

## Grade 6: Development of Civilizations

### Specific Overview

#### Grade 6: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Sixth graders continue to work toward this goal by investigating the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. Students will explain the origins, functions and structures of governments. Students explain how markets exist whenever there is an exchange of goods and services. Students compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas. Students will compare the origins and development of early world religions. Students will describe how River Valley Civilizations transitioned to empires. Through an understanding of ancient history, students develop an appreciation for the foundations of the modern world.

#### Key Vocabulary

May include, but is not limited to: citizen, Classical Empire, democracy, hunter-gatherer societies, monarchy, monotheism, Neolithic Revolution, polytheism, republic, River Valley Civilization, theocracy

#### Looking Back, Looking Ahead: Connections to Grade 5 and Grade 6

In grade 5, students examine the tensions and factors that led to the fight for independence and the establishment of the United States of America. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world. In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600.

#### What this would look like in practice:

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 6. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</b>	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the development of civilizations between 3500 BCE-600. An example of a compelling question is “How do complex societies develop?”

Standard	Sample Evidence of Learning
<b>6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</b>	<p>Student identification of discipline-specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the four disciplinary lenses. Teachers provide opportunities for students to develop and identify discipline specific supporting questions on the development of civilizations between 3500 BCE-600 CE.</p> <ul style="list-style-type: none"> <li>• “How did trade contribute to political power in Ancient Rome and Han Dynasty of China?” Students can identify this question as an economics-specific question.</li> <li>• “What characteristics do complex societies like River Valley Civilizations and Classical Empires have in common?” Students can identify this question as a geography-specific question.</li> </ul>
<b>6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</b>	<p>River Valley Civilizations and Classical Empires were built on agricultural production, which created a surplus of food. Because of agricultural surpluses, not all people needed to engage in hunting and gathering calories to meet their own needs, which freed some humans to begin specializing. With the specialization of labor came a host of innovations, ideas and products that allowed human societies to move beyond hunting and gathering groups to increasingly large and complex communities: villages, urban centers, city-states, states and empires. This complexity required increasing levels of government organization and resulted in the growth of markets and changes within them, for example, the shift from bartering to coin-based economies.</p>
<b>6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</b>	<p>Students may examine topography, natural resource distribution and geographic connections to understand why River Valley Civilizations and Classical Empires existed where and when they did. For humans to build complex societies based on agricultural surpluses and specialization, certain resources must be in place. However, students may also note that certain advantages or constraints exist in the environment of a place, which help make it unique.</p>
<b>6.I.U.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</b>	<p>Students can analyze primary and secondary sources and compare the evidence to provide a historical and contemporary understanding of supporting and compelling questions. Sources may include, but are not limited to, political arguments, economic data, geographic representations and/or accounts from historians.</p>

Standard	Sample Evidence of Learning
<b>6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.</b>	Students can discuss local, regional and global problems throughout the development of civilizations. Students can collaboratively and individually evaluate how individuals and groups addressed problems throughout the development of civilizations to today.

### Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to determine the perspective and purpose in a text, and explain how it is conveyed. Students could also integrate information from print and non-print formats to develop a coherent understanding of a topic, such as how complex societies develop. They can identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. Students could also compare/contrast how two or more authors present similar events. They could compose informative and/or explanatory texts to examine a topic, such as how complex societies develop, conveying ideas and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to address how a specific problem can manifest itself at local, regional and global levels over time.

## Grade 6: Development of Civilizations Standards

### Introduction

The focus of grade 6 is the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural and government structures that become the foundations of the modern world. Students evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

Concepts and Practices	Standards	
<b>I: Questioning</b>	6.I.Q.1	Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.2	Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
<b>C: Civic and Political Institutions</b>	6.C.CP.1	Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.3	Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>C: Roles and Responsibilities of a Citizen</b>	6.C.RR.1	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1	Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>C: Processes, Rules and Laws</b>	6.C.PR.1	Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	6.E.MI.1	Trace the chain of supply for a needed product.
	6.E.MI.2	Predict and analyze unintended costs and benefits of economic decisions.
	6.E.MI.3	Explain how markets exist whenever there is an exchange of goods and services.
	6.E.MI.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>E: Macroeconomics</b>	6.E.MA.1	Describe how civilizations used bartering to establish mediums of exchange to meet their wants.
	6.E.MA.2	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>E: Specialization, Trade and Interdependence</b>	6.E.ST.1	Compare specialization in two or more civilizations or empires.
	6.E.ST.2	Examine how new knowledge, technology and specialization increase productivity.
<b>E: Incentives, Choices and Decision Making</b>	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.
<b>G: Migration and Movement</b>	6.G.MM.1	Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>G: Human Interactions and Interconnections</b>	6.G.HI.1	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.
	6.G.HI.2	Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.
<b>G: Human Environment Interaction</b>	6.G.HE.1	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.G.HE.2	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
<b>G: Geographic Reasoning</b>	6.G.GR.1	Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Concepts and Practices	Standards	
<b>H: Change and Continuity</b>	6.H.CH.1	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
	6.H.CH.2	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
<b>H: Cause and Effect</b>	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
<b>H: Conflict and Compromise</b>	6.H.CO.1	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
	6.H.CO.2	Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
<b>H: Kentucky History</b>	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.
<b>I: Using Evidence</b>	6.I.U.E.1	Develop claims, citing relevant evidence, in response to compelling and supporting questions.
	6.I.U.E.2	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
	6.I.U.E.3	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.
<b>I: Communicating Conclusions</b>	6.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
	6.I.CC.2	Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
	6.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
	6.I.CC.4	Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	6.I.CC.5	Describe a specific problem from the development of civilizations using each of the social studies disciplines.

