Codified laws Hammurabi Codes Justinian Codes Twelve Tables Ten Commandments Ecclesiastical laws Magna Carta Courts and ecclesiastical | Students compare the laws of Mesopotamia, Rome, Byzantine, Kingdom of Israel, etc. Students compare what laws have stayed the same and what laws have changed over time. Students also discuss what remains important |

Europe, and the Americas	Asia, Europe, and the Americas.	conditions The structure of a legal system may be determined by the political origin of a civilization		courts	to society over time. Students read about the Mayan and Aztec Empires. Using a Venn Diagram, students will then write a comparison of how the laws and legal systems in both empires evolved over time.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe, and the Americas	Students must be able to show they can create a short summary (not retell) that captures the main point or basic idea that power and authority were shaped by the beliefs and practices in various civilizations, empires, and societies.	Authority in a civilization may be determined by religion, tradition, customs, and cultural practices Religious and philosophical beliefs can shape the power or authority in civilizations Government's power and authority may be shaped by a society's ideology on equality, individual liberties, and the common good	Examples of how beliefs influenced power and authority in civilizations, empires, and societies Examples of how practices influenced power and authority in civilizations, empires, and societies	Practices ● Military obligation ● Record keeping (scribe) ● Voting and representation ● Nomadic vs. sedentary societies ● Codification of laws ● Slavery ● Sacrifice Beliefs ● Religion (Christianity, Judaism, Animism, Islam, etc.) ● In-groups/ out-groups (Barbarians) ● Caste system ● Mandate of Heaven ● Reincarnation	The teacher provides students with a selection of texts and images showcasing how the beliefs and practices shaped the power and authority of an ancient civilization or empire. Students then summarize how the beliefs and practices shaped the power and authority of the civilization or empire. The teacher shows a video about the origins and purpose of caste systems. Students then summarize how caste systems shaped power and authority.

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
6.C&G.1.6 Explain the reasons for the rise and fall of governments and authority in civilizations and empires of Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of why there was a rise or fall in the religious or secular government and authority in a civilization or empire.	Civilizations and empires may rise or fall in relation to the power and influence of a government Conflict, corruption, and economic or political decisions can lead to the fall of a government Leadership can cause the rise and fall of governments and authority in civilizations and empires	Examples of factors that cause governments to rise Examples of factors that cause governments to fall Examples of the rise and fall of various governments and authorities	Reasons for the rise and fall of empires ● Environmental factors 　○ Weather 　○ Fresh water access 　○ Arable land 　○ Domesticated animals ● Safety 　○ Protection from environmental threats 　○ Military invasions 　○ Disease 　○ Internal conflicts 　○ Political disruption ● Political and military leadership 　○ Coups 　○ Death of strong leader 　○ Division within government 　○ Military conquest or defeat ● Technology/ innovations 　○ Iron 　○ Saddle	Students complete a cause/effect chart to explain how a civilization, society, or empire came to power and fell. Students complete a flow chart/timeline that demonstrates the events that led to the fall of a chosen civilization. Students discuss the impact of each event on the timeline.

				○ Gunpowder
				○ Chariot
				● Religion and belief systems
				  ○ Rise of Christianity in Roman Empire
				  ○ Division of Catholic/ Orthodox split in Europe
				  ○ Spread of Islam in Middle East, Africa, and India
				  ○ Influence on Mandate of Heaven in China
				● Economic
				  ○ Lack of resources
				  ○ Increase/ reduction in trade	

Unpacking the Economics Objectives					

Standard 6.E.1 Understand the economic activities of civilizations prior to 1400
Overarching Concepts: Economic Networks, Economic Reasons, Development, Civilization, Empire, Society

