

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: Civics and Government | |
| MLR Span: 5/8 | MLR Content Standard: (B) Purpose and Types of Government: Students will understand the types and purposes of governments, their evolution, and their relationships with the governed. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare leadership and civil rights in our democracy to their status under an authoritarian type government. | <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify various forms of government in Ancient Civilizations. 2. Compare these forms to the form of government in the United States | <p>NOTE: The curriculum objectives for Ancient Civilizations should be met by studying at least one ancient civilization in Africa, at least one ancient civilization in Asia, and at least one ancient civilization in Europe. The civilizations to study will be left to the discretion of the teacher.</p> <p>a) Resources:</p> <ul style="list-style-type: none"> • Scott Foresman, <i>Social Studies the World</i> Units 1, 2, 4. • Refer to Ancient Civilizations links from Social Studies Curriculum Links on MSAD 54 District Web Page. • http://www.msad54.k12.me.us/MSAD54Pages/CurriculumResources/SocialStudiesAncientCivil.html • <i>Social Studies at the Center: Integrating Kids, Content, and Literacy</i> by Tarry Lindquist and Douglas Selwyn. An excellent resource to lead children to “do” social studies for themselves. Features learning strategies, integration, and outlines two large units on history and geography. |
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| <i>Continued from previous page.</i> | <i>Continued to next page.</i> | <ul style="list-style-type: none"> • <i>Resources for Ancient Egypt</i> • <i>Mummies, Tombs, and Treasures, Secrets of Ancient Egypt</i> by Lila Perl • <i>Pyramid</i> by David Macaulay • <i>Mummies Made in Egypt</i> by Alike • <i>Make it Work Ancient Egypt</i> by Andrew Haslam and Alexandra Parsons • <i>The Egyptian News</i> by Scott Steedman • <i>Ancient Egypt Activity Book</i> by Robin Hamilton • <i>The Fruity Pharaohs:</i> This is a mummification simulation created by Kevin Fleury which leads students through the mummification process, and lets them experience Ancient Egyptian cultural ideas through the preparation of the pharaoh’s tomb and the funeral ceremony. Information about this project can be found at: http://www.neferchichi.com/ • <i>Resources for Ancient Greece and Rome</i> • <i>Ancient Greece Activity Book</i> by Mary Jo Keller • <i>The Greek News</i> by Anton Powell and Philip Steele |

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| <i>Continued from previous page.</i> | <i>Continued to next page.</i> | <ul style="list-style-type: none"> • <i>Ancient Greece Eyewitness Book</i> by Anne Pearson. • <i>How Would You Survive As An Ancient Greek?</i> By David Salariya. • <i>Ancient Rome Activity Book</i> by Mary Jo Keller. • <i>Ancient Rome Eyewitness Book</i> by Simon James. • <i>How Would You Survive As An Ancient Roman?</i> By David Salariya. • <i>The Roman News</i> by Andrew Langley and Philip DeSouza. <p>b) Sample projects relating to Ancient Civilizations. Individuals or small groups can research and present information on selected themes, ideas, or people, or on a whole range of topics. Projects could include:</p> <ul style="list-style-type: none"> • Become an Expert: Students work in groups to research a wide range of themes, ideas, people, and places to create a portfolio of information regarding an Ancient civilization. This information can then be used to create artifacts and set up a museum display. • Brochures: Created on the computer or by hand to focus on a specific topic in Ancient Civilizations. |