## Grade 6: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies and culture, among other factors. For example, pharaohs in Egypt had both political power and were worshipped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not actually considered divine themselves. Ancient Greece is credited with the creation of the first limited democracy, which arose from a need for more equal representation, while principles of equality before the law and citizens' rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.
	6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	
	6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	
<b>C: Roles and Responsibilities of a Citizen</b>	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	Ancient Greece and Rome's unique geographic settings, economies and social structures caused new types of governments to arise. The principles of rights, roles and responsibilities of citizens evolved out of those governments, however, not all people living in these places were considered citizens. Instead, limited citizenship was established based on qualifications like gender or owning property.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500-BCE-600 CE.	One of the potential civilizations for study is Han Dynasty of China. Building on past dynasties like the Shang, Zhou and Qin, this empire based its ideology in Confucianism, produced silk for trade along Central Asian trade routes like the Silk Roads and controlled the southern region of the Yangtze River Valley where rice production occurred. These unique characteristics influenced the social and government structure of the empire through the creation of the Confucian bureaucratic system based on examination, which legitimized the emperor and a social hierarchy built on the labor of peasants.
<b>C: Processes, Rules and Laws</b>	6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	As organized government is developed, a set of laws is usually established. These laws may vary depending on geographic location, social structure and culture. For example, Hammurabi's Code grew up organically, as a set of rulings from disputes brought before the king and included very specific punishments and procedures regarding daily life. In Rome, a formal law code called the Twelve Tables enshrined rights and responsibilities of those considered citizens and, because the code was written and displayed in the forum, protected the people against infringement of these rights by rulers. In most River Valley Civilizations and Classical Empires, law codes can reveal the values and priorities of the cultures; in most places, for example, citizens, free people and elites were treated differently, punished less harshly and protected through more rights than those who were enslaved or considered non-citizens.

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## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	6.E.MI.1 Trace the chain of supply for a needed product.	The chain of supply for a product outlines the process by which raw materials are processed to create a final product. For example, reeds on the Nile were processed to create papyrus and baskets in Egypt.
	6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.	Costs and benefits of economic decisions are sometimes unintended or unexpected. For example, as agriculture was developed in Mesopotamia, there was a surplus of food that led to an increase in population and a greater ability to have specialization of labor.
	6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.	An economic market is the meeting place or mechanism allowing buyers and sellers of an economic product to come together. Trade between civilizations created a market. As a result of a civilization's specialization or unique resources of geographic areas, different goods were sought and traded.
	6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	
<b>E: Macroeconomics</b>	6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.	Before currency was established, civilizations bartered and traded specialized goods and services, which also led to the spread of ideas, people, religions, products and diseases. During the period of Classical Empires, markets became more complex, often based on coinage struck by the central government, and were conducted over longer distances, impacting large regions. Economic activity may include, but is not limited to, unemployment, government spending, inflation and/or investment.
	6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	
<b>E: Specialization, Trade and Interdependence</b>	6.E.ST.1 Compare specialization in two or more civilizations or empires. (see “continued”)	After the development of agriculture, people were able to settle in one area and, because farmers were creating a food surplus, not all people needed to be involved in procuring food.

