

GRADE 6  
Early Cultures to 1600

**Standard 6-1:** The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.

**Enduring Understanding:**

The first humans were nomads who continually traveled in search of food. As these hunter-gatherers developed better ways of doing things, they began to develop into the world's earliest civilizations. Civilized societies have established written languages, permanent structures, forms of government, dependence on agriculture, and specializations of labor. These societies have also developed customs such as formal religions and traditions in family structure, food, and clothing that have endured. To understand how early civilizations evolved, the student will . . .

**6-1.1:** Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about hunter-gatherer communities. Hunter-gatherer communities will not be taught in subsequent courses. In World Geography, students will evaluate the impact of environmental push and pull factors that contribute to human migration (WG-3.1).

**It is essential for students to know:**

Students should be able to define hunter-gatherer communities and be able to detail the characteristics that identified them as such. Students should be able to describe how hunter-gatherers adapted to their natural environment (example – impact of animal migration on their nomadic lifestyle, the use of simple tools to construct shelter, hunt, and make clothes), developed technological advances (example – stone tools, the use of art to express ideas) and utilized discoveries during the Old Stone Age (example – fire). Students should recognize the cultural and social distinctiveness of hunter-gatherer societies (example – the distinct roles of men and women within the society). Students should be able to describe the impact of changes during the Old Stone Age and understand the value of migration as an enabling factor in societal development (example – the use of a land bridge to migrate into North America). The use of maps to illustrate migration would be appropriate.

**It is not essential for students to know:**

Students do not need to know the specific location of early hunter-gatherer communities. They do not need to know the story of the iceman (Ötzi), the major groups of hominid development, detailed information about cave paintings (such as specific locations), or the progression of language development.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.

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- Identify and explain multiple causation and multiple effects.
- Compare the location of places, the conditions at places, and the connections between places.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

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**6-1.2:** Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the emergence of agriculture and its effect on early human communities. The emergence of agriculture will not be taught in subsequent courses. In World Geography, students will explain how cooperation and/or conflict can lead to the control of the Earth's surface, such as through the establishment of governments that claim territory and sets boundaries (WG-7.1). Furthermore, students will evaluate the ways in which technology (such as irrigation systems) has expanded the human capability to modify the physical environment (WG-8.1).

**It is essential for students to know:**

Students should understand why agriculture developed and the effect this occurrence had on human society. Students should be able to explain how plant/animal domestication fostered agricultural development and the subsequent advent of semi-permanent human settlements (i.e. they should be able to describe the role agriculture played in leading to humans to move from a nomadic lifestyle to the development of villages). Students should understand the role of irrigation in this process and describe early irrigation techniques (examples – the use of dams and canals). Furthermore, students should be able to describe additional agricultural techniques that promoted surplus production—such techniques could include, but not be limited to, the development of plows, water wheels, or the use of animals to assist in labor. It is critical that students understand how the domestication of plants and animals eventually led to food surpluses and how this access to additional food impacted the growth and development of villages and communities (example – surplus food resulted in population growth that allowed people to practice more specialized labor and thus trade/barter; as villages/communities grew, the need for government arose).

Students should know specific tools, beyond the plow, used during the introduction and growth of agriculture.

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**It is not essential for students to know:**

Students do not need to know the exact location of agricultural communities, the effect of increase population size on religious activities such as the creation of megaliths like Stonehenge, or the structure of early farming societies such as Çatal Hüyük.

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**6-1.3:** Compare the river valley civilizations of the Tigris and Euphrates (Mesopotamia), the Nile (Egypt), the Indus (India), and the Huang He (China), including the evolution of written language, government, trade systems, architecture, and forms of social order.

**Taxonomy Level:** Understanding/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about early river civilizations. Early river civilizations will not be taught in subsequent courses. In World Geography, students will analyze the physical characteristics of the environment that result in opportunities and obstacles for people, such as the role that the physical characteristics of river valleys played on the development of civilization (WG-1.1).

**It is essential for students to know:**

Students should be able to compare the significant features listed in the indicator – (written language, government, trading systems, architecture, and social order) of the early river valley civilizations. This indicator is primarily designed to help students recognize the critical components common to most civilizations and serves as a basis for comparing the standing and/or advancement of civilizations. Upon understanding these features and their roles in establishing civilization, students should compare their introduction, development and the manifestation of them among the civilizations. For instance, students should be able to identify the significant commonalities and differences in writing systems (pictographs/symbols vs. sounds/symbols), social order, architecture, how societies were divided (hierarchy, labor, etc.) and the development of government (particularly law codes). It is important that students have a familiarity with the most notable examples within each of these ancient civilizations. These would include, but not be limited to, ziggurats, pyramids, temples, hieroglyphics, cuneiform, and Hammurabi's Code. It would also be useful for students to locate these early civilizations on maps to understand the impact of the natural environment on the development of each (example – the role of rivers in providing vital resources and trade routes, as well as the role of deserts and mountains in isolating and protecting a civilization).

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Students should recognize that as surplus production of goods rose within each civilization, trade networks developed that not only provided additional goods and resources to each civilization, but also assisted with cultural diffusion. Furthermore, students should be able to explain why major trading routes developed along major waterways (example – emergence of trading centers along rivers and other large bodies of water).

**It is not essential for students to know:**

Students do not need to know the groups/ethnicities of these early civilizations. It is not essential for the students to know specific information about each civilization’s languages (example- detailed translation of language such as hieroglyphics or cuneiform), a detailed description of each group of the civilization’s social hierarchies, or writing systems (example – writing system characters or alphabet, language translations, etc.). It is not necessary to know detailed geographic information about each river such as tributaries. Furthermore, it is not essential for students to know the locations of minor trade networks nor the names and locations of all cities within each civilization.

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Classify

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**6-1.4:** Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).

**Taxonomy Level:** Understand/Factual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the fundamental beliefs and diffusion of the Eastern religions. In World Geography, students will study the fundamental beliefs of the Eastern religions, their diffusion throughout the world and their impact on the cultural beliefs of various societies (WG-1.2, WG-4.1, WG-4.3). Also as part of this course, students will compare and contrast the consequences of differing cultural views of nature, which in these regions, influenced religious belief (WG-4.2).

In Modern World History, students will describe the proliferation of Eastern religious ideas, including the basic tenets of Buddhism, the impact of local rulers on religious conversion, its diffusion throughout East and Southeast Asia, as well as its enduring traditions and lasting impact on the region (MWH-3.1, MWH-3.4, MWH-3.5).

**It is essential for the students to know:**

Students should be able to describe the major religions and philosophies listed in this indicator. This would include explaining the significance of the origin, principles and spread of these religions and philosophies. While it is important for students to have a basic understanding of these belief systems, including similarities and differences, it is not expected that students will have a comprehensive theological or philosophical knowledge of these religions and philosophies.

In order for students to better understand the concepts found within this indicator, it may be beneficial to the content of this indicator to not teach it in isolation as a separate unit on religions but within the historical and cultural context of the civilization from which the religions and philosophies emerged (taught in Standard 6-1.3).

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**RELIGIONS OF THE NEAR EAST**

**JUDAISM:**

**Origins:** God (Yahweh) created a covenant with Abraham in which Abraham and his descendants would receive the land of Canaan as a sign of the relationship between Yahweh and the Hebrew people.

**Founder(s):** Abraham is the “Father of the Hebrews.” Moses was the law-giver and author of the first books of the Torah

**Principles:** Judaism is the first major monotheistic religion. It teaches there is only one God and he is all knowing, all powerful, merciful, and just. The Hebrews believe they are a chosen people and possess a unique relationship with Yahweh (God)—that relationship is symbolized through the land of Israel. God’s law was revealed through Moses. The most well-known laws of God are the Ten Commandments. The *Torah* contains the sacred writings of Judaism. It teaches that Yahweh rewards people according to their deeds. There will be a Messiah (savior) one day who will restore the nation of Israel. There is a belief in the afterlife but there is little emphasis on this.

**Diffusion:** Judaism was mainly practiced by the Hebrew people and continues to be practiced mainly by their descendents. Because of the conquest of Jewish lands and the dispersal of the Jewish people by conquering empires, there are adherents of Judaism throughout the world. While it is widespread, Judaism is not a religion that actively seeks to convert others.

**THE FAR EAST**

**HINDUISM:**

**Origins:** No definable point or person from which it can be traced. It developed in what is now India over the course of several centuries

**Founder:** None

**Principles:** Hinduism is the world’s largest polytheistic religion with its pantheon of gods and goddesses seen as part of a universal soul/deity known as the Brahman. One major concept of Hinduism is reincarnation, a belief in a cycle of life, death, and rebirth that is repeated by the soul many times until it (the soul) reaches the state of Nirvana (eternal bliss) and unites with Brahman, the universal soul. Two other critical concepts are Karma, which relates to the cause/effect nature of what happens in life, and Dharma, the idea of a person’s duty and the need to fulfill that duty. Along with other social reasons, these ideas combined to help create the Caste System, one of the most distinctive manifestations of Hinduism (see Standard 6-3.3). There are several holy books in Hinduism with the most important being the *Vedas*, *Upanishads* and the *Bhagavad-Gita* (part of the *Mahabharata* (see Standard 6-3.3). The goal of Hindu faith is to eventually merge with the Brahman after a series of reincarnations. This is known as Moksha (salvation) and can be obtained in one of three ways—works, knowledge, or devotion.

**Diffusion:** Spread throughout the Indian subcontinent and, eventually to Southeast Asia through trade, education, and the teaching of priests. In Southeast Asia, it co-existed with Buddhism but ultimately lost its influence.

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**BUDDHISM:**

Origins: Began in India and incorporated much of Hinduism in its practice.

Founder(s): Siddhartha Gautama was an Indian prince reared in a lifestyle of luxury and comfort, who upon encountering the misery and suffering of the poor in the streets, began to question the meaning of life. Gautama left his city and wandered through the land, where he experienced the pain, suffering, grief and sickness experienced by all mankind. As a result, he developed compassion for all and sought ways to eliminate these hardships. He eventually concluded that the cause of all suffering is desire. This revelation, along with developing the means to eliminating desire, became the basis for Buddhism.

Principles: Desire is the cause of suffering and the way to end suffering is to end desire. While Buddhism does teach the concept of reincarnation, it is not always seen as a “rebirth” and that nirvana can be reached. In its most basic form, Buddhism does not hold to a belief in a deity, therefore many hold that it’s not a religion but is instead a philosophy that places great emphasis on man’s actions, his ability to think properly, and his co-existence in harmony with the forces of the universe. The core of Buddhism is based on the Four Noble Truths and Eightfold Path though there are tremendous variations and expansions of these in practice.

Diffusion: Spread to Southeast Asia and to East Asia, especially during the Maurya Empire, under Ashoka, and the Gupta Empire where it became very prominent. It is a religion that actively seeks to convert others. It was never widely accepted in India where much of Buddhist teaching was incorporated into Islam.

**CONFUCIANISM:**

Origins: China during the Zhou (Chou) Dynasty. After the end of feudalism crime was rampant and Confucius spoke of returning to the moral standards of the ancients.

Founder(s): Kung Fu-Tzu (Confucius) 551-479 BC

Principles: It is not a religion but rather is an ethical code dealing with the moral character of individuals, society, and government. The primary goals are order, harmony, peace and happiness on earth. Man is capable of achieving this through education, self-effort, and self-reflection. The most important principles deal with the ideal standard of conduct that controls social actions. This is seen in the Five Relationships:

1. Parent-child: Kindness in the father and obedient devotion in the son
2. Husband-wife: Righteous behavior in the husband and obedience in the wife
3. Elder sibling-younger sibling: Gentility in the eldest brother and humility and respect in the younger
4. Elder friend-younger friend: Humane consideration in elders and deference in juniors
5. Ruler-subject: Benevolence in rulers and loyalty of ministers and subjects

Diffusion: Spread by his followers after the death of Confucius as they obtained positions in government. These ideals eventually formed the basis for the civil service exam in China. Also the principles of Confucius became the foundation of Chinese education. These teachings spread to Korea and Japan.

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**TAOISM:**

**Origins:** Grew from ancient Chinese philosophies that were merged into one basic teaching. In some ways it grew from a reaction to the spread of Confucianism and Buddhism.

