North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: Sixth Grade Social Studies ● **Unpacked Content**

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.dpi.state.nc.us/acre/standards/new-standards/

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

History

Essential Standard:
6.H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time.

Concept(s): Historical Thinking

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	**The student will be able to:** • Create their own charts, graphs, and historical narratives to explain events or issues. **For example:** Students could use data from various sources (tax records, maps, military accounts, letters written by Roman soldiers, etc.) to create a timeline explaining the fall of the Roman empire.
6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	**The student will be able to:** • Establish a theme or point of a historical document by determining the word for word, nonfigurative meaning. **For example:** Examine the following excerpt from Hammurabi's Code. "If a nobleman puts out the eye of another nobleman, his eye shall be put out." When taken literally, this means simply that one man's eye is removed in exchange for the eye he removed. However; when the phrase "an eye for an eye" is taken as a whole, it signifies retaliation or retribution. *Note: Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document.*

6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	**The student will know:** ● The difference between a primary and a secondary source **The student will be able to:** ● Use different sources of information from multiple perspectives (i.e. race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand a particular event or issue. **For example:** For an inclusive understanding of Christopher Columbus's voyages, students may look at multiple documents that reflect various perspectives. These could include Columbus's journal, maps and charts from each voyage, Columbus's letter to the Spanish monarchs, and excepts from the writings of Bartolomé de Las Casas, a Spanish friar who traveled with Columbus and described the treatment of the native population of Hispaniola.

Essential Standard:

6.H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

Concept(s): Conflict, migration, continuity and change, innovation and technology

Clarifying Objectives	**Unpacking** What does this standard mean a student will understand, know and be able to do?
6.H.2.1 Explain how invasions, conquests, and migrations affected various civilizations, societies and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas and Alexander the Great).	**The student will understand:** ● Invasions, conquests, and migrations may have 　　o political consequences. 　　o economic consequences. 　　o social consequences. 　　o technological consequences. **For example:** Popularity of the trading network known as the Silk Roads had wide-ranging consequences. Trade along the various routes impacted economies through the introduction of new products. Silk, jade, and spices were brought to the West and glass, wool, and gold were brought to the East. New cities, prosperous centers of trade and learning, sprung up along the

	Silk Roads. These cities became multicultural outposts in previously uninhabited lands. Additionally, the quest for alternative trading routes led to better sailing technology. This allowed for increased maritime exploration and eventually the settlement of the Americas. As waves of conquerors invaded Central Asia and sought control of the vast wealth generated through trade, political and social consequences ensued. The Mongols were able to amass a land empire that stretched from the Sea of Japan to the Caspian Sea. **The student will know:** • Various invasions, conquests and migrations and their implications.
6.H.2.2 Compare historical and contemporary events and issues to understand continuity and change.	**The student will understand:** • Repeated issues and events do not necessarily result in the same outcomes. • Historical issues and events are often mirrored in contemporary issues and events. **For example:** Parallels can be drawn between the eruption of Mt. Vesuvius in 79 CE and the 2004 Indian Ocean tsunami to exemplify continuity. Consequences are similar: thousands of people died; thousands more were displaced from their homes; in each case, warning signs were ignored; and each region experienced severe physical and ecological changes. While these events took place almost two thousand years apart, they produced similar consequences. **The student will know:** • Important current issues and events. *Note: While you may not see specific knowledge components outlined in this particular objective, the content students may have to know is dependent on contemporary issues and the historical event to which students are comparing.*

6.H.2.3 Explain how innovation and/or technology transformed civilizations, societies and regions over time (e.g., agricultural technology, weaponry, transportation and communication).	**The student will understand:**
	• Innovation and/or technology can cause
	    o social and cultural change.
	    o political change.
	    o economic change.
	• Innovation and/or technology can be temporary or long lasting.

	• Innovation and/or technology can have positive and/or negative consequences. **For example:** The construction of irrigation systems allowed people to settle in ancient Egypt. By redirecting water flow, farmers were able to use agricultural technology to improve crop production and create a sustainable food supply. By utilizing technology, ancient Egyptians were able to inhabit previously uninhabitable land. **The student will know:** • Innovation and technology includes more than just inventions. Innovation can include thoughts, processes and procedures.

6.H.2.4 Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne and Qin Shi Huangdi).	**The student will understand:**
	• Historical figures and cultural groups can have
	    o cultural influence.
	    o political influence.
	    o economic influence.
	    o military influence.
	
	The student will know:
	• What motivates the decision making of key historical figures and groups.
	• The lasting impact of the contributions of various historical figures and groups.
	
	For example: Sun Tzu wrote <u>The Art of War</u> in the 6th century BCE. It is one of the oldest military strategy books in the world and still in use today. Throughout history, Sun Tzu's strategies have been used by a diverse group of military leaders including Mao Zedong, Douglas McArthur, and Napoleon. This text has been influential in shaping military strategies and business practices for over two thousand years.

Geography and Environmental Literacy

Essential Standard:

6.G.1 Understand geographic factors that influenced the emergence, expansion and decline of civilizations, societies and regions over time (i.e. Africa, Asia, Europe, and the Americas).