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| <i>Continued from previous page.</i> | | <ul style="list-style-type: none"> • Recreations/Scale Models: Create scale models of physical and/or man-made features in the area studied. For example, while studying Egypt students could create scale models of the Nile River and/or the Great Pyramid. The Nile River model can include physical features, as well as locations of important places along the Nile, and the many animals that live on or near the Nile River. The Great Pyramid, if made large enough, could be filled with items placed in a tomb for the pharaoh’s trip to the afterlife. • Computer Projects: HyperStudio, Power Point, Slide Show, Web Quests, Web Hunts, or iMovies on a wide range of topics or specific topics of study on ancient civilizations. • Flow Charts/Graphic Organizers: Students create charts to organize information about an ancient civilization. For example, students could create charts that show the Ancient Egyptian social pyramid, the process of mummification, the various dynasties that ruled Egypt. • Time lines: Students create time lines, using a variety of materials that show the chronology of events in the history of an ancient civilization. |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: Civics and Government | |
| MLR Span: 5/8 | MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 1. Identify the characteristics of an effective citizen. | Students will: 1. Identify the characteristics of an effective citizen in America and compare them with the characteristics of an effective citizen in Europe, Asia and Africa. | a) Develop a list of people relevant to the unit of study currently being studied. Students choose a person to investigate and look at the characteristics that have led him/her to be an effective citizen. Students present their findings, and compare them to the characteristics of an effective American citizen through a variety of avenues: <ul style="list-style-type: none"> • Poster of a Venn Diagram • Host a talk show. Some of the students will portray character of the person they have investigated. These characters are the guests on the show. The talk show host asks the guests prepared questions about their successes and learning experiences (The questions are designed to reveal the characteristics of an effective citizen). After the talk show, the entire class can debrief activity and chart the similarities/differences of the characteristics between the citizens of different cultures. • After investigating the culture and politics of a country in Europe, Africa, or Asia, students will develop a list of characteristics of an effective citizen in that area. In Africa, this could also include describing the characteristics of an effective citizen of a group of people, like the Asante, or the Merina People. |
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| <p><i>Continued from previous page.</i></p> <p>b) Evaluate and defend positions on current issues regarding individual rights and judicial protection.</p> | <p>2. Identify how the characteristics may have changed over time.</p> <p>a) Evaluate and defend positions on current issues on individual rights and judicial protection in Europe, Asia, and Africa.</p> <p style="text-align: right;"><i>Continued to next page.</i></p> | <p>a) Have students construct a project demonstrating how the characteristics of an effective citizen in various regions of Europe, Asia, or Africa citizen have changed over time. Project choices include, but are not limited to:</p> <ul style="list-style-type: none"> • technology project, such as HyperStudio or Power Point • create a timeline on a poster • write a song and sing it to the class • dramatizing different eras of a region in Europe, Asia, or Africa, highlighting the characteristics of an effective citizen in that time period <p>a) Have students investigate current issues regarding individual rights and judicial protection in Europe, Asia and Africa. Students take a position on the issue and hold a classroom debate on the issue. Prior to the actual debate, make sure students know how to participate in a real debate, and have their arguments prepared ahead of time on note cards. Discuss what constitutes solid evidence (for defending their positions), and what constitutes weak evidence. Effective metaphors for this mini-lesson are “concrete” and “Jello.”® Tell students that solid evidence is like concrete, strong and unbending, but weak evidence is like Jello ®, wiggily and unsteady.</p> |

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| <p><i>Continued from previous page.</i></p> <p>3. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.</p> <p>4. Identify ways in which citizens in a pluralistic society manage differences of opinion on public policy issues.</p> <p>5. Explain the functions of and the relationship among local, state, and national governments.</p> | <p>1. Describe and analyze the process by which a proposed law is adopted, including the role of governmental and non-governmental influences.</p> <p>1. Describe ways in which citizens of Europe, Asia and Africa manage differences of opinion on public policy issues.</p> <p>1. Explain the functions of and the relationship among local, state, and national governments.</p> <p style="text-align: right;"><i>Continued to next page.</i></p> | <p>a) Make sure students understand what governmental and nongovernmental influences are. Students can use texts, the internet and other sources to find out how a law is adopted in various countries of Europe, Asia and Africa.</p> <p>b) Create flowcharts to show the progression from bill to law.</p> <p>c) Use the internet to track the progress of a bill currently being debated in the state or national government</p> <p>d) Have students propose a bill that is applicable to the area they are studying and simulate the adoption process of the bill in that area.</p> <p>a) Make sure that students understand what a pluralistic society is. Research different public policy issues in Europe, Asia and Africa to see how citizens in these areas have managed their differences. Students can present their findings in a speech to the class using visuals. This presentation could be combined with the technology presentation listed on 1b (characteristics of an effective citizen).</p> <p>a) Students create a flow chart on paper or by computer using <i>Inspiration</i> to demonstrate understanding of the functions and relationships among the local, state, and national governments in Africa, Europe, and Asia.</p> |