**Founder(s):** Lao-Tse

**Principles:** Tao (Dao) means “The Way” (or the Path) and it’s a series of philosophical teachings that focuses on achieving balance and harmony in the universe, and in one’s life. Taoism places a great emphasis on nature as an example of balance and demonstrates the way humans should live. A key concept related to this balance, as seen in nature, is the idea of “effortless doing” that comes when man’s efforts and actions are in harmony with the universe and not in conflict with the natural order. The symbol most associated with Taoism the Yin/Yang reflects the ideals of harmony and balance. Taoism also emphasizes the Three Jewels, compassion, moderation, and humility. The Tao Te Ching is the most significant text.

**Diffusion:** Taoism spread primarily to the areas immediately surrounding China and has been incorporated into the teachings and beliefs of several philosophies and religions – most notably Buddhism and Shintoism.

\*\*\* This is a very complex indicator dealing with the most personal of all subject matters – religion. Teachers should be very careful to treat the principles of each religion and philosophy with respect. Part of that entails becoming familiar with the basic ideas and to not treat them erroneously or negligently. However, it’s not expected that teachers (or students) delve into the theological complexity of these religions or to know the nuances and intricacies that comprise each. The indicator calls for comparing so teachers and students should examine similarities and differences. \*\*\*

**It is Not Essential for Students to Know:**

Students do not need to know the terminology associated with the religious practices described. While students do have to be familiar with key texts and founders they are not expected know all the titles and key leaders – especially in regards to the philosophies. Students do not need to know doctrinal issues or the various sub-groups of the religions.

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**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

GRADE 6  
Early Cultures to 1600

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-2:** The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

**Enduring Understanding**

The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will . . .

**6-2.1:** Describe the development of ancient Greek culture (the Hellenic period), including the concept of citizenship and the early forms of democracy in Athens.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Greek civilization. Other than the basic tenets of democracy, the development and lasting contributions of classical Greek civilizations will not be taught in subsequent courses. In United States Government, students will analyze the developmental influence that Greek democracy had on the core political principles of American government (USG-2.2).

In World Geography, students will analyze the physical characteristics of the environment that result in opportunities and obstacles for people, such as the impact that the physical environment of Greece had on its economy, politics and culture (WG-1.1).

**It is essential for students to know:**

Students must be familiar with key components of ancient Greek civilization. Students should have an understanding of the city-state as the primary political expression of ancient Greece. While city-states did enter alliances such as the Delian League, there was an intense sense of independence among the Greek city-states. Students should understand the impact that geography had in helping to foster this independence.

Students should have an understanding of the significant cultural expressions in early Greece during the Hellenic period, the time from the rise of the city-states until their unification under Philip of Macedonia (see Indicator 6-2.2). Students should be able to describe early Greek thought about religion/mythology, history, and philosophy while also explaining its lasting impact. They should understand that the culture and ideas that emerged during this period would later be spread throughout the Middle Eastern and Mediterranean worlds through the conquest of Alexander the Great. (NOTE: the accomplishments that occur during the Hellenic period are also found within indicator 6-2.2. For this reason, indicators 6-2.1 and 6-2.2 should be taught together and not in isolation)

Students should have an understanding of the development of Athenian democracy including the role of citizenship and how citizens were defined. While students do not need to be familiar with the governments of other city-states, they should understand that Athenian democracy was unique among the Greek city-states and developed over

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centuries. They should understand critical features such as direct democracy, public debate, and limited citizenship that comprised Athenian democracy. It is important for students to understand the relationship between modern representative democracy and the Athenian model.

**It is not essential for students to know:**

While it is important that students be able to understand the basic expressions of Athenian democracy, they do not need to know the structure and offices associated with the government. Furthermore, while students should understand that Athenian government evolved over time from a tyranny to a democracy, they do not need to know the accomplishments of the Athenian rulers such as Solon, Peisistratus, or Cleisthenes who led this change. It is not essential for students to know the detailed history of the Peloponnesian and Persian Wars. While students should be able to describe Greek mythology, it is not essential for them to know the names and related characteristics of the Greek pantheon.

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- Compare the location of places, the conditions at places, and the connections between places.
- Explain how institutions are similar or different across time and/or throughout the world.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

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Early Cultures to 1600

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**Enduring Understanding**

The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will . . .

**6-2.2:** Analyze the role of Alexander the Great (Hellenistic period), Socrates, Plato, Archimedes, Aristotle, and others in the creation and spread of Greek governance, literature, philosophy, the arts, math and science.

**Taxonomy Level:** Analyze/Conceptual Knowledge – 4/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Greek civilization. The Hellenistic period of Greek civilization will not be taught in subsequent courses.

In World Geography, students will analyze the human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas, such as the spreading of Greek culture during the Hellenistic period (WG-1.2).

**It is essential for students to know:**

Students should be able to understand the significance of Philip II of Macedonia as the individual who unified the Greek city-states and that it was his son, Alexander, who solidified and expanded this rule. Students should be able to identify the expansion of Alexander’s empire into Africa and Central and Southern Asia, through military conquests. They should also be able to describe the importance of Alexander’s conquests in spreading Greek culture and ideas. Students should understand that this era of cultural diffusion in which Greek culture blended with the cultures of the regions that Alexander conquered is known as the Hellenistic period. Students should also have an understanding of significant cultural expressions in ancient Greece. Major Greek writings often centered on history, philosophy, or mythology. Genres such as tragedy and comedy also found great expression through Greek writing and theater. Students should be able to explain the impact that the following Greeks had on their respective fields: Socrates—philosophy, government, Socratic questioning; Plato and Aristotle—political philosophy; Archimedes—mathematics and science; and Pythagoras—mathematics.

**It is not essential for students to know:**

While students need to understand the lasting influence of Greek writings and theater, they do not need to know the names of specific works of such writers as Euripides, Sophocles, or Aeschylus. Furthermore, while it is important for students to understand the impact that Socrates, Plato, and Aristotle had in the areas of philosophy and government, it is not essential for them to know the names of specific works or teachings. Students do not need to know the biography of Alexander or others in this indicator, nor do they need to know the details of the battles fought by Alexander.

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**Analyze**

Differentiating

Organizing

Attributing

or any verb from the **Remember, Understand, or Apply** cognitive process dimensions

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**6-2.3:** Describe the development of Roman civilization, including language, government, architecture, and engineering.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Roman civilization. The elements of classical Roman civilization will not be taught in subsequent courses.

**It is essential for students to know:**

Students should understand the lasting impact that Roman civilization has on our world today in terms of language, government, architecture and engineering. Latin, the language of the Romans, is the basis of the “Romance Languages” (from Roman): Italian, Spanish, French, Portuguese, and Romanian. Although English developed from Germanic languages, much of its vocabulary is influenced by or comes directly from Latin (examples include *et cetera*, *veto*, *curriculum*). Furthermore, Latin terms are extensively used in the fields of medicine, law, and science, with every species of plant and animal given a Latin name.

Students should be able to describe the development and transformation of Roman government from a republic to an empire and the impact of Roman government on modern governments, especially the United States. Early Roman government was republican (representative) in nature. This form of Roman government created offices that represented the interests of various groups, giving those people a voice, directly or indirectly in Roman government. Examples include *tribunes* who represented plebeians (common people), the use of *assemblies* (various assemblies were created for many purposes, including the Senate), and *consuls* (served one year terms as the civil and military authority). Another critical feature of Roman government was the idea of checks and balances. Roman government was structured in a complex way to prevent any one group or body of consolidating too much power. A unique feature of Roman government to offset checks and balances was the ability to elect a dictator to rule Rome with absolute power for a short period of time during emergencies. Finally, Roman government was essential in promoting the codification of law that laid the basis for the rule of law. Students should be able to describe the movement of Roman government toward a dictatorship (eventually creating an empire) but also recognize that many of the republican principles remained intact during this time.

In architecture and engineering, the Romans greatly advanced previous accomplishments and were often geared toward solving problems associated with everyday life. They were able to modify the traditional post and lintel construction and develop the arch, which they utilized to

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build higher, more stable structures, the most famous example being the Coliseum. The Romans also were the first to seriously incorporate the use of domes in their structures. Roman roads were a significant achievement that allowed the empire to be unified, both for trade and protection. Aqueducts, designed to supply fresh water to cities, are another example of engineering marvels from the Romans. Many aqueducts and roads built by the Romans are still functional today, a testament to their engineering prowess. The combination of these political and cultural features allowed Rome to enjoy a time of peace, prosperity, and expansion culminating in the *Pax Romana*, or “Roman Peace.”

**It is not essential for students to know:**

Students do not need to understand a detailed explanation of Roman laws and government procedures, explanation or examples Roman art and literature, detailed information about Roman leaders, the legend of Romulus and Remus, or information pertaining to the destruction of Pompeii. It is not essential for students to know details of Roman mythology such as the names or attributes of the members of the Roman pantheon.

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**6-2.4:** Describe the expansion and transition of the Roman government from monarchy to republic to empire, including the roles of Julius Caesar and Augustus Caesar (Octavius).

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Roman civilization. The elements of classical Roman civilization will not be taught in subsequent courses. However, in United States Government, students will analyze the developmental influences of Roman republicanism on the development of core political principles of the United States government (USG-2.2). In World Geography, students will explain how cooperation and/or conflict can lead to the control of Earth's surface as well as explain the causes of boundary conflicts and internal disputes between culture groups such as is found throughout the history of Rome (WG-7.1, WG-7.2).

**It is essential for students to know:**

Students should understand major reasons for the expansion of the Roman Empire as well as its decline. Students should recognize the significance of Rome's geographic location in the Mediterranean. This location was conducive in promoting trade and interaction with other lands and the eventual conquest of those lands. Rome's geography also was a critical component in its security with the Alps Mountains providing protection from the north. Its narrow, peninsular configuration limited the ability of opposing land forces to operate and the Mediterranean Sea provided an effective buffer against invasion.

Students should understand the role of the Etruscans in the early development of Roman government. After conquering the village of Rome, the wealthy Etruscan family, known as the Tarquins, established a monarchy (undivided rule by a single person) that reigned over it for more than a century. Under Tarquin rule, Rome began to grow in wealth and power. Eventually the Romans rebelled and overthrew their king because of increasingly cruel treatment of the people. In place of a monarchy, the Romans established a republic. (For details of the structure of the republic, see Standard 6-2.3). The Roman Republic lasted almost five hundred years, during which time it continued to grow more powerful through extensive trade and conquest. It was because of trade that Rome came into conflict with other powers, most notably Carthage, and through a series of wars began to expand its control throughout the Mediterranean region.

Students need to understand that Julius Caesar was most responsible for initiating Rome's move away from a republic and toward a permanent dictatorship. He created the First Triumvirate which moved to weaken the Senate and the patrician class. Although he was assassinated, the Second Triumvirate was created. After years of a power struggle, Octavius emerged as the sole

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leader and was given the title “Augustus Caesar” ending the Roman Republic, and establishing the rule of the emperors. Students should understand that during the reign of the emperors, the empire continued to expand and grant citizenship, especially deeper into the European continent (both northern and eastern), reaching its greatest extent under the emperor Trajan during the *Pax Romana*.

**It is not essential for students to know:**

Students do not need to know specific battles that occurred during the Punic Wars, the effect of Roman conquest on the conquered peoples, Diocletian’s reforms, or detailed information about individual groups who invaded Rome, including individuals such as Hannibal. With the exception of the emperors discussed above, it is not necessary for students to know the emperors of Rome.

**Social Studies Literacy Skills for the Twenty-First Century:**

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- Interpret parallel time lines from different places and cultures.
- Identify and explain multiple causation and multiple effects.
- Compare the location of places, the conditions at places, and the connections between places.
- Explain how institutions are similar or different across time and/or throughout the world.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
Early Cultures to 1600

**Standard 6-2:** The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

**Enduring Understanding**

The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will . . .

**6-2.5:** Explain the decline and collapse of the Roman Empire and the impact of the Byzantine Empire, including the Justinian Code and the preservation of ancient Greek and Roman learning, architecture, and government.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Roman civilization and the Byzantine Empire. Elements of classical Roman civilization and the Byzantine Empire will not be taught in subsequent courses.

