



Grade 6 - Unit 2 - The Spread of Ideas

Unit Focus

While following Unit 1 chronologically, the theme of Unit 2, the Spread of Ideas, marks a distinct shift in historical focus. We live in the digital age, a time in which ideas and knowledge spread in nanoseconds. The amount of time it takes for the amount of knowledge in the world to double is now down to less than a year and experts predict it will be down to less than a day before long. Our unit will examine key moments in history that helped the amount of knowledge to vastly increase and the effects of that spread of knowledge. Students start their study with an examination of Roman infrastructure and how the arch, roads, and empire connected people to grow learning. Included in this portion is an investigation of the use of parables in Christianity as a means of oral transmission of the faith. As we make our way to the Han and Song Dynasties of classical China, we focus on the Chinese inventions of the printing press and compass. In each of these cases students predict the potential applications and impact of these inventions on the growth of knowledge. Students continue to the House of Wisdom of Baghdad was the learning center of the Muslim Empire, located at the crossroads of the world's great civilizations and a rich culture of learning resulted. Students finally examine the interdependence of economies through a study of the inflation caused by the Mali King, Mansa Musa's hajj to Mecca. Throughout the unit, activities that involve constructing, simulating, designing or interpreting are at the center of the student experience. Students are required to predict, extrapolate, and question the impact and meaning of the inventions on the spread of ideas. The exploration of each civilization is supported by nonfiction reading/listening sources and engaging geography skills. At the end of the unit, students will design an object to sell at our grade-wide trade fair as a summative assessment. The materials, symbols, shape, and design of their object will demonstrate aspects of the theme, content, and skills that were woven 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">Explain how economic decisions affect the well-being of individuals, businesses, and society (D2.Eco.1.6-8.)Explain the roles of buyers and sellers in product, labor, and financial markets. (D2.Eco. 3.6-8.)Describe the role of competition in the determination of prices and wages in a market economy. (D2.Eco.4.6-8.)Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. (D2.Geo.1.6-8.)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 Analyze how geography impacts people and people impact geography T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The affordability of a good depends upon cash available and scarcity of resources. U2 Human settlements and physical systems are in constant interaction. U3 Individuals and groups create change based on action and the spread of ideas.	<i>Students will keep considering...</i> Q1 What characteristics make cultures unique? Q2 How and why do places change over time? Q3 How do the natural resources in a particular place affect that regions ability to be part of a global community. Q4 How does technology influence connections among human settlements and the diffusion of culture?

Stage 1: Desired Results - Key Understandings

- Classify series of historical events and developments as examples of change and/or continuity. (D2.His.2.6-8.)
- Analyze multiple factors that influenced the perspectives of people during different historical eras. (D2.His.4.6-8.)
- Explain how and why perspectives of people have changed over time. (D2.His.5.6-8.)
- Explain multiple causes and effects of events and developments in the past. (D2.His.14.6-8.)
- Evaluate the relative influence of various causes of events and developments in the past. (D2.His.15.6-8.)
- 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.)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Unit specific vocabulary
- K2** The Roman Empire
- K3** Muslim Empire
- K4** Cultural Diffusion
- K5** Physical Geography
- K6** Han/Song China
- K7** South African Kingdoms

Skill(s)

Students will be skilled at...

- S1** Study Skills
- S2** Contextualization
- S3** Causation
- S4** Continuity and change
- S5** Reading a map
- S6** Notetaking