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| <i>Continued from previous page.</i> | | b) Recommended general resources: The following books offer suggestions and activities that can be adapted to many different lessons. <ul style="list-style-type: none"> • <i>Meet Me in the Middle</i> by Rick Wormeli. A good resource for engaging, active lessons that hold students accountable for achieving at high levels. • <i>Social Studies at the Center: Integrating Kids, Content, and Literacy</i> by Tarry Lindquist and Douglas Selwyn. An excellent resource to lead children to “do” social studies for themselves. Features learning strategies, integration, and outlines two large units on history and geography. • <i>Integrating Language Arts and Social Studies for Intermediate and Middle School Students</i> by Richard Kellough. A comprehensive resource on the teaching of social studies with clear examples of integrated lessons. |

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| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> Compare leadership and civil rights in our democracy to their status under an authoritarian type government. Compare and contrast the structures of local, state, and national government. | <p>Students will:</p> <ol style="list-style-type: none"> Compare leadership and civil rights in our democracy to their status under an authoritarian type government in other countries in Europe, Asia and Africa (past and present). Compare and contrast the structures of local, state, and national government in Europe, Asia and Africa. | <ol style="list-style-type: none"> Integrate literature with the units and make comparisons of the governments through conversations when reading. Use of T-Charts, Venn Diagrams, or other graphic organizers may be helpful. Keep a diary pretending to be a person living in the time period and place they are reading about. The students' diaries should include events and situations that illustrate how their civil rights are affected. This indicator can also be met by completing a comprehensive integrated unit on any of the three topics listed below (see International Relations Standard). <ol style="list-style-type: none"> Europe: Compare U.S. civil rights and their status if they were subject to an authoritarian type government in Europe. Germany: German Jews under the rule of Hitler's Nazi Germany. Recommended Books: <ul style="list-style-type: none"> • <i>Number the Stars</i> by Lois Lowry • <i>Devil's Arithmetic</i> by Jane Yolen • <i>Daniel's Story</i> by Carol Matas • Scott Foresman, Chapter 19. Africa: Compare U.S. Civil Rights and their status if they were subject to an authoritarian type government in Africa. |

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| <i>Continued from previous page.</i> 5. Assess competing ideas about the purposes government should serve (e.g., individual rights versus collective rights). | 1. Examine the political and social issues in Europe, Asia, and Africa to assess competing ideas about the purposes government should serve (e.g. individual rights versus collective rights). | a) Discuss the difference between individual rights and collective rights. Find a political or social issue in Europe, Asia, or Africa and discuss what position the government should take. Is it important to honor individual rights, or is it more important to honor collective rights? Try figuring the outcome of the issue under each scenario (government serving individual rights and government serving collective rights) to see which would be more effective. |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: Economics | |
| MLR Span: 5/8 | MLR Content Standard: © Comparative Systems: Students will analyze how different economic systems function and change over time. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 2. Compare how different economies meet basic human needs over time. | Students will: 1. Look at the economies of Ancient World Cultures and compare them with other cultures, in different time periods to see how basic human needs have been met over time.. | a) These objectives should be integrated into the projects listed in Civics B. |