**It is essential for students to know:**

Even as Rome was at the pinnacle of success, the factors which would lead to its decline were taking shape. Students should understand that the decline of Rome was gradual and took place over centuries. Because of this slow, intermittent process there were several factors which contributed to Rome's downfall over those centuries. One of these was the economic costs of sustaining an empire. Maintaining a military presence in distant lands and protecting the empire's trade was costly and resulted in continuously higher taxes and a dissatisfied populace. As people lost their lands and moved to cities, they placed a greater economic burden on a government forced to care for them resulting in a need to raise taxes even more. A second major factor for Rome's decline was its division into eastern and western empires and civil wars between competing factions. A third contribution was the decline of the traditional values on which Roman society had been built and prospered. As Rome grew richer and larger there was a moral decay and corruption among its citizens that weakened it from within. A final cause of the decline was the external threats, and the expensive defense of these threats, from various groups. Over the years groups such as the Vandals, Angles, Saxons, Huns, and Visigoths weakened the empire as they continuously attacked and invaded portions of the empire.

Students should know that it was only the western portion of the Roman Empire that fell to the Germanic invaders. The eastern portion continued for almost 1,000 years as the Byzantine Empire. The center of the Byzantine Empire was the city of Constantinople, originally called Byzantium by the Greeks, known today as Istanbul. It became the greatest city in the western world after the fall of Rome. Constantinople straddled the Bosphorus Strait and was situated on two continents, Europe and Asia. This site was chosen because it was easily defended and served as a crossroads of international trade. It is important for students to understand that, as the western empire fell, Constantinople replaced it as the cultural hearth from which the greatest accomplishments of ancient Greece and Rome were preserved and spread throughout the known world. Improving on these traditions in the law and government, the Byzantine Emperor

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Justinian organized and simplified the complex Roman legal system to make it more accessible to the average citizen. This codification became known as the Justinian Code. Students should know that the Byzantine Empire supported the education of scholars and government officials to better serve the people. Artists of this era enhanced the Roman style of using natural marble for mosaics with brightly colored glass. They decorated and built Christian churches throughout the Empire, including the Hagia Sophia.

**It is not essential for students:**

While students need to know that Rome was weakened by successive invasions from numerous groups such as the Vandals, Angles, Saxons, Huns and Visigoths, they do not need to know details about their leaders, cultures, or battles fought. Students do not need to know about the Empress Theodora.

**Social Studies Literacy Skills for the Twenty-First Century:**

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- Interpret parallel time lines from different places and cultures.
- Identify and explain multiple causation and multiple effects.
- Compare the location of places, the conditions at places, and the connections between places.
- Explain how institutions are similar or different across time and/or throughout the world.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-2:** The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

**Enduring Understanding**

The foundations of government, science, technology, and the arts are legacies of ancient civilizations. To understand that the contributions of these ancient civilizations have endured and are evident in our society today, the student will . . .

**6-2.6:** Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Roman civilization including their belief system as well as the origins, foundational beliefs, and spread of Christianity. Roman polytheistic belief systems will not be taught in subsequent courses. However, in World Geography, students will analyze the diffusion of ideas such as Christianity and compare the roles that cultural factors such as religious, linguistic and ethnic differences play in cooperation and conflict within and among societies (WG-1.2, WG-4.3).

**It is essential for students to know:**

Like most cultures found throughout the ancient world, the Greeks and Romans were polytheistic, believing in many gods and goddesses that ruled and lived in the heavens, the earth, and the underworld. Although the gods were very powerful, they looked and acted very much like humans. They had human emotions such as love, hate, jealousy, compassion, and vengeance; and even played games; had families; and fought wars. These beliefs held true for both Greeks and Romans. Students should understand that much of Roman religious belief was adopted from the Greeks, including many of their deities. However, instead of maintaining Greek names for the gods, they gave them Roman names. Both cultures sought to appease the gods, built temples, offered sacrifices, and prayed for assistance in their lives. While both Greeks and Romans believed in an afterlife, more attention was given to living in this world than preparing for the next.

As the Roman Empire grew, the people they conquered were allowed to maintain their own religious beliefs, as long as those beliefs did not threaten Roman rule. One religion seen as a threat was Christianity.

Students should recognize that Christianity grew from and is an extension of Judaism (See Standard 6-1.4). Unlike other religions of the ancient Mediterranean and eastern worlds, Judaism and Christianity were monotheistic, believing in a single divine being that both referred to as Yahweh (God). During the time of the Roman Empire, followers of Judaism believed that God would send a Messiah or Savior to restore the nation of Israel. Christianity grew from the belief that Jesus Christ was this Messiah. A carpenter by trade, Jesus left his home in Nazareth to become an itinerant minister. He was accompanied in his journeys by twelve disciples. During his ministry, he was recognized as a healer and a prophet by some and hailed as the Son of God,

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the Messiah, by others. Jesus' message of love and devotion to God and all mankind is central to all of his teachings, which form the foundation of Christianity.

Christianity teaches that Jesus is the incarnation of God (God in bodily form), that he died on the cross, was resurrected from the dead in order that mankind could be forgiven of their sins, and remains among mankind as the Holy Spirit. Mankind was separated from a relationship with God because of their sin. God, however, loves man and wants a relationship with him, so Jesus died on the cross as a sacrifice to provide a way of forgiveness. He was resurrected to provide a way for mankind to enter a relationship with God. Salvation is a gift through grace and mankind can do nothing to earn it. A life of good works is a reflection of a relationship with God, not a way of earning merit. The *Bible* contains the sacred writings of Christianity.

Christianity was first spread beyond Jerusalem and Judea as Christians moved to other areas due to persecution for their beliefs. The religion continued and flourished throughout the Middle East and Mediterranean world due to the preaching/teaching of followers of Jesus such as Peter, John the Apostle, and Paul. Despite early persecution by Roman authorities, Christianity was eventually adopted as the official religion of the Roman Empire and became entrenched in western civilization.

**It is not essential for students to know:**

Students do not need to know the specific characteristics associated with the Greek and Roman deities. They do not need to know the terminology associated with the specific religious practices. While students should be familiar with key beliefs of each religion, they do not need to know doctrinal issues or the various sub-groups of the religions.

**Social Studies Literacy Skills for the Twenty-First Century:**

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**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

GRADE 6  
Early Cultures to 1600

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

**Enduring Understanding**

Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will . . .

**6-3.1:** Summarize the major contributions of the Chinese civilization from the Qin dynasty through the Ming dynasty, including the golden age of art and literature, the invention of gunpowder and woodblock printing, and the rise of trade via the Silk Road.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Chinese civilization. In Modern World History, students will explain the similarities between the Qin and Ming dynasties in the areas of foreign relations, culture, and economic practices as well as evaluate the success of the Ming dynasty in sustaining a prosperous Chinese empire and strengthening Chinese hegemony in Asia (MWH-4.3; MWH-4.4). In World Geography, students will analyze human characteristics of places, including ways places change with innovation and the diffusion of people and ideas as occurred in China as a result of trade via the Silk Road (WG-1.2).

**It is essential for students to know:**

Students should understand that civilizations existed in China for at least 800 years before the point at which the standards first focus on them. Students should also understand that political and social instability during part of this time, most notably during the Warring States era, influenced the development of the philosophies of Confucianism and Taoism as the Chinese sought ways to create a peaceful society and political stability (See Standard 6-1.4). Students should know the basis for all of China's accomplishments was established during these periods of relative political stability which led to improved agriculture and trade. Government support of trade resulted in the building of roads and waterways and stimulated trade beyond China's borders, particularly along the Silk Road. Students should be able to identify and locate the Silk Road on a map and summarize its importance on the development of trade in China. Students should also recognize that the Silk Road has been used for millennium to connect the cultures, empires, and economies of the Mediterranean, Central Asia, and China and to foster the flow of goods and ideas from one region to another. Marco Polo is an example.

Students should be able to summarize major inventions and contributions of Chinese civilization beginning with unification under Qin through the fall of the Ming Dynasty. The requirement of passing a civil service exam in order to work in government is one example. The invention of gunpowder, paper, woodblock printing, and the compass (often referred to as the "four great inventions of ancient China") occurred during this time. This period also saw the development and widespread use of silk in both apparel and art, resulting in silk becoming the staple of trade with the east and, more than any other product, a symbol of ancient China. Another lasting

GRADE 6  
Early Cultures to 1600

influence that originated during this time was the seismograph. Students should also know that artistic expression was a key element of Chinese civilization and that it took form primarily in poetry, porcelain, painting, and calligraphy, and flourished during the Tang and Song dynasties.

**It is not essential for students:**

Students do not need to know specific Chinese dynasties or emperors. Students do not have to know the particular items traded on the Silk Road or identify trading center/cities that appeared on the Silk Road. While students must have an understanding of the Chinese contributions, including their importance, it not necessary for them to know the dates or dynasties associated with the developments or the person(s) responsible for their creation. It is not essential for students to know the names or spellings of specific emperors or dynasties (with the exception of the Tang and the Song).

**Social Studies Literacy Skills for the Twenty-First Century:**

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- Compare the location of places, the conditions at places, and the connections between places.
- Explain how institutions are similar or different across time and/or throughout the world.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
**Early Cultures to 1600**

**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

**Enduring Understanding**

Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will . . .

**6-3.2:** Summarize the major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and works of art and literature.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the history of Japan. In grade seven, students will continue their study of Japan as they analyze how industrialization contributed to the rise of imperialism and reactions to it including the Meiji Restoration (7-3.5, 7-3.6). Students will also compare the ideologies of socialism, communism, fascism, and Nazism and their influence on the rise of totalitarian governments following World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide depression (7-4.4).

In World Geography, students will explain how a country's ambition to obtain foreign markets and resources can cause fractures and disruptions in the world, such as Japan's attempt to establish an empire throughout the Pacific prior to and during World War II (WG-7.5). Students will also explain the ways in which individuals and societies mitigate the effects of hazards and adapt to them as part of their environment, such as the precautions against earthquakes and tsunamis in Japan (WG-8.3).

In Modern World History, students will explain the role of Buddhism and its impact on the cultures throughout Asia, such as Japan, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions (MWH-3.4). Furthermore, students will analyze Asia's relationship with European states through 1800, including Japan's policy of limiting contact with foreigners (MWH-5.6) as well as describing the reactions in Asian kingdoms to Western ideas of nationalism, such as the Meiji era in Japan (MWH-6.6). Students will also analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, social class, militarism, and imperialism as underlying causes of World War I and World War II, including the role of nationalism and propaganda in mobilizing civilian populations around the world to support the two world wars of which Japan was involved (MWH-7.1).

In United States History, students will analyze the decision of the United States to enter World War II, including the nation's movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor (USHC-7.1). Students will also evaluate the impact of the war on limiting individual rights that resulted in the internment of Japanese Americans as well as explaining how controversies among the Big Three Allied leaders over war

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strategies led to post-war conflict between the United States and the USSR, including the dropping of atomic bombs on Hiroshima and Nagasaki (USHC-7.2, USHC-7.3).

**It is essential for students to know:**

Students should understand that much of Japan's history has been dictated by its physical isolation as a nation of islands and also by its cultural links to China. The Japanese developed their unique culture, but studied the Chinese culture as an example. The Japanese writing system and language are clearly similar to the Chinese and demonstrate this linkage between the two cultures. Much like the Chinese, the Japanese also had a choice between remaining isolated from the rest of the world or not. Early experiences with Europeans convinced the Japanese that isolationism was a wise policy. Because of its small size and limited amount of arable land, the Japanese have traditionally relied on rice and the sea for their food. Therefore, students must understand the historical value of land and resources, both physical and human, to the Japanese. The high value placed on the land resulted in numerous conflicts over its control.

As the rule of the Japanese shoguns diminished, Japan was divided into a number of smaller territories ruled by military lords known as daimyo. The daimyo were loyal to the emperor and the shogun, but they ruled their lands as independent kingdoms. This created a feudal system in which vassals (former samurai warriors) were hired to protect the lords' (daimyos') kingdoms. In spite of the many wars and struggles for control of the land, Japan's economy continued to grow. The Japanese people produced beautiful examples of art, architecture, and literature. The arts were heavily influenced by the religious practices of Buddhism and Shintoism (Shinto). Feeling that each religion focused on different needs in their lives, many Japanese followed the teachings of both religions. Shinto shrines were built near sacred natural features that were considered beautiful by the Japanese. Buddhist ideas inspired many Japanese temples, paintings, poems, and plays. The martial arts are also a result of practicing Zen Buddhism and were frequently used as a training technique of the samurai warriors as they learned to control their bodies and movements. Other cultural features from Japan during the Medieval period included calligraphy, origami, tanka poetry, plays, and novels that described warriors in battle; lacquered boxes and furniture; landscape paintings that used watercolors or ink; and tea-drinking ceremonies. Japan traded the items listed above as well as pottery, paper, textiles, swords, books, and porcelain. Its trade throughout Asia spread Japanese influence throughout the world and also allowed many Japanese nobles, merchants, and artisans to become very wealthy.

