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, Europe 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 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)

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

- Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region. (6.Inq.1.a)
- 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)
- Construct arguments using evidence from multiple sources. (6.Inq.4.a)
- Construct explanations using summary, sequence, and examples. (6.Inq.4.b)
- Critique arguments and explanations presented about events or issues in a world region. (6.Inq.4.c)
- Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies. (6.Inq.4.d)
- Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region (e.g., absolute location,

Transfer

Students will be able to independently use their learning to...
T1 Evaluate diverse sources and points of view to determine what really happened.
T2 Trace key events, statistics, and development of ideas/innovations over time to determine pattern

Meaning

Understanding(s)

Students will understand that...
U1 The desire for goods creates interdependence as well as conflict.
U2 Human settlements and physical systems are in constant interaction.
U3 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.
U4 Students are historians, investigating and interpreting the past from a variety of perspectives.
U5 Readers support their conclusions (inferences and interpretations) by citing evidence from the text.

Essential Question(s)

Students will keep considering...
Q1 How does the exchange of goods lead to interdependence, growth, and conflict?
Q2 How can the people in/ resources of this place be a source of conflict?
Q3 When interpreting the past, why are multiple points of view important?
Q4 What are the basic human rights of all people?

Stage 1: Desired Results - Key Understandings

built environment, natural features, population density, relative location). (6.Geo.1.a)

- 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)
- Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia). (6.Geo.5.a)
- Explain how physical characteristics of a region are connected to identities and cultures (e.g., agriculture in Ukraine, Indian Diaspora, Ethiopian highlands). (6.Geo.6.a)
- Explain how human characteristics of a region are connected to identities and cultures (e.g., built environment, language, world religions). (6.Geo.6.b)
- Identify the plausible maker, date, origin, and audience of a historical map using related historical sources (e.g., Eratosthenes' World Map, Mappa Mundi, Mercator Projection, London's cholera outbreak map, Ribeiro's World Map). (6.His. 11.a)
- Analyze how cultural characteristics have shaped political boundaries within a region (e.g., linguistics, religion, tribal affiliation). (6.Geo.5.d)
- Compare how individuals and groups have affected change in a region using historical and contemporary examples (e.g., World Wildlife Fund, Malala Yousafzai, Mohandas Gandhi, women's rights in Saudi Arabia, Free Thai Movement). (6.Civ. 14.a)
- Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup). (6.Eco.1.a)
- Describe the role of supply and demand within and among regions (e.g., oil, gold, chocolate, iron, coffee, gemstones, Tulip mania). (6.Eco.3.a)

- **Madison Public Schools Profile of a Graduate**
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Unit Specific Vocabulary: ethnocentrism, conquistadors, renaissance, scientific revolution, and imperialism.

K2 Marco Polo The major claims made by Marco Polo and the historical debate about whether he traveled to China.

K3 Renaissance The key characteristics of the Renaissance, including humanism, artistic innovation, scientific inquiry, and renewed interest in classical learning.

K4 Age of Exploration The motivations, risks, and geographic factors that influenced European exploration during the 1500s.

K5 Inca and Aztec Empires How to evaluate sources to support the claims of Bartolome las Casas in the Valladolid Debate.

K6 Enlightenment The major contributions of Enlightenment thinkers and scientists, including Galileo Galilei, and how discoveries during the Scientific Revolution changed people's understanding of the world.

K7 Age of Imperialism The political, economic, and social motivations for imperialism and its effects on colonized regions, particularly in Africa.

K8 The locations of major world regions and civilizations and the chronological order of key historical developments.

K9 The locations of major countries, physical features, and landmarks in Central and South America.

Skill(s)

Students will be skilled at...

S1 Analyzing primary sources related to Marco Polo's voyage east.

S2 Writing argumentative paragraphs with evidence.

S3 Applying Renaissance learning to our modern lives.

S4 Analyzing how Galileo's natural laws challenged Christianity

S5 Geography basics of the Americas and Africa.

S6 Using primary sources to support an argument.

S7 Analyzing the point of views in the court of Valladolid.

S8 Mapping empires in the Age of Imperialism.

S9 Deducing the causes of European imperialism in Africa.

S10 Analyzing political cartoons.

S11 Identifying three instances of a theme across course learning.