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| Content Area: Social Studies | | Grade: Sixth Grade | |
| Unit: Community/Country/World | | Section: Economics | |
| MLR Span: 5/8 | | MLR Content Standard: (D) International Trade and Global Interdependence: Students will understand the patterns and results of international trade. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities | |
| Students will be able to: 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies. | Students will: 1. Identify how trade allowed the spread of cultural ideas and beliefs throughout the Ancient World. | a) These objectives should be integrated into the projects listed in Civics B and the World Economics A, C, D. | |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: Economics | |
| MLR Span: 5/8 | MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p><i>Continued from previous page.</i></p> <p>2. Identify and analyze the factors that contribute to personal spending and savings decisions.</p> <p>3. Use an example to show how incentives affect economic decisions (e.g., tax deferred savings plans, a fast food restaurant’s discount promotion).</p> | <p>1. Recognize and analyze economic systems of Europe, Asia and Africa, especially the factors that contribute to personal spending and savings decisions.</p> <p>1. Use an example to show how incentives affect economic decisions in Africa, Europe, and Asia.</p> | <p>a) Create a café that sells the actual food using the “money” from the country.</p> <p>b) Trace the use of the boycott from its Irish origins to its use as an economic strategy, e.g., Montgomery bus boycott, sanctions against South Africa or Iraq.</p> <p>a) Play the Stock Market Game.</p> <p>b) Compare the Dow and NASDAQ to stock markets in Asia, Africa, or Europe. Discuss what influence these have on the economy.</p> |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: Economics | |
| MLR Span: 5/8 | MLR Content Standard: (D) International Trade and Global Interdependence: Students will understand the patterns and results of international trade. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 1. Describe how changes in transportation and communication technologies have affected trade over time. 2. Evaluate how world trade issues can affect a nation's economy and how trade can influence and transform societies. 3. Explain why trade allows specialization and identify specific examples of how nations specialize (e.g., Japan's focus on consumer electronics). | Students will: 1. Describe how changes in transportation and communication technologies have affected trade over time. 1. Recognize and apply knowledge of global interdependence. 1. Investigate why trade allows specialization and identify specific examples of how Europe, Asia and Africa specialize. | a) Create a timeline showing the evolution of a certain region, noting the introduction of innovations like steam-powered travel or the telephone. b) Research how ancient economies evolved over time to present economic systems in Asia, Africa, or Europe, e.g., changing from a barter to a coin system; the creation of towns; the effects of physical location; or trade with other cultures. a) Research how disease or disaster (past or present) affects a region's economy, e.g., the spread of plague, civil wars, famine, and drought. a) Provide artifacts or hands-on items from countries in Asia, Africa, or Europe. Trace the origins of products sold in the U.S., e.g., finished wood products imported from Japan, where the raw material travels from the U.S. to Japan, becomes a finished product and is then imported back to the U.S. |

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: Geography | |
| MLR Span: 5/8 | MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions and environments. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns human settlement, major physical features, and political divisions. 2. Develop maps, globes, charts, and databases to analyze geographical patterns on the earth. | Students will: 1. Construct a map of the world during a particular time period of an Ancient Civilization that includes physical features, political features, and patterns of human settlement. 2. Construct graphic organizers to show the locations of Ancient Civilizations in Europe, Africa, and Asia, analyze why these regions became some of the first areas of concentrated human settlement. | These objectives should be integrated into the projects listed in Civics B. a) Work individually or in groups to create a map as described under MSAD #54 Objectives. Use symbols to show patterns of human settlement, physical features and political divisions. Maps can be created on paper, or in 3-D format using clay or salt mixture. For example: <ul style="list-style-type: none"> • students studying Ancient Greece would construct a map showing the location and settlement of the city-state • students studying Ancient Egypt would construct a map of the Nile River Valley, the Sahara Desert, and other physical features that protected Egypt from outside invaders • a map of Ancient China could establish the relationship between landforms and human settlement a) Use above maps to compare and contrast and determine why these regions became some of the first areas of concentrated human settlement. |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: Geography | |
| MLR Span: 5/8 | MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine. 2. Explain patterns of migration throughout the world. 3. Explain how cultures differ in their use of similar environments and resources. 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement. | <p>Students will:</p> <ol style="list-style-type: none"> 1. Describe Develop an understanding of technology not only as computers, but also as the knowledge and use of tools. 2. Demonstrate an understanding of the impact of technology on the land and people in Ancient World Civilizations in Europe, Africa, and Asia. 1. Understand why certain groups of peoples in Ancient World Civilizations moved to different locations in their region of the world. 1. Demonstrate an understanding of how various Ancient World Cultures (Egypt, Greece, Rome, China, Africa) used similar resources in different ways. 1. Examine and identify the changes of Ancient Civilization Societies resulting from concentrated settlements. | <p>a) Objectives for Indicators 1-4 should be integrated into the projects listed in Civics B.</p> |

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| Unit: World Studies | Section: Geography | |
| MLR Span: 5/8 | MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Visualize the globe and construct maps of the world and its sub-regions to identify patterns of human settlement, major physical features, and political division. 2. Develop maps, globes, charts, models, and databases to analyze geographical patterns on the earth. 3. Understand United States social, political, and economic divisions and the more significant social and political divisions in world geography. | <p>Students will:</p> <ol style="list-style-type: none"> 1. Construct maps of the world identifying Africa, Europe, and Asia. Include patterns of settlement, major physical features, and political divisions. 1. Create maps, globes, charts, models and databases to analyze geographical patterns in Africa, Europe and Asia. 1. Understand major social and political divisions in world geography. | <ol style="list-style-type: none"> a) Create maps on paper, using computers, clay, dough, papier-maché, or other materials to demonstrate a knowledge of patterns of settlement, major physical features, social and political divisions in Africa, Asia, and Europe. a) Use an inflatable globe to play a game. Example: Toss the ball and name the region under the right thumb. a) Using the newspaper, follow the current events of a particular region and find the region(s) involved on the map. |