**It is not essential for students to know:**

Students do not need to know the names of the earliest civilizations in Japan, nor the names of specific emperors or shoguns. It is also not necessary to know the different variations of Buddhism that are practiced in Japan.

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**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

**Enduring Understanding**

Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will . . .

**6-3.3:** Summarize the major contributions of India, including those of the Gupta dynasty in math, literature, religion, and science.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about classical Indian civilization. In grade seven, students will compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi's role in the nonviolence movement for India's independence (7-6.3).

In Modern World History, students will explain the role of Buddhism and its impact on the cultures throughout East and Southeast Asia, including Buddhism's basic tenets, the impact of the local rulers on religious conversion, and the religion's enduring traditions (MWH 3.4). Furthermore, students will compare the spread of religion and the development of trade routes and diplomatic connections that includes Buddhist pilgrimages as well as analyzing the factors that contributed to the collapse of the Mughal Empire in India, including the role of religious intolerance (MWH-3.5, MWH-4.5). Students will also explain the impact of collapsing imperial regimes and the growing nationalist movement in India following World War II (MWH-7.5).

**It is essential for students to know:**

Students should have an understanding of classical India and those characteristics which helped define it. It is important for students to understand the development of the caste system during this time, which helped provide order and stability to society and gave expression to basic Hindu beliefs such as reincarnation, karma, and dharma (See Standard 6-1.4). The caste system also helped provide social order and stability in an era that saw much political instability. Four major castes developed – the Brahmin, Kshatriya, Vaisyas, and the Sudras. A fifth group, known as the Untouchables or Outcasts, was also created. Each caste had distinct roles in society and the caste guided members in issues of occupation, foods eaten, and marriage.

Students should understand that India is the origin of two of the world's major religions, Hinduism and Buddhism. Students should recognize the impact that both faiths had on Indian culture and history, the basic tenants of each are found in Standard 6-1.4.

Students should also recognize the cultural expression manifested in classical Indian society and its continued importance through history. Most of the art, literature, and architecture in classical India centered on religious themes and expression. The classical era saw an emphasis on building

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temples and producing art and sculptures that underscored Hindu beliefs. Indian literature evolved over time and largely focused on holy writings or the creation of stories supporting Hindu themes. The period is famous for its epics, with the two most notable epics being the *Mahabharata* and the *Ramayana*. Later classical writings in Sanskrit focused on drama, poetry, or scholarly articles.

Additionally, students need to understand that learning excelled during the classical era, especially during the period of the Gupta dynasty. Mathematics and astronomy are two fields that experienced tremendous advances. For example, Hindu-Arabic numerals were developed, the concept of zero was created, and the field of algebra was devised. Indian astronomers charted the movements of planets and stars and from their observations also deduced that the Earth was round and revolved around the sun. The field of medicine also flourished during this era with the invention of medical instruments that allowed Gupta doctors to perform numerous types of surgery, including plastic surgery.

**It is not essential for students to know:**

Students do not need to know the rulers of the Indian dynasties and their specific accomplishments nor do they need to know particular works of literature and art created during the classical Indian civilization. While students should have knowledge of how the caste system was organized, particularly when seen in conjunction with Standard 6-1.4, it is not necessary for them to know detailed descriptions of the levels of the caste system or the sub-castes.

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**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

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Classify

Summarize

Infer

Compare

GRADE 6  
Early Cultures to 1600

Explain

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
**Early Cultures to 1600**

**Standard 6-3:** The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

**Enduring Understanding**

Asian cultures were developing in ways both similar to and different from those in other parts of the world. The cultures of China, India, Japan, and the Middle East influenced each other's growth and development as well as that of the rest of the world. To understand the contributions of Asian societies that have endured and are evident in our society today, the student will . . .

**6-3.4:** Explain the origin and fundamental beliefs of Islam and the geographic and economic aspects of its expansion.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the history of the Islamic civilization. In grade seven, students will explain the causes and course of World War I, including militarism, alliances, imperialism, nationalism, the assassination of Archduke Franz Ferdinand, the significance of the Treaty of Brest-Litovsk and the significance of the United States entry into the war (7-4.1). Furthermore, students will explain the outcome of the effects of World War I, including the creation of Wilson's Fourteen Points, the Treaty of Versailles, shifts in national borders, and the League of Nations, all of which will have a major impact on the Middle East (7-4.2). Students will summarize the rise of nationalism in the Middle East following World War II, the creation of the state of Israel, and resultant conflicts in the region (7.4.6). Students will explain the ongoing conflicts in the Middle East, including, the Persian Gulf War, 9-11, Operation Iraqi Freedom, and Afghanistan (7-6.2). Students will compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions (7-6.3).

In World Geography, students will differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic, and political conditions for example, one's view of the Middle East after September 11, 2001 (WG-1.4). Students will also identify the characteristics of culture and the impacts of cultural beliefs on gender roles and the perception of race and ethnicity as they vary from one region to another such as the legal rights for women in the Middle East and South Asia, as well as comparing the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies (WG-4.1, WG-4.3). Students will explain the cause of boundary conflicts and internal disputes between culture groups (e.g., the ongoing Israeli-Palestinian conflict).

In Modern World History, students will explain the impact of the Crusades and the Renaissance on European exploration, including the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans. They will analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia (MWH-1.2, MWH-1.3). Students will describe the proliferation of religious ideas, including the expansion of Islam, and

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explain the role of Islam on the cultures of the Middle East, North Africa, and Asia, including its methods of expansion, its impact on religious diversity, and reactions to its expansion (MWH-3.1, MWH-3.3). Students will compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH-3.5). Students will explain the origins of the conflict in the Middle East as a result of the collapse of the German, Habsburg, and Ottoman empires after World War I and the creation of the state of Israel after World War II (MWH-7.5).

**It is essential for students to know:**

Students should understand that the Islamic civilization originated among the nomadic traders who inhabited and traveled throughout the deserts of the Arabian Peninsula in the early 7<sup>th</sup> century A.D. It is based upon the principles of the religion of Islam, as revealed to the prophet Mohammed and set down in Islam's holy book, the *Qur'an (Koran)*. Like Judaism and Christianity that came before it, Islam is a monotheistic religion. It sees itself as a fulfillment of God's (Allah's) revelation to man. Allah speaks through prophets of whom Mohammed is the final and greatest. Islam also recognizes Abraham, Moses, and Jesus to be prophets. While Mohammed is considered to be Allah's greatest prophet, he is not a god and is not worshipped. Islam teaches that Allah is just and rewards man according to his deeds. The *Qur'an (Koran)* contains the sacred writings of Islam.

The foundation of this religion is the five pillars of Islam: (1) Faith- belief in one god, Allah, and that Mohammed is His prophet; (2) Prayer- five times daily while facing Mecca; (3) Pilgrimage- make at least one pilgrimage (hajj) to Mecca if economically and physically possible; (4) Fasting- during the holy month of Ramadan, the month when Mohammed received the *Qur'an* from Allah; and (5) Alms- donate regularly to charity through the zakat, a 2.5% charity tax, and through additional donations to the needy. Believers in Islam, known as Muslims, accept the teachings of the *Qur'an* in every aspect of their lives; there is no separation of church and state. The two major denominations of Islam, Shiite and Sunni, are based on what a Muslim believes is the legitimate line of succession to authority over the Muslim empire after the death of Mohammed.

It is essential to know that within 100 years of Mohammed's death, Muslims conquered the Middle East, Persia, the Arabian Peninsula, and northern Africa and installed Islam as the religion of the region. In later centuries, Islam spread through normal trade activities and peaceful means across the Indian Ocean, Central Asia, and West Africa and into part of Europe through armed conquest into the Balkans and the Iberian Peninsula.

**It is not essential for students to know:**

Students do not need to know the names of individual caliphs or dynasties in Islamic history, nor is it necessary for them to know the names of Mohammed's relatives, friends, or adversaries who struggled to gain control of the Islamic faith after his death.

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**Social Studies Literacy Skills for the Twenty-First Century:**

- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.
- Identify and explain multiple causation and multiple effects.
- Compare the location of places, the conditions at places, and the connections between places.
- Explain how institutions are similar or different across time and/or throughout the world.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

Or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-4:** The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

**Enduring Understanding**

African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will . . .

**6-4.1:** Compare the major contributions of the African civilizations of Ghana, Mali, and Songhai, including the impact of Islam on the cultures of these kingdoms.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the African civilizations of Ghana, Mali, and Songhai. In Modern World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH 1.1). Students will also describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and the slave trade (MWH-2.6). Students will explain the role of Islam on the cultures of the Middle East, North, and Asia, including the methods of expansion, its impact on religious diversity, and reactions to its expansion (MWH-3.4). Students will also explain the disruption within West African kingdoms as a result of the competition between European countries over slave trade (MWH-4.7).

**It is essential for students to know:**

To understand the development and flourishing of the Ghana, Mali, and Songhai civilizations, students should recognize the impact that geography had on shaping their history and culture. Students should be able to identify and locate on a map of early West Africa the approximate boundaries of these three great kingdoms. Students should know that these locations gave the kingdoms access to large supplies of highly desirable resources or commodities. They should then be able to explain how long-distance trade generated great wealth for the early kingdoms of Ghana, then Mali, and then Songhai. The influence of geography on the development of these kingdoms is explored more in depth in Standard 6-4.2.

Students should also know where the most important of the trade routes for these goods began and ended, and the economic, social, and cultural impact of this trade on the three kingdoms. Finally, it is important to know how closely tied this trade was to Islam and how Islam influenced government, education, and architecture of these three kingdoms.

Students should understand that it was often at the lines of transition from one geographic region to another where modes of transport needed to be switched, that some of the earliest markets, and then towns and cities grew up. These market towns and cities, and others that followed, became sites where merchants from different cultures and environments met and exchanged not only

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goods but ideas, connecting early West Africa with the wider world in the process. Some of these towns and cities also became places where rulers set up their courts and governments.

Controlling such centers of commerce and taxing the region's lucrative trade that occurred there was crucial to the existence and maintenance of each of the three early West African kingdoms and their rulers supported by a typically abundant grain-based agriculture produced by the majority of the kingdom's populace who were peasant farmers. In Ghana, the most important of those cities, located near the Sahel transition from savanna to desert, was Kumbi-Saleh, which became the kingdom's capital. For both Mali and Songhai, the most important trade centers were Timbuktu and Gao, located along the northern portion of the Niger River, east of Kumbi-Saleh but also along the transition from savanna to desert. The major long-distance trade routes ran primarily north to south, from the Bambuk-Bure and Akan goldfields in the south, through major trade centers such as Kumbi-Saleh, Timbuktu, and Gao, and then across the desert, mainly to Morocco.

Numerous Arabic-language sources indicate that the resultant wealth from agriculture and long distance trade was sufficient for each dominant kingdom to support an ever more elaborate court, a large and complex hierarchy of government officials, a large and powerful army, and a rich and cosmopolitan urban culture (both Muslim and non-Muslim).

The trade was always linked closely with Islam. Goods were carried north and south across the desert by Muslim desert dwellers called Berbers. Rather quickly, the main West African group that came to specialize in long-distance trade called Wangara or Dyula also adopted Islam. Over time, other wealthy and powerful West Africans, especially those in towns and cities, became Muslims as well, including the rulers of Ghana during its later years of dominance and all those of Mali and Songhai at their peaks of power.

