## 6th Grade Eastern Hemisphere Curriculum Map

Standards	Content	Skills/Practices	Assessments	Materials and Texts	Date Range
6.1 PRESENT-DA Y EASTERN HEMISPHER E GEOGRAPHY : The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)	<ul> <li>6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</li> <li>6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</li> <li>Middle East (North Africa and Southwest Asia)</li> <li>Sub-Saharan Africa</li> <li>Europe (West, North, South, Central, and Southeast)</li> <li>Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine)</li> <li>East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)</li> <li>Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)</li> <li>South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)</li> </ul>	<ul> <li>Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence</li> <li>Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art, photographs, artifacts, oral histories, maps, and graphs)</li> <li>Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience</li> <li>Identify ways that events are related chronologically to one another in time</li> <li>Identify causes and effects from current events, grade-level content, and historical events</li> </ul>	<ul> <li>Interactive Notebook</li> <li>Quizzes</li> <li>Test/ Geography</li> </ul>	Interactive Notebook Textbook tpt materials • 5 themes of Geography • world map • Lat/Long/ hemispheres/tro pics • Map Projections • Landforms • Four Seasons Online Maps/ Tpt materials Textbook Maps (rarely) Youtube Clips	September

	• Oceania (Australia, New Zealand, the	<ul> <li>Distinguish between</li> </ul>			
	Pacific)	long-term and			
		immediate cause and			
	6.1c The physical environment influences	effects of an event from current events or history			
	human population distribution, land use,	<ul> <li>Recognize and analyze</li> </ul>			
		the dynamics of			
	economic activities, and political connections.	historical continuity and			
		change over periods of			
	>Students will use physical, climate, and	time. Identify the role			
	vegetation maps in combination with	of turning points as an			
	population density, land use, and resource	important dynamic in			
	distribution maps in order to discern patterns in	historical change			
	human settlement, economic activity, and the	<ul> <li>Identify a region in the Eastern Hemisphere by</li> </ul>			
	relationship to scarcity of resources in the	describing a			
	present-day Eastern Hemisphere.	characteristic that places			
	>To understand scale, students will work with	within it have in			
		common, and then			
	maps at a variety of scales so they can compare	compare it to other			
	patterns in population density and land use,	<ul><li>regions</li><li>Identify how the</li></ul>			
	economic activity, and political connections	relationships between			
	across the present-day Eastern Hemisphere,	geography, economics,			
	within a region of the Eastern Hemisphere, and	and history helps to			
	in a specific country. In doing so, students will	define a context for			
	examine maps of the hemisphere, three regions	events in the study of			
	within the present-day Eastern Hemisphere, and	the Eastern Hemisphere.			
	one specific country within each region.	<ul> <li>Use location terms and geographic</li> </ul>			
	· · · · · · · · · · · · · · · · · · ·	representations such as			
	6.1d Issues and problems experienced in the	maps, photographs,			
	* *	satellite images, and			October
6.2 THE	regions of the Eastern Hemisphere have roots	models to describe	Interactive Notebook		
FIRST	in the past.	where places in the	Reactions		
HUMANS		Eastern Hemisphere are	Quizzes	Interactive Netaback	
THROUGH	>Students will examine current political and	in relation to each other, to describe connections	Test/ Early Hunter	Interactive Notebook Text	
THE	environmental issues in a region or country of	between places, and to	Gatherers	Youtube clips	
NEOLITHIC	the Eastern Hemisphere being studied.	evaluate the benefits of		Tpt materials	
REVOLUTIO		particular places for		COVERING THESE	
N IN THE	6.2a Human populations that settled along	purposeful activities		TOPICS:	
EASTERN	rivers, in rainforests, along coastlines, in	<ul> <li>Identify and describe how environments</li> </ul>		<ul> <li>Early Hunters and Gatherers</li> </ul>	
HEMISPHER	deserts, and in mountains made use of the	affect human activities		Stone Age	
E: The first		and how human		Cave Art	
				<ul> <li>Ice Age</li> </ul>	

