

6th Grade Social Studies Curriculum

Revised 8/21

Chapter 14: Islamic Civilization

6.2.8.HistoryCC.4.f-g; 6.2.8.GeoPP.4.a-c; 6.2.12.HistoryCC.1.a; 6.2.8.HistoryUP.3.c

Objectives:

- Identify key tenets of Islam
- Discuss the significance of key components of Islam
- Distinguish the methods of how Islam was spread through various events and people
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires
- Discuss the role that prayer plays in the lives of Muslims
- Identify the contributions made by Muslims
- Explain how discoveries and inventions affected the lives of Muslims

Extended Activity:

Students will compose an essay that discusses how the influence of Islam changed the way people lived throughout the Islamic Empire. Include the influence of Islam in daily life as well as in trade, government, and culture.

Gifted and Talented Activity:

Students will create an illustrated encyclopedia article about a topic related to Islamic civilization. Assign students to small groups to choose a topic, do research, and write and illustrate an article. Have students present their articles to the class.

Chapter 15: African Civilizations

6.2.8.GeoGI.4.a; 6.2.12.HistoryCC.1.b-d,f-g; 6.2.8.GeoPP.4.a-b; 6.1.5.HistoryCC.4; 6.1.5.HistoryCC.11; 6.1.5.HistoryUP.2; 6.2.8.GeoPP.1.b; 6.2.8.GeoHE.4.c; 6.2.12.CivicsPR.2.a

Objectives:

- Analyze how trade affected Africa's development
- Analyze maps and visuals to interpret information about trade and Africa
- Analyze how trade affects the exchange of ideas
- Demonstrate understanding of Africa's influence on pop culture through classroom discussion
- Compare and contrast primary-source quotes on the slave trade

Extended Activity:

Students will write an essay where they explain the ways in which trade affected the history of early African civilizations. The essay can focus upon topics such as the civilizations' growth, government, religion, or culture.

Gifted and Talented Activity:

Students will create an illustrated children's story about a topic related to African civilization. Have students participate in a class discussion to review what they have learned about African civilizations. Then divide the class into small groups. Tell groups to choose a topic about an African region, river, or people, and then plan how they will plot, write, and illustrate their story. Next, students will research, write, and illustrate their stories. Student groups will present their stories to the rest of the class.

Chapter 16: The Americas

6.1.8.HistoryCC.4.d; 6.1.5.HistoryCC.4; 6.1.5.HistoryCC.1; 6.1.5.HistoryUP.2;
6.1.5.GeoPP.5; 6.2.8.GeoHE.4.b-c

Objectives:

- Describe how geography influenced migration from Asia to the Americas
- Show and explain how early peoples arrived and settled in the Americas
- Compare farming in the Americas with farming in the early river valley civilizations
- Analyze why farming was the basis of civilization
- Identify aspects of culture from the Maya, Aztec, and Inca civilizations
- Describe the cultures of the Maya, Aztec, and Inca civilizations
- Analyze how the different societies of North American peoples lived
- Determine whether a "typical" civilization existed in North America

Extended Activity:

Students will choose a civilization that they read about in this chapter that they think had the greatest achievements. Then, list the achievements as well as the reasons those achievements are important. Finally, debate this issue with a fellow classmate who chose a different civilization.

Gifted and Talented Activity:

Students will write journal entries from the point of view of native peoples living in the Americas. They will first review what they have learned about the native peoples and civilizations of the Americas. Then, as a group, they will discuss ideas for their journal entries. After creating a plan, students will work individually to write journal entries. When they have finished, students will share their journal entries with the class.

Chapter 17: Imperial China

6.2.8.HistoryCA.3.a-b; 6.2.8.GeoSV.2.a; 6.2.8.CivicsPI.3.a; 6.2.8.GeoSV.4.a;
6.2.12.GeoGE.1.a; 6.2.12.HistoryCA.4.a; 6.2.12.EconET.5.b

Objectives:

- Compare concepts of leadership from imperial China with those of today
- Analyze the impact of neo-Confucian teachings
- Evaluate the effect of improvements in farming on population growth
- Identify three technological advances that brought changes to Chinese society
- Recognize artifacts of the golden age of Chinese culture
- Analyze a map of Mongol conquests
- Determine characteristics needed to rule a vast land
- Explain how the Mongol empire affected trade
- Identify how the Ming changed China
- Interpret a map showing Zheng He's travels
- Describe the factors that contributed to the fall of the Ming dynasty

Extended Activity:

Students will compose an essay describing imperial China's relations with other cultures through trade, travel, and war. The essay should summarize how and why imperial China came into contact with groups outside of its borders.

