

# SIXTH GRADE: GLOBAL STUDIES

## World Regions and Cultures of the Eastern Hemisphere

Students will be able to...  
(Disciplinary Skills and Processes)

- Examine change and continuity over time.
- Analyze perspectives
- Use information about a source to determine relevance and credibility.
- Explain the cause and effect of events and perspectives of the past
- Construct an argument with a strong claim, using supporting evidence and addressing a counterclaim
- Construct explanations using reasoning, correct sequence, and evidence.
- Utilize and analyze multiple primary & secondary sources
- Construct questions about the past to support understanding and further research.

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

### Compelling Question

How do civilizations change yet stay the same over time?

### Priority Standards

- 6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.
- 6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.
- 6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.
- 6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.
- 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions
- 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.
- 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Students will learn...  
(Essential Content Knowledge)

- Beginnings of Human Society
- Early River Civilizations
- World religions
- Rise and Fall of Civilizations
- Growth of Trade Networks
- Middle Ages from Europe to Japan
- Renaissance and Reformation
- Ancient and Modern Geography

### ACADEMIC VOCABULARY

central message, compare/contrast, details, elaborate, explicit, fluency, identify language, implicit, inference, main idea, point of view, sequence, support, recount, rrevise, text-based evidence, transitions

### CONTENT SPECIFIC VOCABULARY

agriculture, archeology, BCE, caste system, CE, civilization, democracy, domestication, dynasty, emperor, empire, feudalism, guild, Hominin, humanism, irrigation, manorialism, migration, monotheism, Neolithic, nomadic, Paleolithic, polytheism, republic, Silk Road, specialization, technology

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## World Regions and Cultures of the Eastern Hemisphere

### Skills and instructional strategies:

Examine change and continuity over time

- Connect, Extend, Challenge
- Projecting Across Time

Analyze perspectives

- Stories

Use information about a source to determine relevance and credibility

- Evaluating Sources (Digital Inquiry Group)

Explain the cause and effect of events and perspectives of the past

- Beginning, Middle, End
- Same Different Connect Engage

Construct an argument with a strong claim, using supporting evidence and addressing a counterclaim

- Claim, Support, Question

Construct explanations using reasoning, correct sequence, and evidence.

- How Else and Why?

Utilize and analyze multiple primary & secondary sources

- Document Analysis

Construct questions about the past to support understanding and further research

- QFT - Question Formulation Technique

## ***Social Studies and ELA Connections***

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed over time. (6.SP1.3, 6.RI.3)

Compare and contrast one author's perspectives of events with that of another author/person/perspective. (6.SP2.2, 6.RI.9)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including the relevance and credibility. (6.SP3.4, 6.RI.1)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text through claim analysis. (6.SP2.2, 6.RI.6)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text. (6.SP3.7, 6.RI.2)

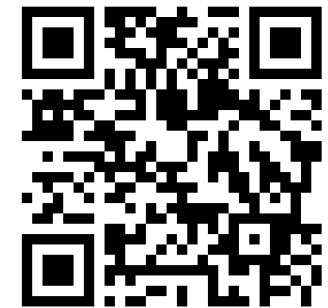
Integrate information presented in different primary and secondary source formats as well as in words to develop a coherent understanding of a topic or issue. (6.SP3.5, 6.RI.7)

Analyze how a particular source contributes to the development of the historical ideas and events. (6.SP4.2, 6.RI.5)

### Suggested Primary and Secondary Sources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL!  
Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.436/0>