hamong	manufactor and the convincement energy 1 the	activition offect abusis-1		Roles of men and	ı
humans modified their	resources and the environment around them in	activities affect physical environments through		• Roles of men and women/ tools/	
mounned their physical	developing distinct ways of life.	the study of cases in the		shelter <ul> <li>Climate/ survival</li> </ul>	
environment as	6.2b Early peoples in the Eastern Hemisphere	Eastern Hemisphere.		during the Ice	
well as adapted	are often studied by analyzing artifacts and			Age	
to their	archaeological features. Archaeologists engage			<ul> <li>Map of foods and resources</li> </ul>	
environment.	in digs and study artifacts and features in a			available	
(Standards: 2,	particular location to gather evidence about a			<ul> <li>Farming Community</li> </ul>	
3; Themes:	group of people and how they lived at a			development	
MOV, TCC,	particular time.				
GEO, ECO,					
TECH)	<ul> <li>6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.</li> <li>&gt; Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.</li> <li>&gt; Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.</li> <li>&gt; Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age.</li> </ul>				
6.3 EARLY RIVER VALLEY CIVILIZATIO	6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.	<ul> <li>Develop and frame questions about topics related to</li> </ul>	Interactive Notebook Responses Quizzes Test- Fertile Crescent and Mesopotamia		November- December-

NS IN THE	>Students will determine if the Neolithic	historical ev	ents Test- Egypt		
EASTERN	Revolution is a turning point in world history,	occurring in		Interactive Notebook	
HEMISPHER	using various forms of evidence.	Eastern	46.44	Text	
E (ca. 3500		Hemisphere can be answ		Tpt materials Youtube	
<b>B.C.E.</b> – ca.		by gathering		COVERING THESE TOPICS:	
500 B.C.E.):	6.3a Humans living together in settlements	interpreting		The Fertile	
Complex	develop shared customs, beliefs, ideas, and	using evider	nce	Crescent <ul> <li>Mapping/Fertile</li> </ul>	lanuary
societies and	languages that give identity to the group.	<ul> <li>Identify, effectively set</li> </ul>	elect	Crescent/	January- February
civilizations		and analyze		Mesopotamia	i cordar y
developed in	6.3b Complex societies and civilizations share	different for	ms of	<ul> <li>8 Features of Civilization</li> </ul>	
the Eastern	the common characteristics of religion, job	evidence us		Mesopotamian	
Hemisphere.	specialization, cities, government,	make meani social studie	-	Farming Systems <ul> <li>Cuneiform</li> </ul>	
Although these	language/record keeping system, technology, and social hierarchy. People in	(including pi		writing	
complex	Mesopotamia, the Yellow River valley, the	and seconda		<ul> <li>Sumer and Akkad</li> <li>Babylon</li> </ul>	
societies and	Indus River valley, and the Nile River	sources such		<ul> <li>Gilgamesh</li> </ul>	
civilizations	valley developed complex societies and	art, photogr artifacts, ora		Hammurabi's	
have certain	civilizations.	histories, ma		Code • Hammurabi	
defining		and graphs)		Biography	
characteristics	Students will explore at least	<ul> <li>Identify evid</li> </ul>	lence	EGYPT	
in common,	two river valley societies and	and explain content,		<ul> <li>Ancient Egypt Map</li> </ul>	
each is also	civilizations: one in the Middle	authorship,	point	Nile River/ Gifts	
known for	East (Mesopotamia or Nile	of view, pur	-	<ul> <li>Egyptian Achievements</li> </ul>	
unique cultural	river valley), one in South Asia (Indus River valley), or one in	and format;		Social Classes	
achievements	East Asia (Yellow River	identify bias		Family life	
and	valley) by examining	explain the i bias and pot		<ul><li>Great Sphinx</li><li>Ancient Egyptian</li></ul>	
contributions.	archaeological and historical	audience		writing & records	
Early human	evidence to compare and	<ul> <li>Identify way</li> </ul>		<ul> <li>The Rosetta Stone</li> </ul>	
communities in	contrast characteristics of these	events are re chronologica		Hieroglyphics	
the Eastern	complex societies and	one another	-	<ul><li> Pyramids</li><li> Religion, Gods &amp;</li></ul>	
Hemisphere	civilizations.	time		Goddesses	
adapted to and	6.3c Mesopotamia, Yellow River valley, Indus	Identify cause		Process of	
modified the	River valley, and Nile River valley	and effects f current ever		mummification	
physical	complex societies and civilizations adapted	grade-level			
environment.	to and modified their environment to meet	content, and	Ł		
(Standards: 2,	the needs of their population.	historical ev	ents		
3; Themes: ID,		<ul> <li>Distinguish between</li> </ul>			
-,,	Students will explore how the	long-term a	nd		
	selected complex societies and		-		