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence (continued)</b>	6.E.ST.1      Compare specialization in two or more civilizations or empires. <i>(continued)</i>	Thus, specialization occurred, in which people and states began specializing in a variety of jobs and in the production of diverse products. Depending on available resources, each civilization specialized in unique production of goods and services. For example, tea and silk are both natural resources located in China and began being intentionally produced through specialization during the Classical Empire period. Rome, centered on the Mediterranean Sea, grew, pressed and shipped olive oil throughout the Mediterranean basin. In the Classical Empire of Maurya India, cotton was grown, processed and turned into cotton textiles, and pepper was traded throughout the Indian Ocean Maritime System all the way to Rome.
	6.E.ST.2      Examine how new knowledge, technology and specialization increase productivity.	By basing society on farming rather than hunting and gathering, agricultural surpluses were attained, and specialization occurred. Specialization increases efficiency, leads to greater trade and connection, and speeds the discovery and spread of knowledge and technology.
<b>E: Incentives, Choices and Decision Making</b>	6.E.IC.1      Analyze the economic choices of individuals, societies and governments.	The choices made by individuals, societies and governments were influenced by geography, culture and societal norms.

#### Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	6.G.MM.1      Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Migration patterns of hunter gatherers during the Paleolithic Period can be credited to the need to find food and water. The development of civilizations was made possible by the proximity to water sources and the availability of domesticable plants and animals. The environmental characteristics of a place influenced how people navigated, traded and specialized.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.	After the Neolithic Revolution, the surplus of food affected the population in developing civilizations and empires. With no need for constant hunting and gathering, people were able to settle in one place. As they did, they were forced to adapt to environments in which they found themselves.
	6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.	Interactions between civilizations occurred through trade and were facilitated or hindered by geographic features. The ancient civilizations of Egypt and Kush were physically and economically connected by the Nile River. Through this connection, religious and cultural ideas were spread, and physical goods like ivory and gold were exchanged.
<b>G: Human Environment Interaction</b>	6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Civilizations have manipulated their physical environments to meet their needs through irrigation systems, aqueducts and other farming techniques. In addition, environments have shaped the development of human societies, as humans innovated to overcome environmental challenges or take advantage of resources, as with the invention of the sailboat in Mesopotamia. The River Valley Civilization of Harappa on the Indus River was able to use coastal sea navigation to trade with Mesopotamia.
	6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.	Food surpluses also led to population growth and the spread of humans from the various origin points of agriculture to more and more locations. In addition, human land use was changed as the settled lifestyle of those in agricultural Civilizations and Empires caused them to use more resources in increasingly intensive ways. For example, the specialization of metallurgy led Classical Empires deforestation to create the charcoal used in smelting furnaces in places like Rome and Han Dynasty of China.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Geographic Reasoning</b>	<p>6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>As human societies grow, they must adapt to their environment and geography and also cause changes to Earth's surface. Examining geographic representations of the River Valley Civilizations and Classical Empires helps students better understand the patterns people created while expanding as well as how their development was influenced in similar and different ways by their respective environments. For example, River Valley Civilizations share common characteristics: proximity to water sources and domesticable plants and animals as well as manipulation of the water sources and soil fertility. In Classical Empires, advantages like the Mediterranean Sea provided easier transport within empires like Rome whereas China's Han Dynasty lacked an internal waterway that could link their empire north to south.</p>

#### History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	<p>6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.</p> <p>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</p>	<p>As conflict ensued between neighboring civilizations over land, labor, trade and control of resources and power, states began to overthrow and conquer one another. An expansion of territory is seen as city-states grew into states and then empires. Population growth and the development of iron metallurgy also spurred the growth from Civilization to Empire. Throughout this process, ideas and cultures were created, shared and blended, and polytheistic and monotheistic religions as well as ideologies were developed and practiced.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect</b>	6.H.CE.1      Analyze the causes and effects of the rise of River Valley Civilizations.	The Neolithic Revolution should be cited as the transition from groups of nomadic hunter gatherers to settled farmers. Due to the proximity to water and the presence of unique domesticable plants and animals, agriculture was developed, leading to permanent settlements where people could specialize in a trade or craft. This led to the rise of civilization in the river valleys of Africa and Asia. The effects of this transition are varied and important as this shift to agriculture, food surpluses and specialization serves as the starting point for all later developments.
<b>H: Conflict and Compromise</b>	6.H.CO.1      Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.  6.H.CO.2      Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.	Trade networks and economic ties allowed for the sharing of ideas, culture and goods. This contributed to conflict over power and control of resources and territory. For example, trade between Rome and China benefitted both through the exchange of luxury products and the growth of their economies, whereas trade and economic ties between Greece and Rome led to one empire's conquest of the other.
<b>H: Kentucky History</b>	6.H.KH.1      Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.	The foundation of Kentucky's state government is influenced by the democratic ideas of the Athenian city-state and the Roman Republic. In order to emphasize the influence of these ideals on the government of Kentucky, architects used Neoclassical architecture, which uses Greek and Roman style, detail and structures. In addition, public, written law codes and constitutions like Kentucky's have their roots in the written laws of Rome.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.