Grade 6

World History

Cycle I:

Topic:	Skills	Projected # of days
• Historical Sources • Types of Maps • Early People • Beginning of Civilization	• Text features http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction • Map skills http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html • Evaluating historical sources http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html • Cause & effect http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html • Summarizing http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html • Argumentative writing http://busyteacher.org/9359-how-to-teach-argumentative-essay-writing.html; http://www.heinemann.com/shared/onlineresources/e01396/introandchapter1.pdf • Compare and contrast http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html • Timelines http://www.educationworld.com/a_lesson/lesson/lesson044.shtml	25 Total 12 Class Periods

Early People

Goal(s)
NJCCCS:
Social Studies:

- 6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
- 6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Technology:

- 8.1.8.A.3: Create a multimedia presentation including sound and images.
- 8.1.8.A.5: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.B.1: Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

CCSS:

- RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
- WHST.6-8.1a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- WHST.6-8.1d: Establish and maintain a formal style.
- WHST.6-8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Essential Questions:
- What causes societies to change over time?
- How do archaeologists help scientists understand ancient civilizations?
- What were the major developments and contributions of ancient civilizations?

Skills/Knowledge/Understandings:

Skills:
- Text features
- Cause and effect
- Map skills
- Argumentative writing: introducing a claim with supporting evidence
- Evaluating historical sources

Knowledge:
- Scientists use fossils and artifacts to draw conclusions about early humans.
- Archaeological finds suggest that human life began in Africa.
- The development of new skills allowed hunter-gatherer societies to survive.
- Modern humans and Neanderthals both appeared late in the Stone Age.
- As humans migrated to populate the world, they learned to adapt to various environments.
- Historians must evaluate the accuracy and reliability of historical sources.
- Though different maps show different things about a place, you can use the same tools to help understand them.

Understandings:
- The past is reconstructed by interpreting evidence that people have left behind.
- Throughout history, humans have developed technology and skills to help them survive.

Objectives:

- Students will be able to analyze the cause and effect relationships between new tools and survival.
- Students will be able to explain the differences between different types of historical sources.

Assessments:

Formative:	Summative:	Authentic:
- Socratic questioning - Class observations - Exit tickets - Small group work - Class discussions - Notes - Blog responses - Myworldhistory.com assignments	- Argumentative essay: (Possible idea) Which new skill or tool was most important to early peoples? - Document based questions - Chapter assessment	- Artifact analysis & presentation - Persuasive presentation: Which new tool should the community begin using? - Create a new piece of technology that would benefit today's society.

Literacy Connections: Argumentative writing, Informational text, *Nacirema, Mary Leakey: Exploring the Stone Age, Iceman,* Migration Theories

Interdisciplinary Connections: Language Arts, Technology, Science

Technology Integration:
- Brain Pop: Agricultural Revolution http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/
- Digital lessons, activities, simulations, primary sources http://www.myworldhistory.com
- Discovery Education: Early Modern Humans, Archaeology
- Webquest: https://sites.google.com/site/webquestmrgsworldcivilizations/Welcome/introduction/task
- Virtual museum tour: Chauvet Cave Paintings http://www.culture.gouv.fr/culture/arcnat/chauvet/en/
- Virtual museum tour: Geology exhibit http://www.ucmp.berkeley.edu/exhibit/geology.html
- Virtual Archaeological Dig: http://www.childrensmuseum.org/treasures/intro_archaeology/
- Vocabulary Development: www.spellingcity.com

Key Vocabulary: technology, artifacts, primary source, secondary source, oral tradition, bias, archaeologist, fossils, prehistory, geologist, anthropology, hunter-gatherer, nomad, culture, migration, environment, adapt

Useful Sites:

- http://www.myworldhistory.com
- http://www.mrdonn.org/ancienthistory.html
- www.brainpop.com
- www.spellingcity.com
- http://www.bbc.co.uk/history/forkids/
- http://www.ducksters.com/history/
- www.discoveryeducation.com
- http://www.pbs.org
- http://www.mrdowling.com/
- www.history.com

Primary Documents:
- http://www.myworldhistory.com
- http://www.historywiz.com/primarysources/ancientprimary.html
- http://www.fordham.edu/Halsall/ancient/asbook02.asp
- Caves of Altamira
- Ancient Artifacts
- Archaeological Sites

Beginning of Civilization

Goal(s)
NJCCCS:
Social Studies:
- 6.2.8.A.1.a: Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.B.1.b: Compare and contrast how nomadic and agrarian societies used land and natural resources.
- 6.2.8.C.1.a: Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
- 6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.D.1.b: Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.