TCC, GEO,	civilizations adapted to and	immediate cause	
SOC)	modified their environment to	and effects of an	March
500)	meet their basic needs of food,	event from	Waren
	clothing, and shelter.	current events or	
	crotining, und shorton.	history	
	6.3d Political and social hierarchies influenced	<ul> <li>Recognize and</li> </ul>	
		analyze the	
	the access that groups and individuals had	dynamics of	
	to power, wealth, and jobs and influenced	historical	
	their roles within a society.	continuity and change over	
		periods of time.	
	Students will compare and	Identify the role	
	contrast the gender roles,	of turning points	
	access to wealth and power,	as an important	
	and division of labor within the	dynamic in	
6.4	political and social structures	historical change	
COMPARATI	of the selected river valley	Identify a region	Interactive
VE WORLD	societies and civilizations.	in the Eastern	Notebook
RELIGIONS	➤ Students will examine the	Hemisphere by	quizzes
(ca. 2000 B.C.E	unique achievements of each of	describing a characteristic that	
– ca. 630 C.E):	the selected complex societies	places within it	
Major	and civilizations that served as	have in common,	
religions and	lasting contributions.	and then	
belief systems		compare it to	
developed in		other regions	
the Eastern		<ul> <li>Identify how the</li> </ul>	
Hemisphere.	6.4a Civilizations and complex societies	relationships	
There were	developed belief systems and religions that	between	
important	have similar, as well as different,	geography, economics, and	
similarities and	characteristics.	history helps to	
differences		define a context	
between these	6.4b Belief systems and religions are based on	for events in the	
belief systems.	sets of mutually held values.	study of the	
(Standard: 2;	sets of mataany nord values.	Eastern	
Themes: ID,	$\succ$ Students will study the belief	Hemisphere.	
SOC)	systems of Judaism,	Use location	
,	Christianity, Islam, Buddhism,	terms and	
	Hinduism, and Confucianism	geographic representations	
	by looking at where the belief	such as maps,	
	system originated, when it	photographs,	
	originated, founder(s) if any,	satellite images,	
	and the major tenets, practices,	and models to	
	and the major tenets, practices,		

	and sacred writings or holy	describe where		
	texts for each. (Note: Although	places in the		
	not within this historic period,	Eastern		
	students may also study	Hemisphere are		
	Sikhism and other major belief	in relation to each		
	systems at this point.)	other, to describe		
	systems at this point.)	connections between places,		
6.5	6.4c Belief systems and religions often are used	and to evaluate		
COMPARATI	to unify groups of people, and may affect	the benefits of		
VE	social order and gender roles.	particular places		
CLASSICAL		for purposeful		
CIVILIZATIO	$\succ$ Students will be able to	activities		
NS IN THE	identify similarities and	<ul> <li>Identify and describe how</li> </ul>		
EASTERN	differences across belief	describe how environments		
HEMISPHER	systems, including their effect	affect human		
E (ca. 600	on social order and gender	activities and how		
<b>B.C.E.</b> – ca.	roles.	human activities		
500 C.E.): As	Students will explore the	affect physical		
complex	influence of various belief	environments		
societies and	systems on contemporary	through the study of cases in the		
civilizations	cultures and events.	Eastern		
change over		Hemisphere.		
time, their				
political and	6.5a Geographic factors influence the			
economic	development of classical civilizations and			
structures	their political structures.			
evolve. A				
golden age may	➤ Students will locate the			
be indicated	classical civilizations on a map			
when there is	and identify geographic factors			
an extended	that influenced the extent of			
period of time that is	their boundaries, locate their			
peaceful,	cities on a map, and identify			
prosperous,	their political structures.			
and	Students will compare and contrast the similarities and			
demonstrates	differences between the			
great cultural	Chinese (Qin, Han) and			
achievements.	Greco-Roman classical			
(Standards: 2,	civilizations by examining			
3, 5; Themes:	religion, job specialization,			
, , ,	iengion, jou specialization,			