It is important to emphasize that Islam's spread into sub-Saharan West Africa during this period (and mostly later as well) does not fit Western stereotypes that emphasize the spread of Islam through invasion or other forced conversion. Instead, Islam spread in West Africa through peaceful means as many individual West Africans chose to become Muslim for a variety of reasons. These included the accessible and straight-forward nature of Islam's basic theology; Islam's association, as a "religion of the book," with literacy; Islam's association with lucrative long-distance trade; its related, more general association with wealth and power; and the opportunity that becoming a Muslim gave to join a vast cultural as well as religious community that extended far beyond any individual's village, clan, or ethnic group.

Even though such attractions led increasing numbers of West Africans to become Muslims from the eighth to sixteenth centuries, Islam remained a mainly elite, urban religion during this time. The vast majority of rural farmers and herders of Ghana, Mali, and Songhai continued to follow local African religions. Still, the influence of Islam in trade, government, and education and architecture, in the major cities was great. One city in particular, Timbuktu, became a leading center of Islamic scholarship and intellectual life.

Early in 1591, Morocco staged a surprise invasion of Songhai in an attempt to take over the southern end of the trans-Saharan gold trade. A disciplined, elite force of 4,000 Moroccan

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soldiers with up-do-date firearms quickly defeated the Songhai army. After some immediate, short-term economic gains, ongoing local resistance and logistical problems created by trying to control and administer territory so far away proved impossible for Morocco to overcome. Political control in savanna West Africa fragmented. The trans-Saharan gold trade, already increasingly diverted south to the Atlantic coast and European ships, dwindled. Towns and cities declined. No successor to Ghana, Mali, and Songhai would emerge and more than 800 years of West African history, marked by a series of powerful, large-scale savanna kingdoms based on control of an immensely lucrative trans-Saharan gold trade, came to an end.

Over the 17th, 18th, and early 19th centuries, West Africa's international commerce would be dominated by another type of trade, one that was much more disruptive and destructive, the trans-Atlantic slave trade.

**It is not essential for students to know:**

Students do not need to know the detailed histories of the three major empires or the names of specific rulers.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-4:** The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

**Enduring Understanding**

African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will . . .

**6-4.2:** Describe the influence of geography on trade in the African kingdoms, including the salt and gold trades.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time that students have learned about the influence of geography on trade in the African kingdoms. In World Geography, students will analyze physical characteristics of the environment that result in opportunities and obstacles for people, such as influenced the development of Ghana, Mali and Songhai (WG-1.1). Students will also analyze human characteristics of places, including the ways places change with innovation and the diffusion of people, such as the impact of trans-Saharan trade on the region.

**It is essential for students to know:**

Students should know the names and approximate locations of the major ecological and climate zones of West Africa and the adjacent part of North Africa. These zones, from north to south, are Mediterranean; Sahel (which means “shore” in Arabic, in this case the “shore” of the great Saharan desert); Desert (the Sahara); Sahel (the southern “shore” of the desert); Savanna or grasslands; and Forest (tropical rainforest). These zones follow a very regular east-west pattern across the entire area. There are no major mountain ranges or other geographical features that cut across these zones, with one significant if partial exception. That exception is the Niger River, a major artery of trade that flows through forest, savanna, and Sahel, nearly reaching the Sahara. Within this context, students should be able to identify and locate on a map of early West Africa each of these major ecological zones, the Niger River, and the approximate boundaries of the three great kingdoms.

Mediterranean North Africa provided cloth, spices, and weapons for trans-Saharan trade. The major resource of the desert was highly valued rock salt, necessary for human health and suitable for transport south into the savanna and forest zones. During the period of the three great early West African kingdoms, salt was often traded on a nearly equal basis for an equivalent quantity of gold, which came from two major West African goldfields. Students should be able to locate these on an early West Africa map. These were the Bambuk-Bure goldfields in the western savanna in the present day country of Mali and the Akan goldfields stretching from the southern savanna into the forest in modern-day Ghana. This gold was the West African resource most highly valued both locally and internationally. For over 500 years, West Africa was the major source of the world’s gold, underpinning the currencies of both the Mediterranean and Arab worlds, as well as the power and wealth of Ghana, Mali, and Songhai. Other valuable resources

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of the savanna, traded mostly regionally, were grain (including rice from the inland delta of the Niger River), cattle (providing milk, meat, hides, and transport), donkeys (transport), and cotton. In addition to gold, the forest zone also provided kola nuts, widely used by Muslims, who mostly lived outside the forests, as a mild stimulant acceptable to the Islamic faith unlike alcohol.

The fact that demand for the most valuable of these resources, most importantly gold from the savanna and forest zones and salt from the desert, was diffused across zones and beyond, led to long-distance trade to meet that demand. Such trade had to be carried out using transport appropriate to different environments. Trade across the desert zone required the use of camels, introduced to northwest Africa in the fourth century A.D. While suited and even essential for transport and travel across the desert sands, camels were not able to function in the slippery mud of the rainy season savanna. Trade across the savanna zone was conducted by pack animals, such as cattle and donkeys, suited to that environment. The prevalence of the tsetse fly in the forest zone, which was deadly for domestic animals, meant that forest zone trade had to be carried by river and/or human porters.

**It is not essential for students to know:**

As with Standard 6-4.1, it is not essential for students to know the detailed histories of each of the kingdoms discussed in this standard. An understanding of the impact of the gold trade on Mali and Ghana is far more crucial than memorizing the names of their gold fields.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

**GRADE 6**  
**Early Cultures to 1600**

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
**Early Cultures to 1600**

**Standard 6-4:** The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

**Enduring Understanding**

African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will . . .

**6-4.3:** Compare the contributions and the decline of the Maya, Aztec, and Inca civilizations in Central and South America, including their forms of government and their contributions in mathematics, astronomy, and architecture.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about early Mesoamerican civilizations. In World Geography, students will analyze physical characteristics of the environment that result in opportunities and obstacles for people, such as the development of the early Central and South American civilizations (WG-1.1). Students will also compare and contrast the consequences of differing cultural views of nature and the use of natural resources including the built environment from a natural environment (WG-4.2). In Modern World History, students will describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and the slave trade (MWH-2.6).

**It is essential for students to know:**

It is essential for students to know that for more than 1100 years (circa 400-1550 AD), three separate, but similar, civilizations flourished in Central and South America. These civilizations were the Mayans, Aztecs, and Incas. Farming led to the growth of each of these civilizations. Growing corn and other crops created a shift from hunter-gatherer societies to more complex, stationary societies. Although the Mayans, Aztecs and Incas were geographically isolated and left little of their culture behind, they were each advanced civilizations.

The Mayans were able to create a sophisticated network of city-states with a king and military forces out of the Yucatan Peninsula rainforest and support it with agriculture and trade. The geography of this region played an essential role in the rise and eventual decline of the Mayan civilization. The Maya settled in an area called the Pet'én (the Mayan word for “flat region”) that was heavily forested and also contained numerous swamps and sinkholes. Generally these geographic features would make an area undesirable, but the Maya realized that the swamps and sinkholes located on the Yucatan Peninsula provided a continuous source of fresh water and that the land could be farmed through the use of slash and burn agriculture resulting in the removal of the surrounding rainforest. The Maya set up city-states ruled by Mayan kings who were considered to be god-kings who descended from the sun. They claimed the right to rule and expected the Mayans to serve and worship them. Mayan engineering was sufficiently advanced to produce extensive cities that included pyramids to honor the gods. The step pyramids, temples and ball courts that remain at Chichen Itza and Tikal are evidence of this. Mayan priests studied

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the heavens closely to determine the plans of the gods and to know when to plant crops. They applied their study of astronomy to create a 365-day calendar and a base-20 numbering system. The Mayans developed a system of hieroglyphics to record numbers and dates of important religious festivals, plantings, and harvests. By the year 500 AD, Mayan cities had been in existence for more than 300 years and the Maya had reached their zenith in economic prosperity. It is estimated that two hundred years later, the Mayan population reached its peak. Between the years 750 and 900 AD, one Mayan city after another was abandoned and much of the Mayan population disappeared. The cause of the Mayan civilization's demise is uncertain. There are numerous theories and they suggest a decline in food production and decrease in the water supply as well as invasion from outside groups

It is essential for students to know that the Aztecs established a powerful empire in the central valley of modern-day Mexico with a multi-tiered social hierarchy. The Aztecs settled in an area that today is Mexico City. It was an area high in elevation, surrounded by mountains, with a lake and swampland. This area became known as the Valley of Mexico. The physical geography of this region played a major role in the success of the Aztec society. This central valley region was swampy and the resourceful Aztecs built terraces on hills that were previously not farmable. The swamps provided them with wild plants, fish, frogs, and ducks to eat. Agriculture became the basis for the success of the Aztec civilization. To expand their agricultural lands, the Aztecs built floating gardens in the swamps. In these gardens, known as chinampas, they grew corn, avocados, beans, chili peppers, squash, and tomatoes. Aztec food production allowed for an expansion in population and wealth that permitted them to expand their empire. They built a capital city, Tenochtitlan, in the middle of a giant lake connected to the mainland by causeways and floating gardens. The Aztecs were led by strong emperors who also claimed to be descendants of the gods. Aztec society was made up of four classes: nobles, commoners, unskilled laborers, and enslaved people. They sustained themselves with agriculture and trade. They paid tributes to the gods and practiced a polytheistic religion that prescribed human sacrifice. A huge pyramid, the Great Temple in Tenochtitlan, was built to honor the Aztec gods. Thousands of people were sacrificed at the top of this temple. A sacred calendar used for worship and a solar calendar for agricultural purposes were also developed by the Aztecs. The final demise of the Aztec civilization came when Montezuma, the Aztec emperor, was defeated by the Spanish conqueror, Hernan Cortes in June, 1521 A.D.

It is essential for students to know that the Incas created a civilization high in the Andes Mountains of modern-day Peru. The Incas began to expand their influence in the twelfth century and by the early sixteenth century they exercised control over more territory than any other group of people in South American history. The empire consisted of over one million individuals, spanning a territory stretching from Ecuador to northern Chile. Unlike the military empires in Central America, the Incas ruled by proxy. The Incas had a very strong emperor (the Inca) who allowed local leaders to remain in power. This monarch ruled over a highly-structured society. The social structure of the Incas was inflexible. At the top was the Inca who exercised absolute power. Below the Inca was the royal family, a ruling aristocracy. Each tribe had tribal heads; each clan in each tribe had clan heads. At the very bottom were the common people. The social unit was primarily based on cooperation and communality. This guaranteed that there would always be enough for everyone. The centralization of authority meant that there was no chance of individual advancement. Farming was difficult in the Andes. The Andes Mountains

GRADE 6  
Early Cultures to 1600

were terraced to create farmland. The Incas cultivated corn and potatoes, and raised llama and alpaca for food and labor. The Inca were skilled engineers and built massive forts with stone slabs so perfectly cut that they didn't require mortar. An example of this is Machu Picchu, a retreat built for Incan kings. They also built roads through the mountains from Ecuador to Chile with tunnels and bridges and they built aqueducts to their cities just as the Romans had done. They were also advanced in medicine and surgery. The Incas spoke Quechua, which they imposed on all the peoples they conquered. Because of this, Quechua is still spoken among large numbers of Native Americans throughout the Andes. They had no writing system at all, but they kept records on various colored knotted cords, or quipu. The central god of the Incan religion was the sun-god, the only god that had temples built for him. The sun-god was the father of the royal family. The Incas were polytheistic, but the sun-god was worshiped above the other gods. Human sacrifices were routinely made to please the gods. The demise of the Incan civilization came in the 1530s at the hands of Pizarro and the Spanish Conquistadores after years of fighting. Francisco Pizarro convinced the ruler of the Incas, Atahualpa, to come to a conference at the city of Cajamarca. When Atahualpa arrived, Pizarro kidnapped him and killed several hundred of his family and followers. Atahualpa tried to buy his freedom, but Pizarro eventually executed him in 1533. Over the next thirty years the Spanish struggled against various Incan insurrections, but finally gained control of the Inca Empire in the 1560s.

**It is not essential for students to know:**

Students do not need to know the names of individual Mesoamerican leaders (i.e., Montezuma) or other Spanish conquistadors. Students do not need to know the exact dates of the falls of the empires. However, they do need to know the general time period in which the civilizations existed and declined.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

GRADE 6  
Early Cultures to 1600

Compare

Explain

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
**Early Cultures to 1600**

**Standard 6-4:** The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

**Enduring Understanding**

African and American cultures were developing independently in ways similar to and different from those in other parts of the world. These cultures also influenced the development of the rest of the world. To understand that the contributions of African and American cultures have endured and are evident in our society today, the student will . . .