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| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine. 2. Explain patterns of migration throughout Europe, Asia, and Africa. 3. Explain how cultures differ in their use of similar environment and resources. 4. Demonstrate an understanding of how society changes as a consequence of concentrated settlement. | <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze how technology shapes the physical and human characteristics of Europe, Africa, and Asia. 1. Explain patterns of movement of people, places and ideas throughout Europe, Asia, and Africa. 1. Understand the relationship between landforms, climate, and resources and the development of cultural regions. 1. Demonstrate an understanding of how societies in Europe, Asia, and Africa have changed as a consequence of concentrated settlement. | <ol style="list-style-type: none"> a) Use the knowledge gained in studies of Ancient Civilizations regarding the use of technology, patterns of movement of people, places, and ideas, and compare this to how technology is used in the same areas today. The information can be presented in a variety of different ways, including flow charts, posters, class discussions, Power Point or HyperStudio projects. a) Use maps, possibly those constructed in Geography A, to identify landforms, climate, and resources of a region and determine the impact these had on the culture of the people who live there. For example, those living near a body of water will be fishers, sailors, and traders, while those who live the in the plains will be farmers. People who live in warm climates will wear different clothing than those in cooler areas. a) Introduce the term population density and identify areas with high and low densities. Determine how these differences affect the culture of these areas. |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (A) Chronology Students will use the chronology of history and major eras to demonstrate the relationships of events and people. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 1. Describe the effects of historical changes on daily life. 2. Identify the sequence of major events and people in the history of Maine, the United States, and selected world civilizations. 3. Trace simultaneous events in various parts of the world during a specific era. | Students will: 1. Gain understanding of the historical changes on daily life in Ancient Civilizations throughout the world. 2. Gain understanding of the historical events and people of the Ancient World Civilizations. 3. Gain understanding of time and chronology by examining simultaneous events in Ancient World Civilizations. | a) The objectives for Indicators 1 – 3 should be integrated into the projects listed in Civics B. a) Select a significant figure from an Ancient Civilization and research the period of his or her life to discover what events the person might have witnessed or participated in. a) Create a timeline of events integrating the Ancient World Civilizations. |

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: Ancient World Civilizations | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration). 3. Demonstrate an understanding of selected turning points in ancient and medieval world history and the continuing influence of major civilizations of the past. | Students will: 1. Demonstrate understanding of a selected theme in Ancient World Civilizations (e.g., conflict, inventions, movement). 1. Demonstrate understanding of the major events in Ancient World Civilizations and how modern society continues to be influenced by the Ancient World Civilizations. (e.g., democracy, trial by jury, sciences, arts, language). | a) Objectives for Indicators 2-3 should be integrated into the projects listed in Civics B. |

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| Unit: Ancient World Civilizations | Section: History | |
| MLR Span: 5/8 | <p>MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resources material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.</p> | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p>Students will be able to:</p> <ol style="list-style-type: none"> 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view. 5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. | <p>Students will:</p> <ol style="list-style-type: none"> 3. Select and support an opinion on a controversial historical topic based on primary and secondary sources (e.g. the trial of Socrates). 4. Use historical accounts to examine the roles and daily lives of women and slaves in Ancient Civilizations. 5. Explore historical questions related to Ancient World Civilizations after examining primary and secondary sources. | <p>Objectives for Indicators 3–5 should be integrated into the projects listed in Civics B.</p> <ol style="list-style-type: none"> a) Hold a mock trial of Socrates in the classroom. Have students research the case and choose a position of either guilt or innocence, based on the laws and political climate of that time period. b) Create an event or a scenario that would allow several characters to describe their lives in contrast to the lives of others, e.g., during construction of the pyramids; during the time of the city-state (e.g., Pompeii or Athens). c) Read historical accounts and formulate questions, e.g., What questions does Pliny’s account of the eruption of Mt. Vesuvius raise? According to Plato’s account of the death of Socrates, why doesn’t Socrates fear death? d) Web Resource: http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/phase1.html |