ID, TCC,	aiting any amount			
· · ·	cities, government,			
GEO, SOC,	language/record keeping			
GOV, CIV)	system, technology, and social			
	hierarchy.			
	6.5b Political structures were developed to			
	establish order, to create and enforce laws,			
	and to enable decision making.			
	Students will examine the			
	similarities and differences			
	between the political systems			
	of Chinese (Qin, Han) and			
	Greco-Roman (Athens, Sparta,			
	Roman Republic, Roman			
	Empire) classical civilizations.			
6.6	1 )			
MEDITERRA	6.5c A period of peace, prosperity, and cultural	<ul> <li>Develop and</li> </ul>		
NEAN	achievements may be indicative of a golden	frame questions		
WORLD:	age.	about topics		
FEUDAL	450.	related to		
WESTERN	➤ Students will examine	historical events		
EUROPE,	evidence related to the Qin,	occurring in the		
THE	Han, and Greco-Roman	Eastern Hemisphere that		
BYZANTINE	(Athens and Roman Empire)	can be answered		
EMPIRE,	civilizations and determine if	by gathering,		
AND THE	these civilizations have	interpreting, and		
ISLAMIC	experienced a golden age.	using evidence		
CALIPHATES	<ul> <li>Students will examine how</li> </ul>	<ul> <li>Identify,</li> </ul>		
(ca. 600 C.E. –	cultural achievements of these	effectively select,		
(ca. 1450): The	civilizations have influenced	and analyze different forms of		
Mediterranean	contemporary societies.	evidence used to		
world was	······································	make meaning in		
reshaped with		social studies		
the fall of the	6.6a Overexpansion, corruption, invasions, civil	(including primary		
Roman	wars, and discord led to the fall of Rome.	and secondary		
<b>Empire.</b> Three	Feudalism developed in Western Europe in	sources such as		
distinct	reaction to a need for order and to meet	art, photographs, artifacts, oral		
cultural	basic needs.	histories, maps,		
regions	ousie needs.	and graphs)		
developed:		0.001.01		
actorpeut				

feudal Western	Students will examine reasons	Identify evidence
Europe, the	for the fall of the Roman	and explain
-	Empire and the development of	content,
Byzantine Empire, and	feudalism in Western Europe,	authorship, point
the Islamic	including efforts to restore the	of view, purpose,
	empire, the decentralization of	and format;
caliphates.	A .	identify bias;
These regions interacted with	political authority, and the role of the Christian Church in	explain the role of
each other and	providing some measure of	bias and potential audience
clashed over	central authority.	<ul> <li>Identify ways that</li> </ul>
control of holy	central authority.	events are related
lands.	6.6h The Byzantine Empire preserved elements	chronologically to
(Standards: 2,	6.6b The Byzantine Empire preserved elements	one another in
(Standards: 2, 3, 4, 5; MOV,	of the Roman Empire, controlled lands within the Mediterranean basin, and began	time
5, 4, 5, MOV, TCC, GOV,	to develop Orthodox Christianity.	Identify causes
CIV, EXCH)	to develop Orthodox Christianity.	and effects from
	> Students will examine how the	current events, grade-level
	Byzantine Empire preserved	content, and
	elements of the Roman Empire	historical events
	by blending Roman traditions	Distinguish
	with Greek culture, and	between
	developed a Christian faith,	long-term and
	known as Orthodox	immediate cause
	Christianity, which united	and effects of an event from
	Church and state authority in	current events or
	the person of the emperor.	history
	the person of the emperol.	Recognize and
	6.6c Islam spread within the Mediterranean	analyze the
	region from southwest Asia to northern	dynamics of
	Africa and the Iberian Peninsula.	historical
	Annea and the foenall femilisula.	continuity and
	$\succ$ Students will examine the	change over
		periods of time. Identify the role
	Umayyad and Abbasid	of turning points
	caliphates, noting how the introduction of Islam changed	as an important
	the societies and cultures each	dynamic in
		historical change
	conquered, blending with those societies and cultures and	<ul> <li>Identify a region</li> </ul>
		in the Eastern
6.7	creating dynamic new Islamic societies and cultures.	Hemisphere by
	societies and cultures.	describing a characteristic that
INTERACTIO		