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
6.E.1.1 Explain how trade routes and economic networks contribute to the	Students must be able to demonstrate understanding of ways in which trade routes and economic networks have been	Access to trade routes and economic networks can stimulate a region's economic	Examples of trade routes and economic networks that contributed to the development of	Examples of trade routes and economic networks ● Silk Road trade routes	Students create an advertisement for trade. The advertisement should include the benefits of trade to the development

development of civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas	contributing factors in the rise and development of civilizations, empires, and classical societies.	development and enhance its standard of living Access to trade routes and economic networks can encourage cultural exchange between regions and may lead to the transformation of a civilization or region	civilizations, empires, and societies Examples of how trade routes and economic networks impacted various civilizations, empires, and societies	• Feudalism and vassalage • Craft and labor guilds • Hanseatic League • Christian Crusades • Merchant city-states • Incan trade routes • Mayan or Chinese tribute system • Indian Ocean trade routes • Trans-Saharan trade routes • Mesopotamian trade routes • Pax Mongolica	of a civilization and should include endorsements from other civilizations expressing how trade helped them develop. Students write a paragraph explaining how the Silk Road impacted the development of 1-2 of the societies along it.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.E.1.2 Explain the economic reasons for the rise and fall of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of the economic reasons for the rise of civilizations, empires, and societies in Africa, Asia, Europe, and the Americas. Students must be able to demonstrate understanding of the economic reasons for the fall of civilizations,	Scarcity and economic downturns can lead to the rise and fall of civilizations, empires, and societies Economic greed, inequalities, and exploitation can lead to the decline of a civilization, empires, and societies	Examples of economic factors that cause civilizations, empires, and societies to rise Examples of economic factors that caused civilizations, empires, and societies to fall	Economic reasons for the rise and fall of empires • Disruption/ creation of trade routes • Poor/improved trade relations • Weak/strong agriculture yields • Monopolies • Weak and	Students work in pairs to create a table/chart showing various economic reasons for the rise and fall of the assigned civilization, empire, or society. The table/chart should include the following column headings: 1) Civilization/Empire/ Society; 2) Economic

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| | | | | unstable/ stable labor forces
● Over-supply of products
● Organized agriculture and domestication of animals
● Technological innovations
● Collection of or fair/unfair use of tributes/taxes
● Development of a system of barter and exchange
● Creation of money/currency | Factors Leading to Rise; and 3) Economic Factors Leading to Decline.

Students create a cause-and-effect chart for a technological or scientific innovation that impacted the economic development of a civilization, empire, or society. Within the chart, the student explains how the technological or scientific innovation impacted the economy and how that economic impact affected the development of the civilization, empire, or society. |

| empires, and societies in Africa, Asia, Europe, and the Americas. | Innovation and/or technology can cause economic changes resulting in the growth or collapse of civilizations, empires, and societies | | | | |

Geography Objectives					

Standard 6.G.1 Understand the geographical factors that influence human migration and settlement
Overarching Concepts: Migration, Settlement, Movement, Region, Empire, Civilization, Society, Development, People

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment

6.G.1.1 Explain how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia,	Students must be able to demonstrate an understanding of how migration and settlement in various regions were affected by human and physical characteristics that	People may choose to migrate to or settle in a region based on access to water, climate, soils, and natural resources
		
		Physical and human characteristics of a
			Examples of human characteristics of a place that can motivate people to migrate or settle a region
			
			Examples of physical characteristics of a place that can motivate people to migrate or settle a region
				Human characteristics
				● Common language
				● Assimilation
				● Safety
				  ○ Protection from environmental threats
				  ○ Military invasions
					Students work in pairs to create a brief PowerPoint with 2-3 slides to convince their classmates to move to a particular region in Africa, Asia, Europe, or the Americas. The slides should include