Gifted and Talented Activity:

Students will be able to review the chapter and identify at least 10 important events that took place during imperial China. The events should be varied, i.e. military, cultural, civic developments. Then create a timeline that shows the sequence of the events or developments and explains their importance. Students should use presentations software or art supplies to create a timeline that includes images and text. Present the work to the class.

Chapter 18: Civilizations of Korea, Japan, and Southeast Asia

6.2.8.GeoPP.3.b; 6.1.12.HistoryUP.3.a; 6.2.8.GeoPP.1.b; 6.2.8.EconEM.3.a;
6.2.8.GeoHP.4.a; 6.2.8.GeoHE.4.c; 6.2.8.HistoryCC.4.b & g; 6.2.12.GeoGE.1.b;
6.2.12.GeoGE.1.d; 6.2.12.CivicsPR.2.a; 6.2.12.EconGI.3.c; 6.2.12.HistoryCC.4.d

Objectives:

- Explain why Korea is considered a bridge between China and Japan
- Describe the ways in which Korea was influenced by China and Japan
- Explain how geography shaped Japan's society
- Discuss why nature was important to the Japanese
- Describe the influence of China during the Nara period
- Explain how military leaders became powerful in Southeast Asia
- Explain the flourishing of culture during the time of the shoguns
- Identify geographical features that affected settlement and early ways of life in Southeast Asia
- Explain why powerful kingdoms and empires developed in Southeast Asia

Extended Activity:

Students will understand that many Southeast Asian countries are linked by water and notice where the Equator falls in the region. Conduct research to find out what effect living on the Equator can have on the lives of the people of Southeast Asia. Write a short report explaining how this latitude might influence their economies and lifestyle.

Gifted and Talented Activity:

Students will create travel itineraries for a trip to view the historical and geographic highlights of Korea, Japan, and Southeast Asia. Students will participate in a class discussion to review what they have learned about Korea, Japan, and Southeast Asia. Then students will divide into groups. Each group will use discussions and worksheets to plan their projects before creating their itineraries. Next, each group will complete its itinerary and share it with the rest of the class. Finally, students will evaluate their research, presentation, and collaboration using a class-developed Assessment Rubric.

Chapter 19: Medieval Europe

6.2.8.CivicsDP.4.a; 6.1.5.HistoryCC.11; 6.1.5.HistoryUP.2; 6.1.5.EconEM.6;
6.1.5.EconGE.5; 6.1.5.HistoryCC.4; 6.1.5.HistoryCC.5; 6.1.5.HistoryCC.10-11;
6.1.12.HistoryUP.3.a; 6.2.8.GeoHP.4.a; 6.2.8.GeoHE.4.c; 6.2.8.HistoryCC.4.a;
6.2.8.HistoryCC.4.b

Objectives:

- Discuss and analyze the balance of power between the pope and Charlemagne
- Draw conclusions about Charlemagne's rule
- Explain feudalism
- Compare and contrast the lives of knights and peasants

- Analyze why the Magna Carta was needed
- Explain the causes and effects of the Crusades
- Explain how the rise of strong governments contributed to an increase in trade, banking, and business, and how this in turn affected building and learning
- Analyze the relationship between conformity and the Inquisition
- Read a map about the spread of the plague
- Discuss problems and changes during the late Middle Ages

Extended Activity:

Students will identify and evaluate, in essay form, the relationships between the Church and the government in medieval Europe, as well as the ways in which religion influenced everyday life.

Gifted and Talented Activity:

Students write a script about a day in the life of a lord, a vassal, a knight, or a peasant in medieval Europe. First, students will participate in a class discussion to review what they have learned about medieval European society. Then, students will divide into groups. Each group will use discussions and worksheets to plan their projects before researching and creating their scripts. Finally, each group will complete its script and share it with the rest of the class.