**6-4.4:** Explain the contributions, features, and rise and fall of the North American ancestors of the numerous Native American tribes, including the Adena, Hopewell, Pueblo, and Mississippian cultures.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about early North American civilizations. In grade three, students compared the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee (3-2.1). In grade four, students compared the everyday life, physical environment, and culture of the major Native American cultural groups, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest (4-1.2). In grade five, students explained the social and economic effects of the westward expansion on Native Americans, including opposing views on land ownership; Native American displacement; the impact of the railroad on the culture of the Plains Indians; armed conflict; and changes in federal policy (5-2.4).

In grade eight, students will summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal group, including the Catawba, Cherokee, and Yemassee (8-1.1). In World Geography, students will analyze physical characteristics of the environment that result in opportunities and obstacles for people, such as the role of agriculture, site characteristics, and limit development (WG-1.1). In United States History and the Constitution, students will summarize the impact of westward expansion of democracy including the displacement of Native Americans from the southeast, the impact of government policy, and the construction of the transcontinental railroads on the culture of Native American peoples (USHC-2.1; USHC-4.1).

**It is essential for students to know:**

It is essential for students to know that while civilizations such as the Maya, Aztec, and Inca were flourishing in Mesoamerica and South America, distinct civilizations were also emerging in North America. These civilizations developed unique cultural traits that were greatly influenced by their geographic location and their ability to adapt therein. While foundational cultures were replaced by successive groups within these regions, their cultural characteristics were frequently modified and adapted to create new, yet related, civilizations.

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After the emergence of agriculture in Mesoamerica, knowledge of farming began spreading northward, first to the American Southwest and eventually along the shore of the Gulf Coast and into the valleys of the Mississippi River. In the arid regions of what is now known as Arizona, New Mexico, Utah, and Colorado, the Anasazi peoples established an agriculturally-based civilization that flourished in the shadows of the rugged cliffs of the Chaco Canyon between 500 and 1200 AD. They are recognized by anthropologists and historians to be the ancestors of today's Pueblo Indians.

Despite the lack of abundant rainfall, the Anasazi were able to cultivate the land through the use of dams, ditches, and canals that were constructed in such a way as to capture rain from the tops of mesas and channel it to gardens located on the canyon floor. For housing, the Anasazi used adobe and stone to build multistoried, apartment-like structures built into or along the walls of protective cliffs or around large plazas. The Spanish would later call these structures, pueblos, or "villages." The heart of the Anasazi civilization in Chaco Canyon was Pueblo Bonito, a massive complex that housed more 1000 people in over 800 rooms. From here, they built extensive road networks for trade. The Anasazi were expert craftsmen who were known for their turquoise jewelry, intricately woven baskets, and black-on-white pottery illustrated with elaborate designs. Students should understand that while the Anasazi eventually abandoned Pueblo Bonito and other sites in the region, perhaps as the result of years of successive drought, aspects of their culture such as art and architecture continued to influence later peoples such as the Hopi and Zuni, two of the largest Pueblo groups today.

Students should know that while the Anasazi can be considered the foundational civilization of the Southwest, the ancient peoples of the Southeastern United States were greatly influenced by the Mississippian culture. This region of North America was home to many tribes known collectively as the Eastern Woodlands peoples. Two of the earliest Eastern Woodlands culture groups that would later influence the Mississippians were the Adena and the Hopewell. By 700 BC, the knowledge and practice of agriculture had spread to the Adena who lived primarily in the Ohio Valley region. Here, they were among the first of the Eastern Woodlands cultures to grow such crops as squash, sunflowers, gourds, and barley. While the Adena were known for producing exquisite copper jewelry and fine pottery, they are most remembered today for building elaborate burial mounds comprised of log structures covered by massive piles of earth.

Around 300 BC, the Hopewell people arrived in the Ohio Valley region and began building elaborate mounds, often 40 feet high and 100 feet wide. Artifacts recovered from these mounds suggest that the Hopewell participated in an extensive trade network that stretched west to Wyoming, south to the Gulf Coast, east to the Atlantic, and north to the Great Lakes. Because of their cultural similarities, especially in architectural practice, the Adena and Hopewell are collectively referred to as the "Mound Builders." However, it is the Mississippian culture that created the largest and most extensive mound networks of all.

Around 800 AD, the Mississippian culture arose along the valleys of the river for which it is named. In the flood plains of these fertile valleys, the Mississippians began growing maize and beans. When added to the plants that were already cultivated, these new crops allowed the Mississippian populations to increase in number leading to a desire for more land and the subsequent expansion of the people throughout the Southeast. Large-scale farming gave rise to

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the creation of numerous cities, some of which were home to as many as 10,000 people. These cities centered around large, pyramid-shaped mounds that were often topped by temples or houses of the elite. The largest of the Mississippian cities was Cahokia, located near modern East St. Louis. At its center was a massive mound that was approximately 100 feet high with a base of more than 14 acres, larger than that of the Great Pyramid in Egypt. Surrounding this were more than 120 smaller mounds. It is estimated that in 1250 AD, Cahokia had a greater population than both Paris and London.

For reasons that remain a mystery, the Mississippian civilization collapsed by the beginning of the 1300s AD. However, this largest of the Mound Builder civilizations greatly influenced successive Eastern Woodlands peoples through the spreading of their agricultural practice of large scale farming with beans and corn as well as their cultural practice of mound building.

**It is Not Essential for Students to Know:**

While it is important for students to understand the role that agriculture played in the emergence of the Anasazi and Mississippian cultures, it is not essential for students to know the individual crops that were grown by each of the cultures that are represented here. Since the focus of this indicator is the foundational civilizations of the American Southwest and Southeast, students do not need to know details related to the subsequent civilizations, cultures, or tribes that were descended from each.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Interpret parallel time lines from different places and cultures.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

GRADE 6  
Early Cultures to 1600

Or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
**Early Cultures to 1600**

**Standard 6-5:** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

**Enduring Understanding**

Political systems are made up of people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will . . .

**6-5.1:** Explain feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily lives of peasants and serfs, and the economy under the manorial system.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the concept of feudalism. In World Geography, students will explain how cooperation and/or conflict can lead to the control of Earth's surface (e.g., the establishment of new social, political, or economic divisions), such as occurs with the manorial system (WG-7.1). In Modern World History, students will evaluate the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe (MWH-1.4). Students will also explain the competition between European kingdoms for space and resources, including the Hundred Years' War between France and England, the rise of the Holy Roman Empire in Central Europe, and the response to Islam on the Iberian Peninsula (MWH-2.3).

**It is essential for students to know:**

It is essential for students to understand the feudal system of Europe, including how it functioned and its impact on the political development of Europe. Following the death of Charlemagne and fall of the Carolingian Empire, much of the European mainland was subject to constant tribal warfare and invasions and offered little security and virtually no real political organization. From this chaos the feudal system developed and emerged as the political system to dominate Europe for several centuries. Students need to recognize the hierarchical nature of the feudal system based on reciprocal obligations and allegiances. Land and military protection/loyalty were the cornerstones of the feudal system. In exchange for land and/or protection people swore loyalty/service to those who granted this protection. The feudal system varied throughout Europe, but its basic hierarchical structure had kings, lords, vassals, and peasants (also called serfs). What came to be known as the feudal system originally developed on a local level as people sought protection from the hazardous and barbaric times. It continued to develop, concentrically expanding, and was eventually utilized by powerful lords and kings to centralize military power and thus create nation-states. It is important to know that feudalism largely developed in Western Europe; especially in France, England and the Low Countries, though it did spread into Spain, Eastern Europe, and eventually Russia. Under the manor system or

manorialism, it was the peasants/serfs who did most of the actual work on the landholdings of lords. The peasants were generally granted small parcels of land to grow crops for their family and to sell, but had to pay much of what they grew to the lords, either in taxes or fees for using the lord's resources such as the mill for grinding wheat. In addition to working his own land, the serf had to work the lord's land. The peasants could not sell the land granted to them, and while they were technically free, they were tied to the land on which they lived and could not leave without the lord's permission.

**It is not essential for students to know:**

Students do not need to know the cultural or social aspects of feudal entities, detailed information about castles, or the role of individuals based on their gender. Students do not need to know the typical layout of manors.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-5:** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

**Enduring Understanding**

Political systems are made up of people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will . . .

**6-5.2:** Explain the effects of the Magna Carta on European society, its effect on the feudal system, and its contribution to the development of representative government in England.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the Magna Carta and its influence on the development of representative government. In grade seven, students will analyze the characteristics of limited government and unlimited government that evolved in Europe in the 1600s and 1700s (7-2.1). In United States History and Government, students will analyze the British heritage that fostered development of the core political principles of American government, including the Magna Carta, the Petition of Right (1628), the Glorious Revolution, the English Bill of Rights, and the Mayflower Compact (USG-2.3, USHC-1.2).

**It is essential for students to know:**

It is essential for students to recognize how feudalism in England, institutionalized by William the Conqueror, weakened the power of nobles and strengthened the power of the monarchy. Over time, the nobles rejected this growing monarchical power, eventually rebelling against King John and forcing him to sign the Magna Carta. Considered one of history's most important democratic documents, the Magna Carta set forth the basic rights of the English people. Originally these rights applied only to nobles and the Magna Carta was only intended to restore their power while limiting King John's. Eventually these rights and principles were applied to all English citizens. Among the rights and principles maintained in the Magna Carta are the rule of law, the development of representative assemblies, and the right to approve taxes. Subsequent re-interpretation would also credit principles such as due process and trial by jury to this document. It is important for students to understand that because the Magna Carta limited the power of the king it set the stage for the weakening of feudalism and its hierarchical structure, not only in England but eventually in the rest of Europe.

The Great Council that was established to advise the king, according to the interests of the nobles, would eventually grow into the English Parliament and become the first democratic, legislative body in modern Europe. It is important for students to understand that the rebellious actions of the nobles resulting in the Magna Carta, set a precedent for limiting government and the continued legislative/executive conflict over the centuries which would expand representative government and individual rights. These rights, originally granted to the nobility, were eventually extended to the common people as well.

GRADE 6  
Early Cultures to 1600

**It is not essential for students to know:**

Students do not need to know the minor principles of the Magna Carta or where it was signed. They do not need to know specific division of England's representative government which eventually developed.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

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or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-5:** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

**Enduring Understanding**

Political systems are made up of people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will . . .

**6-5.3:** Summarize the course of the Crusades and explain their effects on feudalism and their role in spreading Christianity.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the Crusades. In World Geography, students will analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas for example, the spread of religion and democracy (WG-1.1). Students will also compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies (WG-4.3). Students will explain how cooperation and/or conflict can lead to the control of Earth's surface, explain the causes of boundary conflicts and internal disputes between culture groups, and explain why these national boundaries or political districts change (WG-7.1, WG-7.2, WG-7.3).

In Modern World History, students will explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans (MWH-1.2). Students will also analyze the reasons for European interest in Africa, including the significance of the struggle between Muslims and Christian leaders in the Mediterranean and the European interest in finding new trade routes to Asia (MWH-1.3). Students will evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe (MWH-1.5).

**It is essential for students to know:**

Students should understand the nature of the Crusades. It is crucial to realize that the Crusades took place over several centuries and their purpose and disposition changed over time. Students should understand that the Crusades originated as a way of recapturing the recently seized Holy Land (Palestine) by the Turks and of freeing it from Muslim rule, as well as a preventative measure to avert a Turkish conquest of the Byzantine Empire. The Crusades evolved into a series of wars which lasted over several centuries and actually took place in several different regions. Students should be able to use maps to identify or illustrate the key routes taken during the Crusades and to understand how differing people and ideas came into contact with one another.