Europe, and the Americas	existed in Africa, Asia, Europe, and the Americas.	place may determine the migration and settlement to or from a region	Examples of physical characteristics of a place that can motivate people to migrate from that place	○ Disease ● Established governments ● Cities ● Wealth and prosperity Physical characteristics ● Weather ● Fresh water ● Arable land ● Domesticated animals ● Natural ports ● Roads and waterways	the following: 1) Information about how human characteristics have impacted people wanting to migrate to a place; and 2) Information about how physical characteristics impacted settlement of a place. The student pairs should present their slides to persuade people to come live in their settlement. After learning about the empire of Ghana, students create a cause-and-effect chart of human and physical characteristics that impacted settlement in Ghana.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.G.1.2 Explain how movement and settlement patterns affected the development of civilizations, empires, and societies in Africa, Asia, Europe, and the	Students must be able to demonstrate understanding of how the development of civilizations, empires, and societies were impacted by movement and settlement patterns	The emergence, expansion, and decline of a society or region may be influenced by movement and settlement patterns Migration and settlement to or from a region may result in cultural, social, political,	How movement can impact developments of civilizations, empires, and societies How settlement patterns can impact developments of civilizations, empires, and societies	Movement factors ● Nomadic societies ● Agricultural revolution ● Domestication of animals ● War ● Colonization ● Territorial expansion ● Spread of religion	Students create a flowchart showing how migration and/or settlement patterns impacted the development of a civilization. Students create a cause-and-effect chart showing how migration

Americas	in Africa, Asia, Europe, and the Americas.	and economic changes		Settlement Patterns ● River Valley Civilizations ● Bedouin Tribes ● North African settlement patterns resulting from salt & gold trade ● City-states ● Kingdoms ● Feudal settlement Examples of Impacts ● Increased cultural diffusion ● Increase/decrease in labor ● Increased political conflict	and/or settlement patterns impacted the development of the Mauryan Empire.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.G.1.3 Explain how innovation and technology influenced the migration and settlement of people and the flow of goods and ideas in various civilizations and empires in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of how the migration and settlement of people in various civilizations and empires in Africa, Asia, Europe, and the Americas were impacted by innovation and technology. Students must be	When there are technological advances, there may be changes in how people settle, communicate, and move Innovation and technology can lead to increases in the flow of goods and ideas between or within societies, civilizations, and empires	Examples of ways innovation and technology influences the migration of people, goods, and ideas Examples of ways innovation and technology influences the settlement of people	Examples of technology ● Saddle ● Stirrup ● Compass ● Astrolabe ● Dhows ● Triangular Lateen Sails ● Chariot ● Wheel ● Caravans ● Writing systems and paper ● Luxury goods of settled societies	Students complete a chart showing how an innovation or particular technology was the cause of people migrating or settling in a civilization. The chart should also show how the innovation or particular technology influenced the movement of goods and ideas in a civilization.

				- Viking long boats - Gunpowder - Silk - Medical innovations - Standardization of currency, measurements, and weights - Road building - Canals - Aqueducts - Building techniques - Arches - Domes - Flying buttresses - Agricultural innovations - Crop rotation - Moldboard plow	Students create an advertisement for a specific invention or innovation that improved movement and communication within a civilization. The advertisement must highlight specific effects of the invention on movement of goods, people, or ideas within a civilization.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.G.1.4 Explain how societies in Africa, Asia, Europe, and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources	Students must be able to discuss reasons why societies modified environments and why they needed to adapt to their environments. Students must be able to discuss ways in which societies modified their environments as a	Civilizations and societies may modify the environment in order to meet the needs of a society People may adapt how they live, work, and interact with the environment based on the physical geography of a place	Reasons people make changes in or to an environment Examples of ways societies modified the environment Examples of ways societies adapted to the environment	Causes or reasons people change environments - Need for land - Need for water sources - Control of water Sources - Transportation needs - Communication needs - Economic development - Defense	Students are provided with an example of an environmental modification (e.g., canal, dam, aqueduct, etc.). Students then explain the causes of a society modifying the environment with that modification as well as the effects on the society of that modification.

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				Examples of modifications	Students create a cause-and-effect chart explaining the adaptations used by Bedouin tribes to live in the harsh climate of the Arabian desert.
result of the topography, climate, bodies of water, and natural resources. Students must be able to discuss ways in which societies adapted to their environments as a result of the topography, climate, bodies of water, and natural resources.				● Creation of cities ● Building of aqueducts, dams, and canals ● Irrigation Examples of adaptations ● Creation of cities ● Use of clay, stone, dirt, wood, brick, and concrete building materials ● Domesticated animals and natural environmental access	