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (A) Chronology: Students will use the chronology of history and major eras to demonstrate the relationships of events and people. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <p><i>Continued from previous page.</i></p> <p>Students will be able to:</p> <p>3. Trace simultaneous events in various parts of the world during a specific era.</p> | <p>Students will:</p> <ol style="list-style-type: none"> 1. Trace simultaneous events in Europe, Africa and Asia during a specific era | <ol style="list-style-type: none"> a) Create a parallel timeline of simultaneous events in Europe, Africa, and Asia during a specific time period. <ul style="list-style-type: none"> • Students can do this by creating a quilt. As a class, brainstorm ideas on what the major events were in the regions you studied. Divide students into the amount of groups you need to complete the parallel timeline. Give each group either a piece of paper or material and ask them to design a quilt square that represents an event from the region they researched. When each group is done, have them place their square in the appropriate place on the quilt. Assemble the quilt and hang it up. Have each group come up and talk about the quilt square they created. |

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout World History. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to: 2. Demonstrate an understanding of selected themes in Maine, United States, and world history (e.g., revolution, technological innovation, migration). 4. Demonstrate an understanding of selected twentieth century issues and events in United States and Maine history including “modern” Maine history (1945 – present) | Students will: 1. Demonstrate an understanding of selected themes in world history (e.g. revolution, technological innovation, migration). 1. Identify U.S. involvement in issues and events during the twentieth century. | a) Choose one theme and trace its evolution through a particular culture in Asia, Europe or Africa. Demonstrate the change that occurred through use of maps, timelines or other presentation materials. b) See Civics/Government D, Indicator # 2. a) Create a newspaper or a radio show that addresses issues or events. b) Hold a “demonstration” with posters and debates that show understanding of both sides of an issue. c) See Civics/Government D, Indicator # 2. |

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: World Studies | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| Students will be able to : 1. Judge the accuracy of historical fiction by comparing the characters and events described with descriptions in multiple primary sources. 2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author. 3. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic. | Students will: 1. Judge the accuracy of historical fiction of people and events in Europe, Africa and Asia by comparing the characters and events described with descriptions in multiple primary sources. 1. Explain why historical accounts of the same event in Africa, Europe, or Asia sometimes differ. Relate this explanation to the evidence presented by the author or the point of view of the author. 1. Use information from a variety of primary and secondary sources to identify and support a point of view on a controversial historical topic in Europe, Africa and Asia (e.g. apartheid in Africa). | a) Read and discuss a variety of historical fiction and non-fiction. Create own journal that reflects actual events; rewrite sections of historical fiction for accuracy; discuss or debate the value of using fiction to learn history; have real and fictional characters carry on a conversation. a) Stage an unannounced dramatic event, involving multiple characters. Have students write about it as eyewitnesses. Students read accounts aloud and discuss why there are variations (e.g., shock or surprise; focusing on just one character). a) Research opposing historical figures on a particular issue and have them debate (e.g., F.W. DeKlerk vs. Nelson Mandela on racial apartheid). |

MSAD #54 Social Studies Curriculum

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| Content Area: Social Studies | Grade: Sixth Grade | |
| Unit: First Americans | Section: History | |
| MLR Span: 5/8 | MLR Content Standard: (C) Historical Inquiry, Analysis, and Interpretation Students will learn to evaluate resources material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events. | |
| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
| <i>Continued from previous page.</i> 4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view. 5. Formulate historical questions based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. | 1. Identify ethnic and cultural perspectives missing from an historical account in Africa, Europe and Asia and describe these points of view. 2. Comprehend the history of women, minorities, and various social classes. 1. Formulate historical questions on Africa, Europe and Asia based on examination of primary and secondary sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts. | a) Choose a differing perspective, e.g., the roles of women, children, or minorities, and in character/costume, retell the event or hold a reenactment. b) (Indicators 4 – 5) Hold an "alternative fair" that has the missing perspective from a variety of historical events. c) At the end of a unit study, list "big questions" that are still debated, e.g., "Did the Holocaust really happen?" d) (Indicators 1 – 5) Create a newspaper with eyewitness accounts, denials of events, op ed pieces, etc. |