



Grade 6 - Unit 1 - Bringing Order to the City

Unit Focus

As students enter Grade 6 Social Studies we seek to widen their conception of the world in both time and place. By investigating world civilizations, and making modern connections to them, Unit 1 inculcates a curiosity and appreciation of the world cultures in students through class activities that put the student at the center of learning including acting out literature, conducting an archeological study, role play, and more. A theme that ties unit one together is, bringing order to a growing world. As we make our way around the world through time students explore the many ways different civilizations tried to maintain peace through legal, religious, and artistic means in the growing cities in the ancient world. The unit begins with a study of prehistoric hunter-gatherer cultures. By putting students in the boots of an archeologist students learn that other cultures are unique in their own right and have a dignity to be honored. By learning about others we can learn about ourselves. In this light, students then explore Egypt, the role of law and literature in Mesopotamian society, social obligations in ancient China, and social class and mobility in ancient India. To support students in their inquiry nonfiction reading skills and geography skills are regularly integrated throughout the unit.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
C3 Framework for Social Studies State Standards Social Studies: 6 <ul style="list-style-type: none">Describe the roles of political, civil, and economic organizations in shaping people’s lives. (D2.Civ.6.6-8.)Assess specific rules and laws (both actual and proposed) as means of addressing public problems. (D2.Civ.12.6-8.)Compare historical and contemporary means of changing societies, and promoting the common good. (D2.Civ.14.6-8.)Explain barriers to trade and how those barriers influence trade among nations. (D2.Eco.14.6-8.)Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. (D2.Geo.1.6-8.)Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. (D2.Geo.3.6-8.)Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. (D2.Geo.4.6-8.)Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. (D2.Geo.5.6-8.)Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. (D2.Geo.10.6-8.)Analyze connections among events and developments in broader historical contexts. (D2.His.1.6-8.)	<i>Students will be able to independently use their learning to...</i> T1 Read grade level texts. Write a paragraph. T2 Analyze how geography impacts people and people impact geography T3 Trace key events, statistics, and development of ideas/innovations over time to determine patterns	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Our way of doing things is not the only credible way. U2 How culture plays an important role in a civilization’s development. U3 How geography plays an important role to a civilization’s development.	<i>Students will keep considering...</i> Q1 How does a civilizations culture impact the citizens who live there? Q2 Why is government and laws essential to a civilization? Q3 How does where we life affect how we live?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 Unit specific vocabulary	<i>Students will be skilled at...</i> S1 Study Skills	

Stage 1: Desired Results - Key Understandings

- Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. (D2.His.3.6-8.)
- Explain multiple causes and effects of events and developments in the past. (D2.His.14.6-8.)
- Develop claims and counterclaims while pointing out the strengths and limitations of both. (D3.4.6-8.)
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. (D4.2.6-8.)
- Critique arguments for credibility. (D4.4.6-8.)

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- Analyze connections among events and developments in broader historical contexts. (D2.His.1.6-8.)
- Explain multiple causes and effects of events and developments in the past. (D2.His.14.6-8.)

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- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)

K2 Ethnocentrism
K3 Culture
K4 Map basics

S2 Contextualization
S3 Causation
S4 Continuity and change
S5 Reading a map
S6 Nonfiction writing skills
S7 Notetaking