NG ACDOGG	( ( d Composition and ni1	places within it	
NS ACROSS	6.6d Competition and rivalry over religious,	places within it have in common,	
THE	economic, and political control over holy	and then	
EASTERN	lands led to conflict such as the Crusades.	compare it to	
HEMISPHER	S. Standards	other regions	
E (ca. 600 C.E.	Students will examine the three distinct outpured ranging of the	Identify how the	
– ca. 1450): Trade	distinct cultural regions of the Mediterranean world in terms	relationships	
networks	of their location, the extent of	between	
promoted the	each region at the height of its	geography, economics, and	
exchange and	power, and the political,	history helps to	
diffusion of	economic, and social	define a context	
language,	interactions between these	for events in the	
belief systems,	regions.	study of the	
tools,	$\succ$ Students will examine the	Eastern	
intellectual	conflict of the Crusades from	Hemisphere. • Use location	
ideas,	three different perspectives:	Ose location     terms and	
inventions, and	feudal Europe, Byzantine, and	geographic	
diseases.	Islamic.	representations	
(Standards: 2,		such as maps,	
3, 4; Themes:	6.7a The Silk Roads, the Indian Ocean, and the	photographs,	
MOV, TCC,	Trans-Saharan routes formed the major	satellite images, and models to	
GEO, ECO,	Afro-Eurasian trade networks connecting	describe where	
TECH, EXCH)	the East and the West. Ideas, people,	places in the	
	technologies, products, and diseases moved	Eastern	
	along these routes.	Hemisphere are	
		in relation to each	
	➤ Students will create maps that	other, to describe connections	
	illustrate items exchanged and	between places,	
	ideas spread along the Silk	and to evaluate	
	Roads, across the Indian	the benefits of	
	Ocean, and on the	particular places	
	Trans-Saharan trade routes.	for purposeful	
	Students will examine how the	<ul><li>activities</li><li>Identify and</li></ul>	
	location of resources helped	<ul> <li>Identity and describe how</li> </ul>	
	determine the location of trade	environments	
	routes and the economic	affect human	
	impact of the exchange of	activities and how	
	resources.	human activities	
	➤ Students will study	affect physical	
	interregional travelers such as	environments through the study	
	Marco Polo, Ibn Battuta,	through the study	

Mansa Musa, and Zheng He and examine why they traveled, the places visited,	of cases in the Eastern Hemisphere.		
what was learned, and what was exchanged as a result of their travel.			
6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.			
<ul> <li>Students will map the extent of the Mongol Empire at the height of its power.</li> <li>Students will examine the methods used by the Mongols</li> </ul>			
<ul> <li>to enable them to rule over a diverse population, noting how Mongol rule expanded trade.</li> <li>➤ Students will examine the spread of the Black Death (Bubonic Plague) as a result of</li> </ul>			
interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other			
<ul> <li>primary source documents.</li> <li>6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</li> </ul>			
Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels;			

improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder.		
astrolade, and gunpowder.		

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