Ultimately, from a political and military standpoint, the Crusades should be viewed as having mixed success. While the Crusaders did not permanently re-conquer the Holy Land, they did

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control it for a while. When coupled with the *Reconquista*, the retaking of Spain from the Muslims, it largely succeeded in neutralizing Muslim advances in mainland Europe. While Christianity spread into new regions outside of Europe, the inability of the crusaders to hold onto to lands that were gained eventually weakened the power of the Pope and the Church. The institution of feudalism itself was weakened. Many nobles lost their fortunes and even their lives during years of fighting. Without a strong nobility to check their power, kings began to exert more authority over the lands they ruled and eventually challenged the authority of the Church. Equally important, the new interactions between people and their different ideas and products during this time allowed parts of Europe, particularly the Italian peninsula, to develop cities of trade and commerce that would serve as the basis for an expanding, trade-based European economy. The Crusades also served to build an interest in overseas land and developed the nature of exploration that would propel Europeans to the Western Hemisphere.

**It is not essential for students to know:**

Students do not need to know the specific products or ideas that were introduced into Europe although it is important to understand the cultural and economic exchange which took place. It is not essential for students to know the dates and location of specific Crusades or battles, but they should be able to utilize maps to interpret the execution of the Crusades.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

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**GRADE 6**  
**Early Cultures to 1600**

GRADE 6  
Early Cultures to 1600

**Standard 6-5:** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

**Enduring Understanding**

Political systems are made up of people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will . . .

**6-5.4:** Explain the role of the Roman Catholic Church in medieval Europe.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the role of the Roman Catholic Church in medieval Europe. In World Geography, students will analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and places for example, the spread of religion and democracy (WG-1.2). Students will also compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies (WG-4.3). Students will explain how cooperation and/or conflict can lead to the control of Earth's surface, explain the causes of boundary conflicts and internal disputes between culture groups, and explain why political boundaries such as national borders or political districts change (WG-7.1, WG-7.2, WG-7.3).

In Modern World History, students will describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia (MWH-3.1). Students will also evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France (MWH-3.2). Students will compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory (MWH-3.5).

**It is essential for students to know:**

Students need to know the cultural role of the Roman Catholic Church in Europe during the Middle Ages. With the fall of the Roman Empire, the Catholic Church became the greatest source of stability and self-identification in Western Europe for over 1,000 years. During the early Middle Ages, monasteries began to develop as a place where people could separate themselves from society and live a life of isolation in their dedication to God. Following the Benedictine model, monasteries began to change in the 6<sup>th</sup> Century and became locales that would be both caretaker and disseminator of the Christian message and its influence. Monasteries became centers of learning and sustainers of culture in two major ways. First, they preserved Christian writings, particularly the *Bible*, by producing hand-made copies that were kept and passed down through the ages for example; Irish monasteries developed the *scriptorium*

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which became the heart of their monasteries. In this way, great works of early Christians were safeguarded for history. It is in the context of preserving these works that much of the great art of medieval Europe was created for example, *Book of Kells*. Second, they became centers of learning. Initially spurred by Charlemagne's decree to educate boys, primarily in training for the priesthood, many monastic centers had expanded their curricula to include a wider array of subjects by the 11<sup>th</sup> Century. It is from these monastic learning centers that universities were first formed. The first university grew from the monastic schools surrounding Notre Dame Cathedral where students were allowed to study under any of the teachers within these schools and where degrees in theology were the most esteemed. The primary goal of the Roman Catholic Church and the core purpose of monasteries were to influence people to become Christians. Monasteries originally attempted to become ideal communities which would spur people to live holier, more dedicated lives. Eventually monasteries created religious orders, some of which including the Franciscans and Dominicans, placed great emphasis on spreading Christianity and promoting the teachings of the Catholic Church.

**It is not essential for students to know:**

Students do not need to know art techniques used by monks or the exact works they produced. While students do not have to know specific religious orders or their rules, it is important they understand the role of these orders in spreading Christianity. It is not essential for students to know the names of the first universities founded from monastic centers.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.

**Assessment Guidelines:**

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Explain

GRADE 6  
Early Cultures to 1600

or any verb from the **Remember** cognitive process dimension

**GRADE 6**  
Early Cultures to 1600

**Standard 6-5:** The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

**Enduring Understanding**

Political systems are made up of people, practices, and institutions that use power to make and enforce decisions. Feudalism during the Middle Ages in Europe was a political and economic system in which control of land was the main source of power. To understand feudalism and its relationship to the development of the European nation-states, the student will . . .

**6-5.5:** Summarize the origins and impact of the bubonic plague (Black Death) on feudalism.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the bubonic plague. The bubonic plague will not be taught in the future.

**It is essential for students to know:**

Students should know the general direction from which the plague originated and spread, the most likely modes of transportation and pathways by which it spread, and the economic, political, and social activities which contributed to the rapid infection of most of Europe. Students should have a clear idea of the relatively narrow timeframe in which this epidemic occurred, how rapid the contagion was, to what degree the spread was hastened by lack of scientific and medical knowledge, and its' devastating impact on all socioeconomic levels of the population. Students should particularly note the impact of a decimated population on labor availability and costs, and how these economic forces enabled a shift away from feudalism. Additionally, students should have a general understanding, expressed as an approximate fraction or percentage, of the world's population lost to the plague.

**It is not essential for students to know:**

Students do not need to know the scientific terms for the disease itself or the fleas which carried the disease. It is not necessary to be familiar with the symptoms of the plague or its precise incubation period.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.

GRADE 6  
Early Cultures to 1600

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

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Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

**Enduring Understanding**

The Renaissance, the Reformation, and the Age of Exploration were time of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will . . .

**6-6.1:** Summarize the contributions of the Italian Renaissance, including the importance of Florence, the influence of humanism and the accomplishments of the Italians in art, music, literature, and architecture.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the period known as the Italian Renaissance. In World Geography, students will analyze characteristics of the environment that result in opportunities and obstacles for people, such as the impact that Italy’s location played in the development of its city-states during the Renaissance (WG-1.1). Students will also analyze the human characteristics of places, including the ways that places change with innovation and the diffusion of people and ideas, as occurred during the Renaissance (WG-1.2).

In Modern World History, students will describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions (MWH-1.1). Students will also explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans (MWH-1.2).

**It is essential for students to know:**

It is essential for students to understand that the Renaissance began, and had its greatest expression, in the Italian city-states. Because of the location of the Italian peninsula, in relation to Western Europe, the Byzantine Empire, the Mediterranean Sea, and the Muslim world, many Italian city-states became centers of trade and banking during this time. This economic growth allowed city-states such as Florence, Milan, and Venice to acquire great wealth and develop a degree of independence in governing themselves. These two attributes were critical in promoting the arts and ideas that characterized the Renaissance and were key components that explain why the Renaissance began in Italy. It should be noted that the use of the term “Italy” in this indicator is during the time of the Renaissance. While several city-states flourished during this era, it is Florence that is most often considered the birthplace of the Renaissance. The wealth and patronage of the Medici family supported great works of art produced in Florence during this time and many of the greatest figures of the Renaissance, including Michelangelo, Botticelli, and Machiavelli, were associated with the city-state.

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Two significant features associated with the Renaissance were the renewed interest in ancient Greece and Rome and the development of humanist ideas. Many of the artists, writers, and thinkers built upon the ideas or principles of the classical world and sought to improve or expand them. The classical influence combined with the humanist emphasis on individual potential and achievement, gave rise to the unique styles and expression of the Renaissance seen in its art, architecture, science, religion, and philosophy.

Students should understand that the concept of humanism provided the justification and the inspiration for much of what was created during the Renaissance. The deep-seated religious beliefs of the Middle Ages combined with a renewed appreciation for the classical ideals of the Greeks and the Romans, that the individual has importance and beauty, help explain the artistic philosophy of the Renaissance. Students should understand that Renaissance painting, for example, glorified religious themes using realistically drawn human forms and the new technique of shading and perspective. This same sense of realism influenced sculpting as well with an emphasis on anatomical correctness and subjects placed in more realistic poses, such as having the body twisted as the head and/or shoulders face a different direction than the hips or legs. During the Renaissance, renewed interest in human anatomy for artistic purposes extended into the field of medicine, leading to significant improvements in health and the treatment of diseases. It is essential that students know how the Renaissance philosophy of rethinking old beliefs contributed to entirely new concepts of the structure of the universe. In the same way this philosophy altered the artistic world, the physical world was reexamined by scientists such as Copernicus, Kepler, Galileo, and Newton. From this reexamination, new scientific principles and fields developed, challenging traditionally held beliefs and providing the basis for modern science.

Education was influenced by humanism with its belief that individuals should maximize their potential through the study of history, philosophy, and literature. This belief, coupled with the invention of the movable type printing press led to a rise in the amount of vernacular literature that could be read by the masses. Expanded access to these works also served to stimulate literacy throughout the continent and strengthened the need for and the role of educational institutions. Exploration and trade were expanded as the ability to print maps and navigational books was enhanced, leading to the Age of Discovery. As learning increased, people were exposed to new and broader ideas that would impact the way people related to one another and to the government. It is also important that students understand that the theory of political realism, exemplified in Machiavelli's *The Prince*, began an examination of the relationship between the ruler and the ruled, an examination that continues to affect how government leaders perceive their responsibilities to the people they govern.

Music during the Renaissance saw a greater emphasis on vocals and a wider support among the masses after the development of the printing press, which was instrumental in the spread of ideas. Like art, science, and philosophy, music became more secular during the Renaissance as well. In architecture, the classical influence of Greece and Rome is best represented in the continued development of the arch and dome utilized in the Duomo in Florence and St. Peter's Basilica in Rome.

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Early Cultures to 1600

**It is not essential for students to know:**

It is not essential for students to know the names of particular northern Italian art patrons or of specific works of art, architecture, and literature. Noteworthy examples of Renaissance accomplishments that *could* be utilized include, but *are not limited to*, St. Peter's Basilica in Rome and *il Duomo* in Florence, Machiavelli's *The Prince*, and Dante's *Divine Comedy*. It is not essential for students to know the names of specific humanist philosophers.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.
- Apply economic decision making to understanding how limited resources necessitate choices.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

**Enduring Understanding**

The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections between the Renaissance, the Reformation, and the exploration of the world, the student will . . .

**6-6.2:** Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the key figures of the Renaissance and the Reformation. In Modern World History, students will explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans (MWH-1.2). Students will also describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia as well as evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the creation of the Church of England, and the dynastic and religious competition in France (MWH-3.1, MWH-3.2).

**It is essential for students to know:**

Students should understand that the Renaissance brought dramatic changes in virtually all areas of artistic and intellectual expression. Because of this, *Leonardo da Vinci*, painter of “The Mona Lisa,” sculptor, architect, inventor and mathematician, is considered the classic example of a “Renaissance Man.” Only da Vinci is considered greater than another multi-talented icon of the Renaissance, *Michelangelo*, who painted the Sistine Chapel in St. Peter’s Cathedral and sculpted *David* and *The Pieta*, among many others. It is essential for students to understand that the ideas of the Renaissance and the Reformation spread as quickly and as completely as they did as a direct result of the invention of a movable type printing press by the German inventor *Johannes Gutenberg*. Because of this literacy, intellectual debate became more commonplace among the masses. Students should recognize that most of the first books printed were copies of *The Bible* and other religious writings, an indication of the importance of Christianity during this era.

Students should understand that there were several factors which led to Reformation, including abuses in the Catholic Church, the ability of the common man to read *The Bible* for himself, or hear it in his native language, and the introduction of humanist thought. Martin Luther was the first person to successfully challenge the Church and its practices, thereby touching off a groundswell of popular opinion to support him through the Protestant Reformation. There should be a recognition that the monk, Luther, intended to reform what he saw as corrupt practices

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within the Roman Catholic Church, hence his posting of the 95 Theses, not to abolish or dismantle the Church. Among Luther's most important ideas was the belief that salvation could not be earned by a person's doing of good deeds, but instead was given by God, a concept called grace. Luther also felt that believers could communicate directly with God through prayer and reading the *Bible* which could now be printed for the masses and heard in the vernacular, as well. Students should understand that it was John Calvin who expanded Luther's initial intent of bringing reforms to the Church, working to rally believers to reject Catholicism altogether in favor of a new and even more different branch of Protestantism which came to be known as Calvinism. The early American Protestants, such as the Puritans, Huguenots, and Presbyterians, rejected the Catholic Church and its teachings and embraced Calvinist theology.

**It is not essential for students to know:**

Students do not need to know all of the works of any Renaissance artist or the details of Luther's or Calvin's lives before the Reformation. Students do not need to know the hierarchy of the Catholic Church or the structure of Protestant denominations.