Concept(s): Place, location, movement, human-environmental interaction, region

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?

6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions (e.g., location near rivers and natural barriers, trading practices and spread of culture).	**The student will understand:**
	• Physical features and human characteristics may influence the emergence, expansion and decline of civilizations, societies and regions.
	
	    For example: Many early civilizations, such as Mesopotamia, developed around rivers. The Tigris and Euphrates Rivers helped the civilization thrive. The rivers provided water for crops and transportation.
	
	• Human characteristics of a place contribute to the order and stability of a society or civilization.
	
	    For example: Mountains (Himalayas and Vindhya Mountains) and rivers (Ganges) cut India off from other civilizations. Due to this isolation, India developed a culture that was relatively free from the influences of other ancient civilizations.
	
	The student will know:
	• Physical features of a place may include
	    o climate.
	    o landforms.
	    o soils.
	    o vegetation.
	• Human characteristics of a place may include

	o language.
	o religion.
	o political systems.
	o economic systems.
	o population distribution.
	o quality of life.

6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time (e.g., scarcity of resources, conquests, desire for wealth, disease and trade).	**The student will understand:**
	• The movement of people, goods and ideas can affect a society or region
	    o culturally.
	    o politically.
	    o economically.
	
	For example: During the Age of Exploration, Europeans came to the New World seeking wealth and valuable natural resources. Upon arrival, they came in contact with the native population. An effect of this contact was the spread of diseases like smallpox in the New World. Natives were not immune to these diseases and it had a devastating effect on their population. Some estimates place the death toll from European diseases close to 90% of the pre-Columbian population.
	
	• Both desire for wealth and scarcity of resources can often be motivating factors in influencing the movement of people, goods and ideas.
	• The emergence, expansion and decline of a society or region may be influenced by movement.
	
	The student will know:
	• Factors that motivate the movement of people, goods and ideas.

6.G.1.3 Compare distinguishing characteristics of various world regions (e.g., physical features, culture, political organization and ethnic make-up).	**The student will understand:** • World regions have distinguishing characteristics. • Regions develop differently because of their distinctive characteristics. **The student will know:**

	- Regions are the basic unit of study in geography.
	- A region is defined by unifying characteristics:
	    o physical
	    o human
	    o economic
	- Regions can be formal or informal.

6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments (e.g., invention of tools, domestication of plants and animals, farming techniques and creation of dwellings).	**The student will understand:** - People depend on the physical environment for survival. - Civilizations and societies adapt to the environment in order to meet needs. - People modify the environment in order to meet human needs. **For example:** Mesoamericans increased their arable land by creating chinampas. These artificial islands were formed in shallow lake beds in the valley of Mexico and used to grow crops such as maize, beans, squash, and chili peppers. This state-sponsored modification of the environment produced more than half of the food consumed in the Aztec capital of Tenochtitlan. **The student will know:** - Modification of the environment can include irrigation systems, terracing, and the building of dams. - Humans may adapt their behavior as their environment changes.

Essential Standard:

6.G.2 Apply the tools of a geographer to understand the emergence, expansion and decline of civilizations, societies and regions.

Concept(s): Geographic tools, expansion and decline

Clarifying Objectives	**Unpacking** What does this standard mean a student will understand, know and be able to do?

6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.	**The student will understand:** ● Maps, charts, graphs, geographic data, and available technology tools can be used to organize information around the five themes of geography. **The student will be able to:** ● Interpret maps, charts, graphs and geographic data. ● Draw conclusions from maps, charts, graphs, geographic data and available technology tools.
6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns).	**The student will know:** ● Parts of maps, charts and graphs (e.g., key, legend, compass rose, title, scale). **The student will be able to:** ● Create their own maps, charts and/or graphs to explain pre-existing data. **For example:** Students may use two maps of Ethiopia – one topographical and one showing natural resources - to create their own graphic representation depicting where people might initially settle based upon the information gained from the other two maps.

Economics and Financial Literacy

Essential Standard:

6.E.1 Understand how the physical environment and human interaction affected the economic activities of various civilizations, societies and regions.

Concept(s): Conflict and compromise, economic development, quality of life

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources (natural, human and capital) impacted the economic development of various civilizations, societies and regions (e.g., competition for scarce resources, unequal distribution of wealth and the emergence of powerful trading networks).	**The student will understand:** • Competition over natural resources such as oil, water, wood and minerals often causes conflict. • Conflict over the availability of natural, human and capital resources impacts economic development. • Compromise and negotiation over the availability of natural, human and capital resources impacts economic development. **For example:** Spain's quest for natural resources like gold and silver led to conflict with native populations in Mexico, Central and South America. This conflict depleted the region's natural resources and left the natives economically disadvantaged. **The student will know:** • A civilization, society or region has various types of resources (natural, human and capital). • Natural resources can be renewable and non-renewable. • Human resources include people who are used for labor and ideas. • Capital resources are tools, machines and/or factories used to produce goods.