Chapter 20: Renaissance and Reformation

6.2.8.HistoryUP.3.c; 6.2.12.CivicsPR.2.a-b; 6.2.12.GeoPP.2.a; 6.2.12.EconGE.2.a; 6.2.12.HistoryCC.2.a-b; 6.2.12.HistoryUP.2.a

Objectives:

- Discuss who ruled the city-states of Italy and how they achieved that power
- Describe humanism
- Analyze and identify differences between a Middle Ages-style painting and a Renaissance-style painting
- Describe who Shakespeare was and his influence on literature
- Explain why the Church was pressured to reform
- Identify the three main differences between Lutheranism and the Catholic Church
- Locate European countries that were significant to the Reformation and explain why
- Describe how European monarchs used religion to their advantage
- Explain why France fought against Catholic countries in the Thirty Years' War

Extended Activity:

Students will create a presentation (Google Slides/PowerPoint) that highlights art of the Renaissance. Use photos of the artwork from important artists such as Michelangelo and Leonardo da Vinci and point out important details in the artwork. Share the presentation with the class.

Gifted and Talented Activity:

Student partners will participate in an exercise in which they will interview an important person from the Renaissance. Each student will conduct an interview and participate as an interviewee. Begin with a class discussion to review what students have learned about important people of the Renaissance figure for their project. Students will use discussions to help them prepare questions and answers for their interviews. Students will play both roles as they conduct their interviews for the rest of the class.

Chapter 21: Age of Exploration and Trade

6.2.8.GeoPP.4.a-b; 6.1.2.EconGE.2; 6.1.5.EconEM.1-6; 6.1.5.EconGE.1-5;
6.1.12.GeoGI.1.a; 6.1.12.HistoryCC.2.a

Objectives:

- Identify new technologies and the establishment of stronger governments as factors that allowed exploration
- Understand why goods from Asia were a catalyst for exploration
- Identify the accomplishments of Magellan, Columbus, de Gama, and Verrazano
- Identify the conquistadores who conquered Mexico and Peru, and the empires they vanquished
- Analyze Europe's cultural dominance as exhibited through colonization
- Draw conclusions about the advancements in economics that occurred due to trade and colonization

Extended Activity:

Students will create a blog to share their thoughts on exploration. They will discuss their observations about the positive and negative effects of the first encounters between Europeans and Native Americans. Pose questions to other bloggers about how these two civilizations saw their contact in very different ways.

Gifted and Talented Activity:

Students will create a poster and display honoring the achievements of a famous explorer. First, have students review what they have learned about the Age of Exploration. Then, working independently, each student will plan, research, and create a poster on an explorer. Students will present their posters in class and display them in

a Hall of Explorers. Finally, have students evaluate their work using a class-developed assessment rubric.

Chapter 22: The Scientific Revolution and The Enlightenment

6.2.12.EconET.3.a; 6.2.12.CivicsPR.2.a-b; 6.2.12.GeoPP.2.a; 6.2.12.EconGE.2.a;
6.2.12.HistoryCC.2.a-c; 6.2.12.HistoryUP.2.a

Objectives:

- Describe how science was practiced in ancient and medieval times
- Describe the theories of Ptolemy, Copernicus, and Newton
- Identify what instruments made the discovery of bacteria possible
- Explain why Descartes believed that mathematics is the source of scientific truth
- Define the scientific method
- Compare and contrast the ideas of Hobbes and Locke
- Explain why Voltaire criticized the Roman Catholic Church
- Describe the importance of Diderot's Encyclopedia
- Explain how Frederick the Great influenced the Enlightenment

Extended Activity:

Students will write a summary essay about how the governments in Europe changed during the 1600s and 1700s. Include various Enlightenment ideas that influenced the formation of governments and the effects these ideas had on government structure and on rulers.

Gifted and Talented Activity:

Students will create a newspaper article about an important scientist and discovery of the Scientific Revolution. Conduct a class discussion to review what students have learned about scientists and discoveries of the Scientific Revolution. Then students will divide into small groups, and each will choose a scientist and a discovery. Students will use discussions to help plan, research, and write their newspaper articles. Next, each group will present their article to the class. Finally, students will evaluate their research, content, and presentation using an assessment rubric.

Chapter 23: Political and Industrial Revolutions

6.2.12.EconGE.3.b; 6.1.8.GeoSV.3.a; 6.1.8.HistoryCC.3.a; 6.1.8.HistoryUP.3.b;

Objectives:

- Analyze the role of economics in the American Revolution

- Identify ideas that shaped the Declaration of Independence and the U.S. Constitution
- Identify the reasons for the French Revolution
- Explain how Napoleon rose to power
- Describe changes in Europe due to nationalism
- Describe the causes and effects of the Civil War and westward expansion on the United States
- Draw conclusions as to why Latin American countries faced challenges after gaining independence
- Compare pre-and post-Industrial Revolution society
- Identify how the roles of women changed during the 1800s
- Identify some of the scientific advances made in the 1800s

Extended Activity:

Plan a website with a home page and three linking pages on either the French Revolution or the American Revolution. On the page, identify the important events you will include, the documents you will link to, and the images that will help tell the story. On your home page, set up a logical list of categories to help a visitor navigate your pages.