Technology:

- • 8.1.8.A.3: Create a multimedia presentation including sound and images.
- • 8.1.8.A.5: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- • 8.1.8.B.1: Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

CCSS:
- • RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- • RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- • RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- • WHST.6-8.9: Draw evidence from informational texts to support analysis reflection, and research.
- • SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- • SL.6.1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- • SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Essential Questions:
- • What is a civilization?
- • What are the key essential elements that led to the development of ancient civilizations?
- • What were the major developments and contributions of ancient civilizations?

Skills/Knowledge/Understandings:
Skills:
- • Text features
- • Cause and effect
- • Map skills
- • Summarizing
- • Compare and contrast

Knowledge:
- • Human life changed dramatically when people learned to farm and to domesticate animals.
- • Farming enabled people to settle in one place and develop specialized skills.

- As populations grew, farming villages developed into cities.
- In several fertile river valleys, cities gave rise to the world's first civilizations.
- Early civilizations all had certain features in common.
- The world has many different religions.
- Religious beliefs play an important role in shaping cultures.

Understandings:
- Throughout history, humans have developed technology and skills to help them survive.
- Certain events are called revolutions because they change the way people live or think.
- Each society has its own unique features, but all of them have certain elements in common.

Objectives:
- Students will be able to analyze the cause and effect relationships between agriculture and early societies.
- Students will be able to compare and contrast the lives of hunter gatherers and those who lived in early agrarian societies.
- Students will be able to explain the 8 components that make up a civilization.
- Students will be able to identify the common factors amongst world religions.

Assessments:

Formative:
- Socratic questioning
- Class observations
- Exit tickets
- Small group work
- Class discussions
- Notes
- Blog responses
- Myworldhistory.com assignments

Summative:
- Response to Informational Text: (Possible topic) How would your typical day be different if you lived in one of the early civilizations?
- Document based questions
- Chapter assessment

Authentic:
- Create a civilization using the 8 elements that all civilizations have in common
- Identify evidence that a specific culture is a civilization

Literacy Connections: Response to Informational Text, Informational text, Epic of Gilgamesh, Guns, Germs, and Steel

Interdisciplinary Connections: Language Arts, Science, Technology

Technology Integration:
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- Digital lessons, activities, simulations, primary sources http://www.myworldhistory.com
- Discovery Education: The Earliest Human Migration
- Webquest: https://sites.google.com/site/webquestmrgsworldcivilizations/Welcome/introduction/task
- Virtual museum tour: http://www.catalhoyuk.com/
- Vocabulary Development: www.spellingcity.com

Key Vocabulary: revolution, domesticate, surplus, specialization, agriculture, civilization, religion, resource, economy, social class

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- http://www.myworldhistory.com
- http://www.mrdonn.org/ancienthistory.html
- www.brainpop.com
- www.spellingcity.com
- http://www.bbc.co.uk/history/forkids/
- http://www.ducksters.com/history/
- www.discoveryeducation.com
- http://www.pbs.org
- http://www.mrdowling.com/
- www.history.com

Primary Documents:
- http://www.myworldhistory.com
- http://www.historywiz.com/primarysources/ancientprimary.html
- http://www.fordham.edu/Halsall/ancient/asbook02.asp
- Ruins of Catalhoyuk
- Penitential Psalms

Text Crosswalk: Pearson myWorld History p.44-45, 78-97

*Differentiation: www.marzanoresearch.com/free_resources/itembank.aspx