6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.	**The student will understand:** • Trading networks can influence economic development both negatively and positively. • Leaders make economic choices that impact citizens' quality of life. **The student will know:** • Quality of life can be measured by social and economic indicators. • How the development of trading networks impacted citizens' opportunities to engage in commercial activities and access to new products.

Civics and Governance

Essential Standard:
6.C&G.1 Understand the development of government in various civilizations, societies and regions.
Concept(s): Government, rights and responsibilities, citizenship, political thought

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?

6.C&G.1.1 Explain the origins and structures of various governmental systems (e.g., democracy, absolute monarchy and constitutional monarchy).	**The student will understand:**
	• Government structure depends on a number of factors including, but not limited to:
	   o location.
	   o leadership.
	   o economy.
	   o historical influence.
	• Forms of government in a particular region may evolve over time in response to social and economic changes.
	• Functions of government may be altered in response to social and economic changes.
	
	The student will know:
	• The basic organizational structures of various governmental systems.

6.C&G.1.2 Summarize the ideas that shaped political thought in various civilizations, societies and regions (e.g., divine right, equality, liberty,	**The student will understand:** • Political thought is often influenced by cultural and economic factors. **For example:** Mercantilism is an economic and political theory aimed at building a wealthy

citizen participation and integration of religious principles).	and powerful state. It was a dominant theory in Europe during the early modern period. The goal was to achieve a favorable balance of trade by restricting imports and encouraging exports. In the case of mercantilism, political thought was shaped by economic theory. The need to maximize trade had political implications. Nations built up their navies, acquired new territories, and utilized tariffs to increase their political and economic power. **The student will know:** • The origins of political thought in various civilizations, societies and regions.
6.C&G.1.3 Compare the requirements for (e.g., age, gender and status) and responsibilities of (e.g., paying taxes and military service) citizenship under various governments.	**The student will understand:** • Citizens have certain roles and responsibilities in a society. • Government has certain obligations to citizens. • Governmental structure shapes the role of the citizen. **The student will know:** • The expectations for citizens vary depending on the form and structure of one's government. • The meaning of citizenship varies depending on the form and structure of one's government. **For example:** For example, in the Athenian democracy, only a small portion of the population was granted citizenship. Women, slaves, foreigners and adult males who had not completed military training were excluded from citizenship.
6.C&G.1.4 Compare the role (e.g., maintain order and enforce societal values and beliefs) and evolution of laws and legal systems (e.g., need for and changing nature of codified system of laws and punishment) in various civilizations, societies and regions.	**The student will understand:** • The role of law and legal systems within a society evolves in response to political, economic and social factors. **The student will know:** • Structures of legal systems in various civilizations, societies and regions. • Functions of legal systems in various civilizations, societies and regions.

Culture

Essential Standard:
6.C.1 Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

Concept(s): Cultural expression, religion, social structure

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).	**The student will understand:** ● Culture is often expressed through the art, dance, music, literature and architecture of a society or civilization. ● Cultural expressions can reveal the values of a civilization, society or region.
6.C.1.2 Explain how religion transformed various societies, civilizations and regions (e.g., beliefs, practices and spread of Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism).	**The student will understand:** ● Religion is a belief system that humans use to explain their ideas about human nature and the universe. ● The spread of religious beliefs can influence or alter societies, civilizations and regions. **For example:** The spread of Islam, beginning in the 7th century, had political, economic, and social consequences. Powerful Muslim empires (e.g., Abbasids, Seljuk Turks, Mughals, and Ottomans) used their armies to amass large territories throughout the Middle East, India and Africa. Many conquered people chose to convert to Islam. Jews and Christians paid a poll tax and were allowed to continue their own religious beliefs. Universities and centers of learning like The House of Wisdom in Baghdad grew up with the spread of Islam. Ornate architectural styles, featuring domes, minarets, and arabesque art, become popular as Islam spread

	throughout the world. Structured trading networks in the Indian Ocean and Mediterranean Sea utilized organized banking systems and letters of credit. **The student will know:** • The basic tenets of major world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam and Judaism.
6.C.1.3 Summarize systems of social structure within various civilizations and societies over time (e.g., Roman class structure, Indian caste system and feudal, matrilineal and patrilineal societies).	**The student will understand:** • Systems of social structure have positive and negative impacts on society. • Stratified systems of social structure can affect the way a society's people interact economically and socially. **For example:** In ancient India, people were divided into five distinct castes. A person's caste determined his/her social status. It also limited a person's economic prospects. The Untouchables were at the bottom of the caste system. They were only allowed to do the worst jobs – such as waste collection. Above them were the Shudras – they were servants or manual laborers. Most of the population was a part of this caste. Next were the Vaishyas. They were farmers who owned their own land or traders who owned businesses. Above the Vaishyas were the Kshatriyas, or warriors. They were leaders or military men. The most powerful caste was the Brahmans. Priests and leaders made up this group. Only Brahman men were allowed to go to school or teach in the schools. People from different castes were not allowed to eat or socialize together. In ancient India, you could only marry someone from your own caste. **The student will know:** • The difference between class and caste systems. • How hierarchy affects social systems.