



# Grade 6 - Unit 3 - Worlds Collide

## Unit Focus

Our previous study of the Medieval World sets the stage for Unit 3 in which the civilizations of the Middle East, the Americas, Africa, and Asia often collide. The guiding capacity for Unit 3 is alternate perspectives and a central question asked throughout the unit is, whose story is being told? As students seek to answer versions of that question they will use primary sources to support and critique the historical record. Students first apply this question in their study of Marco Polo in which they contrast two authors' opinions of whether the explorer actually traveled to China. Later in the unit, during their study of the Renaissance, students gather evidence to answer the question, "Was Galileo a heretic?" When the students investigate the conquistadors of the sixteenth century they ask, "Should it be called Pizzaro's conquest of the Inca" or "The Great Incan Rebellion?" Later, students critique the underlying values of Bartolome de las Casas and Juan Gines De Sepulveda who each debated about the Spanish treatment of Native Americans for the King of Spain. Finally, students examine the scramble for Africa from both the European and African perspectives. In each of these cases, students are encouraged to demonstrate the many aspects of global thinking. As students seek to draw conclusions about each of these historic instances, they are encouraged to keep an open mind to all perspectives. As objective historians, they seek to identify the values and principles, the merits and limitations, of all of the perspectives they are studying. Indeed, extreme black and white responses are often an oversimplification of complex issues. As in the previous units, student learning about these events is supported by nonfiction reading and geography skills.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b> Social Studies: 6</p> <ul style="list-style-type: none"> <li>Explain how economic decisions affect the well-being of individuals, businesses, and society (D2.Eco.1.6-8.)</li> <li>Explain barriers to trade and how those barriers influence trade among nations. (D2.Eco.14.6-8.)</li> <li>Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. (D2.Geo.1.6-8.)</li> <li>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. (D2.Geo.2.6-8.)</li> <li>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.)</li> <li>Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. (D2.Geo.5.6-8.)</li> <li>Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. (D2.Geo.6.6-8.)</li> <li>Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. (D2.Geo.7.6-8.)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Read grade level texts.  <b>T2</b> Evaluate diverse sources and points of view to determine what really happened  <b>T3</b> Analyze how geography impacts people and people impact geography  <b>T4</b> Trace key events, statistics, and development of ideas/innovations over time to determine patterns</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> The desire for goods creates interdependence as well as conflict.  <b>U2</b> Human settlements and physical systems are in constant interaction.  <b>U3</b> Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How does the exchange of goods lead to interdependence, growth, and conflict?  <b>Q2</b> How can the people in/ resources of this place be a source of conflict?  <b>Q3</b> When interpreting the past, why are multiple points of view important?  <b>Q4</b> How does a change (e.g., economic, political, natural disaster) influence current and future conditions and standards of living?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. (D2.Geo. 8.6-8.)</li> <li>Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. (D2.Geo.10.6-8.)</li> <li>Analyze connections among events and developments in broader historical contexts. (D2.His.1.6-8.)</li> <li>Classify series of historical events and developments as examples of change and/or continuity. (D2.His.2.6-8.)</li> <li>Analyze multiple factors that influenced the perspectives of people during different historical eras. (D2.His.4.6-8.)</li> <li>Explain multiple causes and effects of events and developments in the past. (D2.His.14.6-8.)</li> <li>Evaluate the relative influence of various causes of events and developments in the past. (D2.His.15.6-8.)</li> <li>Organize applicable evidence into a coherent argument about the past. (D2.His.16.6-8.)</li> <li>Compare the central arguments in secondary works of history on related topics in multiple media. (D2.His.17.6-8.)</li> <li>Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. (D3.3.6-8.)</li> <li>Develop claims and counterclaims while pointing out the strengths and limitations of both. (D3.4.6-8.)</li> <li>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.)</li> <li>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). (D4.3.6-8.)</li> </ul>	<p><b>U4</b> Students are historians, investigating and interpreting the past from a variety of perspectives.</p> <p><b>U5</b> Readers support their conclusions (inferences and interpretations) by citing evidence from the text.</p>	<p><b>Q5</b> What are the basic human rights of all people?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p><b>K1</b> Unit Specific Vocabulary</p>		<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Study Skills  <b>S2</b> Note-taking  <b>S3</b> Reading a Map  <b>S4</b> Generating questions  <b>S5</b> Contextuality  <b>S6</b> Causation  <b>S7</b> Continuity and Change</p>
<p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>		