**Social Studies Literacy Skills for the Twenty-First Century:**

- Compare the location of places, the conditions at places, and the connections between places.
- Analyze evidence, arguments, claims and beliefs.
- Explain change and continuity over time and across cultures.
- Identify and explain multiple causation and multiple effects.
- Apply economic decision making to understanding how limited resources necessitate choices.

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

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Interpret

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Explain

or any verb from the **Remember** cognitive process dimension

GRADE 6  
Early Cultures to 1600

**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

**Enduring Understanding**

The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will . . .

**6-6.3:** Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation).

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

This is the first time students have been taught about the key figures of the Renaissance and the Reformation. Previously, in grade six, students identified key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther (6-6.2).

In World Geography, students will explain how cooperation and /or conflict can lead to the control of Earth’s surface (WG-7.1) and will explain the causes of boundary disputes and internal disputes between culture groups (WG-7.2). Furthermore, students will explain why political boundaries such as national borders or political districts change (WG-7.3). In Modern World History, students will describe the proliferation of religious ideas, including the competition between Protestants and Catholics throughout Europe (MWH-3.1).

**It is essential for students to know:**

It is essential for students to know the basic religious ideas and events that led to the Protestant Reformation. While there were other factors such as the Crusades, changing social and economic conditions, and the Renaissance, which contributed to the Reformation, the critical factor, and the one emphasized in this indicator, was theological. The “flashpoint” that birthed the Reformation was Martin Luther’s posting of his ninety-five theses opposing practices undertaken by the Catholic Church at that time. Theologically, Luther challenged the basic principle of obtaining salvation for example, faith alone versus faith and “works”; excommunication; the role of the individual in living out his or her faith, for example, direct access of the believer to God versus needing an intermediary; and the corruption exhibited by many in the Catholic hierarchy, for example, the selling of indulgences, including the Pope. It was the printing press and subsequent reproduction of the *Bible* and other works that enabled widespread participation in the Reformation, turning it into a movement that transformed European society and culture.

Students should be able to identify the basic geographic pattern associated with the Protestant Reformation in Europe. Central Europe, especially the German states, was generally divided between whether to remain Catholic or become Protestant. This is the region where the Reformation began and was the home of early leaders such as Luther, Calvin, and Knox. Beyond that, students should recognize that the northern half of Europe, including England, the

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Netherlands, Denmark, Sweden, and Norway, tended to be Protestant, while the southern half including France, Spain, Italy, Austria, and Poland tended to support Catholicism. It should be noted that this regional affiliation often centered around political motivations rather than religion as leaders sought to either maintain their power, those associated with the Pope and the Catholic Church, or to “grow” their own new-found power those associated with weakening the Pope and his authority.

The initial reaction of the Catholic Church was to try to squelch the Reformation through religious pressure and then political pressure. The political pressure eventually led Charles V, the Holy Roman Emperor, to declare war on those Germanic kingdoms that had converted to Protestant beliefs. He was unsuccessful in his efforts and the Peace of Augsburg allowed the individual Germanic kingdoms to determine religious affiliations. Following the pattern noted above, southern Germanic kingdoms tended to be Catholic and northern kingdoms tended to be Protestant. Religious dissidents and even desertion from a country was a new concept at this time brought about by the country’s leaders who determined religious identity and then expected the people to follow these same beliefs and practices.

After this initial response, the Catholic Church undertook an effort to reform itself, known as the Counter Reformation. This effort was spearheaded by Pope Paul III’s Council of Trent, a group that met over a twenty year period to discuss and enact reforms. Among the most significant reforms from the Council was the establishment of seminaries to train priests and the establishment of new orders such as the Jesuits, who would later lead missionary efforts overseas. Students should also understand that individual nation-states and kingdoms continued to fight over the Catholic/Protestant issue for decades. Often these nations would engage in international wars for example, the Thirty Years’ War, or in a massive retaliation or persecution of its own citizens for example, “Bloody Mary” in England or the Spanish Inquisition, as it sought to establish the religious identity of its people.

**It is not essential for students to know:**

It is not essential for students to know the specific contents of Luther’s ninety-five theses, the details of his or Calvin’s lives, or the names of Henry the VIII’s six wives. It is not expected that students know the dates of specific events associated with either the Reformation or Counter Reformation but there should be basic understanding of cause-effect and sequencing during this time.

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- Apply economic decision making to understanding how limited resources necessitate choices.

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Early Cultures to 1600

**Assessment Guidelines:**

Appropriate classroom assessments *could* require students to be able to:

**Understand**

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension

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**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

**Enduring Understanding**

The Renaissance, the Reformation, and the Age of Exploration were times of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will . . .

**6-6.4:** Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

In grade three, students summarized the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English (3-2.2). In grade four, students explained the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation (4-1.3). They summarized the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle (4-1.4).

In grade seven, students will compare how European nations developed political and economic influences differently, including trade and settlement patterns, in the continents of Asia, Africa, and the Americas (7-1.4). In World Geography, students will explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (WG-3.3). Students will also explain how cooperation and /or conflict can lead to the control of Earth's surface (WG-7.1) and will explain the causes of boundary disputes and internal disputes between culture groups (WG-7.2). Furthermore, students will explain why political boundaries such as national borders or political districts change (WG-7.3). In Modern World History, students will describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and slave trade (MWH-2.6).

**It is essential for students to know:**

It is essential for students to know that the most basic reason for European exploration was the desire to build wealth through increased trade. Students should understand the rapidly changing political, cultural, and economic structure taking place in Europe at this time and how these changes contributed to the European Age of Exploration. Powerful European nations, ruled by strong monarchs, pursued expanding trade routes in the interests of wealth while advances in technology, such as improved ship design and more sophisticated navigational instruments aided in the race for riches. The initial stimulus was to find water routes to India, China, and other mysterious lands of the East which would result in enormous trade profits in silks and spices for whichever nation could reach them quickly and efficiently.

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As new lands were “discovered” the motivation and nature of interaction among the cultures began to change, especially as applied to specific European nations. For the Portuguese, trade continued to dominate their endeavors, though they did build some settlements along the coast of Africa. The Portuguese were the first to develop and exploit the African slave trade. Spanish exploration centered on finding a western route to the Orient and ultimately centered on the exploration and conquest of South America and southern North America. Though the Spanish never developed lucrative trade with the New World they were able to seize great wealth from the region, especially in the form of gold. The French and English focused on attempting to find all-water routes across northern North America. This is the region in which they ultimately focused and settled. The French developed a successful fur trade centered in the Great Lakes and Mississippi River Valley. The English more than any other European nation, created permanent settlements, along the Atlantic coast, that developed into a stable, long-term trade relationship.

A second motivator for exploration and settlement, especially among the Spanish, Portuguese, and French, was the opportunity to spread Christianity among non-European peoples. Especially after the Reformation and Counter-Reformation (6-6.3), these Catholic nations saw it as an integral part of their duty to spread their beliefs. England was less interested in spreading Christianity but had a tendency to focus on developing colonies that were committed to specific Christian or Protestant practices.

Finally, it should be noted that the sense of loyalty to one’s nation and a sense of adventure prompted many Europeans to participate in these explorations. For students the slogan, “God, Glory, and Gold” can serve as a useful reminder of European motivations. Again, this indicator is an example of a recurring theme or European exploration and settlement throughout the standards. Students should be expected to apply previous learning to the understanding of this indicator.

**It is not essential for students to know:**

Students do not need to know the details of Columbus’ or any other explorer’s life.

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**Enduring Understanding**

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**6-6.5:** Identify the origin and destinations of the voyages of major European explorers.

**Taxonomy Level:** Understand/Conceptual Knowledge - 2/B

**Previous/future knowledge:**

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In grade seven, students will compare how European nations developed political and economic influences differently, including trade and settlement patterns, in the continents of Asia, Africa, and the Americas (7-1.4). In World Geography, students will explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (WG-3.3). Students will also explain how cooperation and /or conflict can lead to the control of Earth's surface (WG-7.1) and will explain the causes of boundary disputes and internal disputes between culture groups (WG-7.2). Students will explain why political boundaries such as national borders or political districts change (WG-7.3). In Modern World History, students will describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and slave trade (MWH-2.6).

**It is essential for students to know:**

Students should recognize that the efforts of European nations to increase their wealth and prestige resulted in an Age of Discovery that was led by Portugal, Spain, France, England, and the Netherlands. It is important for students to understand the role of trade (6-6.2) in motivating the European nations to develop technology and devote resources to exploring new all-water trade routes, primarily developed to increase trade with Asia, but which ultimately led to the European "discovery" of the New World. Portugal led the development of trade routes traveling the west coast of Africa, around its southern tip, and across the Indian Ocean. With Portugal dominating this southern water route, the other nations of Europe began to focus on developing a water route sailing westward from Europe and arriving in the Orient from the east. It was this effort which led to the "discovery" of the New World and the subsequent development of trade

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with this region. It's important for students to have a general understanding of the routes developed by these leading European nations as they sought to develop trade routes to Asia to benefit their nation.

While this indicator does not specifically mention explorers or nations, the exploration and settlement of the New World is a major theme throughout the South Carolina Academic Standards for Social Studies. Students have had exposure to specific explorers and nations in prior grades. As such, students should be expected to apply previous knowledge of European exploration and colonization of the New World to the understanding of this indicator.

**It is not essential for students to know:**

While it is vital that students be able to identify the continents on a map, it is not essential that they are able to trace the voyages of all of the explorers studied within this indicator. Likewise, it is not essential for students to know specific details of the voyages themselves or details about the lives of the explorers.

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**Standard 6-6:** The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

**Enduring Understanding**

The Renaissance, the Reformation, and the Age of Exploration were time of great discovery and learning that affected the way individuals viewed themselves and the world around them. To understand the connections among the Renaissance, the Reformation, and the exploration of the world, the student will . . .

**6-6.6:** Explain the effects of the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange).

**Taxonomy Level:** Understand/Conceptual Knowledge – 2/B

**Previous/future knowledge:**

In grade four, students summarized the cause-and-effect relationships of the Columbian Exchange (4-2.1). In grade seven, students will explain how technological and scientific advances, including navigational advances and the use of gunpowder, contributed to the power of European nations (7-1.1). In World Geography, students will explain the cultural, economic, political, and environmental push and pull factors that contribute to human migration (WG-3.3) and in Modern World History; students will describe the impact of the competition among European countries on the various kingdoms of the Americas and Africa, including the Columbian Exchange and the slave trade (MWH-2.6).

**It is essential for students to know:**

It is essential for students to know that the so-called “Columbian Exchange” was a mixed blessing. For the most part, the grains, tropical fruits, and coffee that came to the Western Hemisphere from Europe and Asia enriched diets and provided extensive employment. The livestock (pigs, sheep, cattle, and chickens) were a benefit to this continent. Horses brought about a radical improvement in the lifestyle of Great Plains Native Americans. On the other hand, as Europeans began to cultivate agriculture in the New World they developed and became dependent upon large-scale slavery. Initially, Europeans attempted to enslave Native Americans, but when that system failed, they began to import African slaves to meet the labor needs. The movement of Africans to the New World as slaves became the largest forced migration in history. While a broader, more stable diet helped many Native Americans, there were also large groups of many indigenous peoples wiped out by European diseases such as smallpox and measles to which they had no resistance. Likewise, diseases of the west were brought back to Europe but none of these had the impact that smallpox and measles had on Native Americans. Like many other products, European firearms and gunpowder provided a mixed blessing. The superior European technology allowed them to conquer much of the land in the Western Hemisphere despite inferior numbers. The introduction of these weapons into New World culture allowed for improved hunting.

It is essential for students to know that many foods from the Western Hemisphere benefited Europe and Asia. Potatoes and corn became especially beneficial contributions to improved nutrition and health and increased population. Tomatoes and chocolate became wildly popular

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commodities in other parts of the world. On the negative side of the exchange, potatoes came to be relied on so heavily in Ireland that a potato blight touched off a famine that led to a massive emigration to the United States in the nineteenth century. Additionally, while tobacco became a great source of wealth for early colonies, due to its contributing to many health problems today, many would consider its introduction as having a negative impact.

**It is not essential for students to know:**

Students do not need to know all of the items that were part of the Columbian Exchange.

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