Unpacking the History Objectives					
Standard 6.H.1 Understand the development of civilizations and societies from various perspectives **Overarching Concepts:** Event, People, Impact, Achievement, Civilization, Society, Role, Transformation					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.H.1.1 Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas	Students must be able to demonstrate understanding of how the rise, fall, and transformation of societies was influenced by various events, people, and groups.	Leadership may direct the course of history Historical people and groups may play an important role in the cultural, political, or economic influence on the rise, fall, or transformation of societies	How key historical people or groups impacted the rise, fall, and transformation of societies How key events impacted the rise, fall, and transformation of societies	People/groups ● Mongolians ● Germanic Tribes ● Turks ● Sumerians ● Phonecians ● Egyptians ● Greeks ● Romans ● Persians ● Pharaohs ● Kush	Students are assigned a historical figure. In character, students complete a "Quick Write" explaining the person's contribution and their overall impact on the rise, fall, or transformation of a society. Given a list of various

		Events can lead to political, economic, or societal shifts that may play a role in the rise, fall, and transformation of societies		- Han - Emperors - Caesars - Dictators - Sultans - Popes - Monarchs - Regents - Khans - Dynastic rulers - Military leaders - Government leaders Events - Internal political conflicts - Political corruptions - Inefficient bureaucracy - Inadequate monarchs - Military corruptions - Social and cultural decline - Plagues - Civic division - Religious shift	events, people, and groups that students are studying, the students match each listed item with the effect on the society's rise, fall, or transformation.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.H.1.2 Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia,	Students must be able to demonstrate understanding of how the achievements of ancient civilizations had a lasting impact	Societies may create cultural achievements that have lasting impact and influence later societies Contemporary	Examples of various achievements from ancient civilizations that continue to impact present-day societies How achievements of ancient civilizations are	Governments - Democracy (Greece) - Republic (Rome) - Monarchy Architecture - Canals	Students create a presentation explaining how an achievement of ancient history impacts present day society. Given a list of 3-5

Europe, and the Americas in terms of the relevance of present-day society	on present day societies. Students must be able to examine civilizations and empires in Africa, Asia, Europe, and the Americas to demonstrate mastery of the objective.	societies may be inspired by the ideas and achievements of past civilizations	exhibited in present-day society	• Aqueducts • Cathedrals • Hanok • Feng shui • Roman arch • Parthenon • Neoclassical • Mayan Farming • Terraces (China, Incan) • Reclaimed land (chinampas) • Crop rotation • Irrigation techniques Warfare • Stirrups • Wheeled vehicles • Formations Religions and philosophies • Buddhism • Christianity • Islam • Hinduism • Judaism • Monotheism • Confucianism • Taoism	ancient achievements, students write a brief description of the enduring impact of each.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
6.H.1.3 Compare multiple	Students must be able to discuss the similarities and	Historical sources from multiple points of view may be used to	How to use multiple sources to explore various perspectives	Trade on the Silk Road • China • Rome	Students examine multiple perspectives of one event, using

perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources	differences between the perspectives of various historical events in civilizations. Students must be able to use primary and secondary sources to master this objective.	develop a deeper understanding of what happened in the past Historical events or issues can be understood through information from various sources	Examples of historical events that have have been written about from multiple perspectives	● India Spread of Buddhism ● China ● India ● Japan Crusades ● European ● Middle Eastern Black Death ● Priest ● Aristocracy ● Common families Gold/Salt trade in North Africa ● Berbers ● Ghana/Mali Spread of Islam ● Muslims ● Bedouins ● Urban elite Spread of Christianity ● Romans ● Jews ● Christians Mongol invasion ● Mongol ● Chinese ● Russia Other invasions, conquests, rise/fall of	primary and secondary sources. Selecting two perspectives of the same event, students make a comparison of two perspectives they read about by creating a 1-2 page "Mock Interview." The written interview must contain 3-5 interview questions with written responses. The interview questions should be written in one perspective while the responses to the questions are written from the other perspective. Students read 2-3 primary sources with differing opinions about the Mongol Invasion. After closely reading these sources, students complete a Janus Figure that compares the 2 perspectives.

				empires, reaction to the introduction of an innovation, etc.	