6th Grade Social Studies

Boone County Schools
Achieving Excellence Together

Prioritized Standards and Instructional Units
2022-2023

Grade 6: Development of Civilizations
Specific Overview

Grade 6: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Sixth graders continue to work toward this goal by investigating the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. Students will explain the origins, functions and structures of governments. Students explain how markets exist whenever there is an exchange of goods and services. Students compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas. Students will compare the origins and development of early world religions. Students will describe how River Valley Civilizations transitioned to empires. Through an understanding of ancient history, students develop an appreciation for the foundations of the modern world.

Key Vocabulary:

May include, but is not limited to: citizen, Classical Empire, democracy, hunter-gatherer societies, monarchy, monotheism, Neolithic Revolution, polytheism, republic, River Valley Civilization, theocracy

Looking Back, Looking Ahead: Connections to Grade 5 and 6

In grade 5, students examine the tensions and factors that led to the fight for independence and the establishment of the United States of America. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world. In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600.

What this would look like in practice:

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 6. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Prioritized Standards for 22-23

Unit 1: Early Humans Paleolithic Culture	Unit 2: Mesopotamia	Unit 3: Ancient Egypt	Unit 4: Ancient India	Unit 5: Ancient China	Unit 6: Ancient Greece	Unit 7: Rome
3 Weeks	4 Weeks	6 Weeks	3 Weeks	3 Weeks	7 Weeks	7 Weeks
6.I.CC.1 6.I.CC.3	6.I.Q.1 6.I.CC.1 6.I.CC.5	6.I.UE.2 6.I.CC.1 6.I.CC.3	6.I.UE.1 6.I.CC.2	6.I.UE.2 6.I.UE.3 6.I.CC.3 6.I.CC.5	6.I.UE.2 6.I.CC.1 6.I.CC.3 6.I.CC.4	6.I.Q.1 6.I.UE.1 6.I.CC.2 6.I.CC.4

Unit 1: Early Humans Paleolithic Culture

Length: 3 Weeks	**Compelling Question:** ● What makes a civilization complex?
	Supporting Questions: ● Why did early people migrate? ● What major problems did early humans face because of the environment? ● What factors led to the rise of River Valley Civilizations? ● How did specialization influence the development of civilizations? ● What impact does knowledge have on a civilization? ● How did agriculture shape early societies? ● How did early groups organize to meet their needs? ● What are the main differences between agricultural and hunting/gathering economies? ● How did nomadic people develop into civilizations?

Standards	Priority or Supporting:
Questioning: **6.I.Q.1** Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	Supporting
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity	Supporting
6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.	Supporting
6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods	Supporting

and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	
6.H.CE.1 Analyze the cause and effects of the rise of River Valley Civilizations	Supporting
6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	Supporting
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	Supporting
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	**Priority**
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	Supporting
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	**Priority**
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting

| 6.I.CC.5
Describe a specific problem from the development of civilizations using each of the social studies disciplines. | Supporting |

Unit 2: Mesopotamia

Length: 4 weeks	**Compelling Question:** ● What leads to the growth of a civilization?
	Supporting Questions: ● Why did early civilizations choose to settle where they did? ● What hierarchies emerge in early societies? ● Were early societies fair? ● Did the laws of early civilizations create equality among their people? ● What do origin stories reveal about civilizations? ● How did religion contribute to the formation of government? ● How did technologies in Egypt and Mesopotamia help increase their power? ● What was the purpose of laws in Egypt and Mesopotamia? ● How did geography influence Egyptian and Mesopotamian religions? ● How did architecture in Egypt and Mesopotamia demonstrate power?

Standards	Priority or Supporting:
Questioning: **6.I.Q.1** Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	**Priority**
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.	Supporting
6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting

6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE	Supporting
6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	Supporting
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	Supporting
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	**Priority**
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	Supporting
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	Supporting
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting

6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	**Priority**

Unit 3: Ancient Egypt

Length: 6 weeks	**Compelling Question:** ● What do achievements tell us about early societies?
	Supporting Questions: ● How did the Nile River influence the rise of Egypt? ● How did the hierarchies of Mesopotamia compare to that of Egypt? ● How did Egyptians and Mesopotamians organize their societies? ● How did architecture in Egypt and Mesopotamia demonstrate power? ● How did technologies in Egypt and Mesopotamia help increase their power? ● What was the purpose of laws in Egypt and Mesopotamia? ● How did geography influence Egyptian and Mesopotamian religions? ● How did the belief in the afterlife influence the daily lives of Egyptians? ● How did the pyramids of Egypt evolve over time? ● Why did pharaohs discontinue the creation of pyramids for their journeys to the afterlife?

