



## Grade 6 - Unit 3 - Access to Education

Unit Focus
The third unit of this course turns the focus to equity in education around the globe, and continues the theme of exploring the historical forces behind modern inequalities. Just as students conducted inquiries into how the history of agriculture helps us to understand modern hunger, and how the history of early river valley civilizations helps us to understand modern conflicts over water, in this unit they will explore how the history of colonization and imperialism can help us to understand modern inequalities in access to and quality of education. Students will then investigate modern obstacles that stand in the way of greater educational equality around the world, and will conclude the unit by participating in an "International Education Action Symposium."

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 6</i>            920852 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            920853 Constructing Compelling Questions            920854 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...            • D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.            920857 Constructing Supporting Questions            920858 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...            • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.            920861 Determining Helpful Sources            920862 INDIVIDUALLY AND WITH OTHERS, STUDENTS ...            • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.            920864 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            920909 GEOGRAPHY            920915 Human-Environment Interaction: Place, Regions, and Culture            920916 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.            920925 Global Interconnections: Changing Spatial Patterns            920926 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	T1 Evaluate diverse sources and points of view to determine what really happened.	
	T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 The purposes of education are varied and complex, and often depend on a person's own goals	Q1 What is the purpose of education?
	U2 Depending on historical context and cultural beliefs, the human right of education has been limited and/or denied.	Q2 How do historians recognize past problems and apply their understandings to present issues?
	U3 Students are historians, investigating and interpreting the past from a variety of perspectives.	Q3 How does the history of a place play a role in the kinds of education available?
	U4 Historians use evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex.	Q4 Whose perspective of the story is this? Is there bias? Who is being left out? How do I seek out the whole story?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
K1 The purposes and benefits of education	S1 Comparing and contrasting different ideas about the purpose of education	
K2 Causes and effects of European exploration and colonization especially on the quality of life of people who were colonized	S2 Assessing how the availability of resources impacts educational opportunities.	
K3 How varying economies impact women and children's	S3 Assessing how crises impact the education of children	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.  
*920930 HISTORY*  
*920931 Change, Continuity, and Context*  
*920932 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.
- D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.  
*920936 Perspectives*  
*920937 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.  
*920941 Historical Sources and Evidence*  
*920942 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources
- D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.  
*920948 Causation and Argumentation*  
*920949 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
- D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.  
*920954 Dimension 3. Evaluating Sources & USING EVIDENCE*  
*920955 Gathering and Evaluating Sources*  
*920956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.  
*920959 Developing Claims and Using Evidence*  
*920960 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*

education around the world

K4 The relationship between geography and education

K5 That availability of resources has a direct impact on educational opportunities.

around the world

S4 Analyzing the economic and cultural reasons why many females are denied the same education as males.

S5 Evaluating how the geography of a place impacts the educational opportunities available to children.

S6 Analyzing historical forces causing differences in education between the "developed" and "developing" worlds.

S7 Describe the strengths and weaknesses of different types of sources

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

- D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
  - D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.
- 920963 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*
- 920964 Communicating Conclusions*
- 920965 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*
- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
  - D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- 920969 Critiquing Conclusions*
- 920970 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.4.6-8. Critique arguments for credibility.
- 920973 Taking Informed Action*
- 920974 INDIVIDUALLY AND WITH OTHERS, STUDENTS...*
- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**Student Growth and Development 21st Century Capacities Matrix**

*Collaboration/Communication*

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

*Global Thinking*

- Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.