Gifted and Talented Activity:

Students will create a political cartoon that expresses a point of view about an event from the political revolutions of the late eighteenth or early nineteenth century. Students will discuss events such as the Boston Tea Party, the Stamp Act, the signing of the Declaration of Independence, or Napoleon's exile to Elba. Then small groups will each choose an event and create a political cartoon for it. Students will use worksheets and discussions to help plan their cartoons. Next, each group will present its cartoon to the class. Finally, students will evaluate their research, content, and presentation using an Assessment Rubric.

Chapter 24: Imperialism and World War I

6.2.12.HistoryCC.4.a-c

Objectives:

- Explain the reasons Europeans took over foreign countries
- Describe the reactions of indigenous peoples to imperialism
- Explain how the United States gained control of overseas properties and peoples
- Discuss how contact with Europeans and Americans changed society in China and Japan
- Analyze Japan's reaction to contact with the West

- Analyze the causes of World War I
- Locate on a map where war took place
- Understand the boundaries that changed in Europe and the Middle East after World War I
- Analyze and describe the agreements that ended World War I
- Explain the events that led Nicholas II to give up his throne

Extended Activity:

Choose a nation that was ruled as a colony in the 1800s or 1900s. Research the conditions of the nation and write a case study telling what foreign rule was like in that country. Include details about wars, conflicts, or political struggles that ended colonial rule of the nation.

Gifted and Talented Activity:

Students will analyze an example of propaganda and create a collage displaying propaganda pieces. Initially, have students participate in a class discussion defining propaganda and providing examples of the different forms it can take. Students then divide into small groups to plan their projects, using worksheets and discussions to guide them. Have student groups research and prepare presentations on their chosen examples of propaganda. Next, each group will make a presentation to the class. Students will then create collages of several propaganda pieces.

Chapter 25: World War II and the Cold War

6.2.12.HistoryCC.4.a-c; 6.2.12.HistoryCC.5.b

Objectives:

- Organize information about world events prior to World War II
- Analyze the causes of World War II
- Understand the strategy of appeasement and how it failed
- Describe the events of the war in Africa, Europe, and the Pacific
- Analyze the importance of remembering the Holocaust
- Identify the effects of World War II
- Recognize imagery from the Cold War era
- Analyze the threat of communism during the Cold War
- Compare the United States and the Soviet Union during the Cold War
- Analyze the causes of independence and change

Extended Activity:

Researching on the internet, students will create a two-page report on the role the Marshall Plan had in bringing about change in Europe after World War II. Use primary source photos and information from reliable internet sources (such as PBS and the Library of Congress websites). Analyze the effect of the Marshall Plan on European governments and society.

Gifted and Talented Activity:

Students will create a news broadcast about a historical event from World War II or the Cold War. Start with a discussion to review the important events of the era. Then students will divide into small groups. Each group will choose a historical event between 1939 and 1960. Group members will hold discussions to plan their news broadcast. Groups will then research, write, and rehearse a news broadcast on their chosen events. After the rehearsal period, each group will present its news broadcast to the class. Finally, students will evaluate their research, presentations, and collaboration.

Chapter 26: Building Today's World

6.3.12.HistoryCA.12; 6.2.12.CivicsPD.3.a

Objectives:

- Identify dictators of key Latin American countries
- Organize information about the challenges and conflicts that some Latin American countries have faced and how they addressed those issues
- Explain the challenges Africans faced in building independent nations
- Identify the issues that have caused conflict in Africa and the Middle East
- Identify the factors that caused the collapse of the Soviet Union and Eastern European Communist governments
- Compare and contrast the policies of Deng Xiaoping with those of Mao Zedong
- Explain how war can affect a country's global power
- Explain how issues in one area of the world can cause conflict in other areas as well

Extended Activity:

Students will create a slideshow presentation that highlights political leaders who fought for democracy in Latin America. Use photos that illustrate different events as well as the dictators, rebels, or democratically elected leaders. Students will share their findings with the class.

Gifted and Talented Activity:

To better understand crises and challenges that recent world leaders have faced, students will prepare a monologue written from the perspective of a modern leader.

Students will work in groups to research and prepare the monologue and deliver it to the class.

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35- 4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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