Standards	Priority or Supporting
6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	Supporting
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting

6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	Supporting
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	**Priority**
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	**Priority**
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	Supporting
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	**Priority**
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	Supporting

Unit 4: Ancient India

Length: 3 weeks	**Compelling Question:** ● How do the beliefs of a society influence social structure?
	Supporting Questions: ● Why did Ancient India create the Caste System? ● What were the advantages and disadvantages of the Caste System? ● What parallels can be drawn between the Caste System of India and modern society? ● How do the beliefs of Hinduism and Buddhism affect the culture of India? ● Why is India considered a 'subcontinent"? ● How does being geographically isolated affect the development of India? ● Why was Hinduism so popular in India? ● How did religion impact political developments? ● Why were the people of India attracted to Buddhism?

Standards	Priority or Supporting
6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	Supporting
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.E.IC.1 Analyze the economic choices of individuals, societies and governments.	Supporting

6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting
6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	**Priority**
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	Supporting
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	Supporting
Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	Supporting
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	**Priority**
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	Supporting
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	Supporting

Unit 5: Ancient China

Length: 3 weeks	**Compelling Question:** ● How did the spread of goods and ideas contribute to the advancement of societies?
	Supporting Questions: ● How did trade networks promote an exchange of goods and ideas? ● What were the advantages and disadvantages of the establishment of trade networks? ● How did the Silk Road lead to the expansion and connectedness of societies? ● How did Confucianism, Legalism, and Daoism influence political rule in China? ● What factors lead to the rise and fall of a dynasty? ● How can leaders influence national development? ● How did the inventions of the Han dynasty leave a lasting impact on China? ● How did Confucian philosophy impact political developments? ● Why were people attracted to Buddhism and Daoism? ● The Great Wall of Ancient China: Did the Benefits Outweigh the Costs? ● How did the Mandate of Heaven influence the Qin and Han Dynasty? ● What caused the fall of the Qin dynasty?

Standards	Priority or Supporting
6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	Supporting
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting

6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.	Supporting
6.E.MI.1 Trace the chain of supply for a needed product.	Supporting
6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.	Supporting
6.E.ST.1 Compare specialization in two or more civilizations or empires	Supporting
6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting
6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE	
6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.	Supporting
6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	Supporting
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	**Priority**
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	**Priority**

Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	Supporting
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	Supporting
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	**Priority**
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	Supporting
6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	**Priority**

Unit 6: Ancient Greece

Length: 7 weeks	**Compelling Question:** ● What role does conflict play in the expansion of a society?
	Supporting Questions: ● What are the roles and responsibilities of a citizen? ● What are the influences of Classical Greece and Rome on the structures of Kentucky's state government? ● Was Ancient Athens truly "democratic"? ● Why did city-states develop in Ancient Greece? ● What were the consequences of war in Ancient Greece? ● How did the physical environment shape Ancient Greece? ● How did geography and the need for resources shape Greek and Persian populations for war? ● Why did Persia and Greece go to war? ● What role does the government play in the lives of its citizens? ● What were the consequences of the Peloponnesian War? ● How did Greek culture unite diverse city-states to defeat the Persian Empire? ● Why did Athens and Sparta go to war? ● Why did Alexander the Great go to war with Greece and Persia?

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6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	Supporting
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	**Priority**
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting

6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	Supporting
6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE600 CE.	Supporting
6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.E.ST.1 Compare specialization in two or more civilizations or empires	Supporting
6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting
6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.	Supporting
6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	Supporting
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	**Priority**
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	Supporting

Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	**Priority**
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6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	**Priority**
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	**Priority**
6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	Supporting

Unit 7: Rome

Length: 7 weeks	**Compelling Question:** ● What makes a successful government?
	Supporting Questions: ● What are the advantages and disadvantages of the different forms of government? ● How did government types change over time in Rome? ● What enabled Rome to expand? ● What led to the decline of Rome? ● What are the influences of Classical Greece and Rome on the structures of Kentucky's state government? ● How democratic was the Roman Republic? ● How did the physical environment shape Ancient Rome? ● How did the government of Rome change over time? ● What specific actions and qualities made Augustus such a memorable Roman leader? ● Citizenship in Athens and Rome: Which Was the Better System?

Standards	Priority or Supporting
6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	**Priority**
6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	Supporting

6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE600 CE.	Supporting
6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Supporting
6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	Supporting
6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.	Supporting
6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.	Supporting
Using Evidence: **6.I.UE.1** Develop claims, citing relevant evidence, in response to compelling and supporting questions.	**Priority**
6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	Supporting
6.I.UE.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions	Supporting
Communicating Conclusions: **6.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.	Supporting
6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and	**Priority**

limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	Supporting
6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	**Priority**
6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.	Supporting