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 throughout the ancient world. The unit begins with a study of prehistoric hunter-gatherer cultures. By putting students in the boots of an archeologist, they will 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 themes of geography in ancient Egypt, Mesopotamia, Ancient China, Ancient India, Greece and Rome. 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)

Connecticut Elementary and Secondary Social Studies Standards (2023)
Grade 6 - World Regional Studies

- 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. (6.Inq.1.c)
- Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context. (6.Inq.2.a)
- Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context). (6.Inq.3.a)
- Identify relevant evidence from multiple sources to support claims. (6.Inq.3.b)
- Develop claims and counterclaims in response to a compelling question. (6.Inq. 3.c)
- Explain the relationship between population and bodies of water using maps and other representations of a region (e.g., Red Sea, Caspian Sea, Persian Gulf, Lake Victoria). (6.Geo.2.a)
- Explain the relationship between the locations of places and regional characteristics using maps and other representations (e.g., religious centers, Nile River flooding, sea level rise in Venice, New Northwest Passage). (6.Geo.2.b)
- Classify a series of historical events and developments in a region as examples of political change and continuity (e.g., Fall of Rome, Korean Demilitarized Zone, Fall of Saigon, Partition of India). (6.His.2.a)
- Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal). (6.Geo.4.b)

Transfer

Students will be able to independently use their learning to...
T1 Analyze how geography impacts people and people impact geography.
T2 Trace key events, statistics, and development of ideas/innovations over time to determine patterns.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Our way of doing things is not the only credible way. **U2** Culture plays an important role in a civilizations development. **U3** Geography plays an important role to a civilizations development.	*Students will keep considering...* **Q1** How does a civilization's culture impact the citizens who live there? **Q2** Why is government and laws essential to a civilization? **Q3** How does where we live affect how we live?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Physical geography of the world **K2** Unit specific vocabulary and be able to define: prehistory, archaeologist, hunter-gatherer, domestication, agriculture,	*Students will be skilled at...* **S1** Study Skills Creating strategies to recall key geographical information. **S2** Causation Determining the factors that led to the developments of civilizations in some areas of the world.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate • Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG. 5.1)	civilization, irrigation, politics, geography, religion, society, and architecture. **K3** Archeology and the importance of questioning **K4** Different forms of leadership (monarchies, theocracies, early forms of democracy) and their impact on society **K5** Hammurabi's code and conceptions of justice **K6** The values communicated in the Epic of Gilgamesh **K7** Methods of law enforcement and justice systems **K8** Social hierarchies and class systems in Ancient India and Egypt **K9** Three Chinese philosophies -Legalism, Daoism, Confucianism **K10** Polytheism and monotheism-origins of Judaism and Christianity **K11** Development of writing systems in Egypt and Mesopotamia **K12** Map basics • Seven continents and five oceans • Key geographical concepts such as the hemispheres, the equator, the prime meridian, and the compass rose • The seven rivers where ancient river civilizations emerged and identify their corresponding modern-day countries. **K13** An introduction to Greek philosophers **K14** The premise of Greek architecture **K15** Roman infrastructure and engineering feats **K16** The fall of Rome	**S3** Map Skills Identifying key geographic features and locations within a civilization. **S4** Nonfiction writing skills Organizing paragraphs that includes topic sentence, relevant supporting evidence with sources cited, analysis, and a conclusion sentence. **S5** Non-fiction Reading Using text structures to make meaning of new material and organize ideas. **S6** Analyzing and comparing ancient civilizations by identifying and evaluating both unique and common characteristics across various cultures.