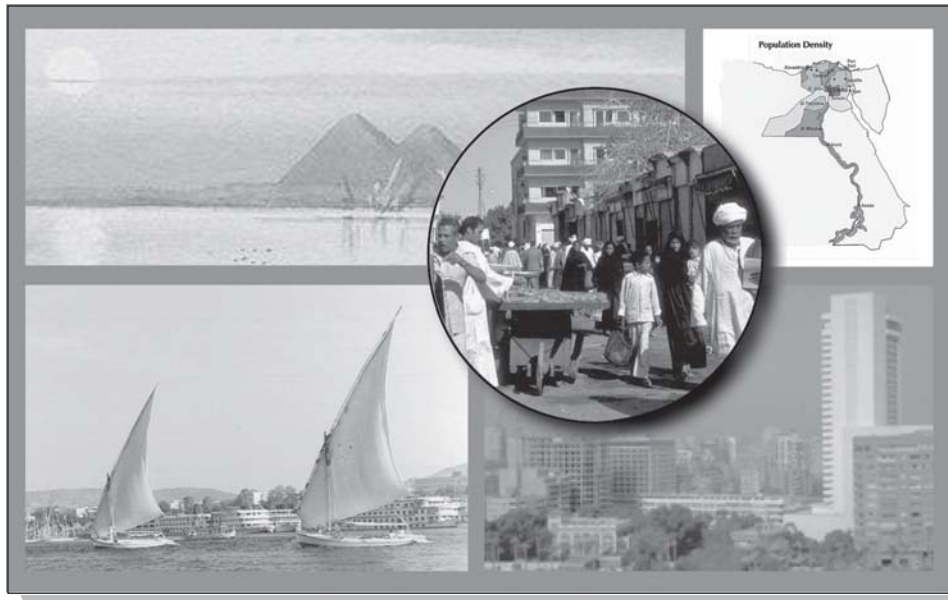


Social Studies

Patterns of Settlement in the Ancient and Modern Worlds



Middle School Instructional Guide

6:1 Sixth Grade • Unit 1

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Introduction

This is an instructional guide for Unit One, Sixth Grade Social Studies. The guide is *not* designed to be the “*be all and end all*” of social studies. It is designed to show how to meet the state outcomes in a meaningful manner and allow time for individual teacher extension. As with all new curricula, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension and differentiation planned.

Begin by reading the *Enduring Understanding and Essential Questions*. These two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next review the **WHAT**. This identifies the MSDE Content Standards and Voluntary State Curriculum (VSC) objectives for this unit. These standards represent what MSDE wants students to be able to know and do. The VSC objectives that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understanding

Throughout history, geographic characteristics have influenced patterns of human settlement and development of civilizations. Technological advances that make use of available natural, capital, and human resources often enable humans to adapt to their environments and successfully meet economic wants. The result of human adaptation in a variety of environments is a rich cultural mosaic that continues today.

In ancient times, the pattern of human settlement began near bodies of water. New technologies for farming and irrigation produced food surpluses, resulting in population growth and specialization of labor. This pattern was repeated in Mesopotamia, the Indus River Valley, and Egypt as villages grew into towns, cities, and finally complex civilizations.

As civilizations appeared, they also exhibited patterns of development that included a stable food supply, specialization of labor, government, social classes, and a highly developed culture. Although cultures differ across time and place, they share common characteristics including political, economic, and social systems, religion, science and technology, human expression, and physical and human characteristics.

Although modern technology has enabled people to live across the globe, geographic characteristics continue to shape patterns of settlement. Today, patterns of settlement reveal that much of the world's population lives in urban areas that are centers of trade and transportation, and are located near bodies of water.

Possible Essential Questions

1. How does geography affect human settlement?
2. How and why do towns and cities develop?
3. What is a civilization?
4. What makes a civilization unique?
5. How do civilizations adapt to their environment?
6. What patterns can be observed in how civilizations develop?
7. How do changes in technology affect a culture?

What?

MSDE Voluntary State Curriculum Content Indicators and Objectives Grade 6 (©2006)

History Standard

Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the world.

- Explain how and why towns and cities grew from early human settlements, including the need for security and government. (6A1b)
- Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities. (6B1a)

Geography Standard

Students will use geographic concepts and processes to examine the rule of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

- Identify and describe physical characteristics that influenced human settlement. (6B1a)
- Explain how physical characteristics of place influenced activities, such as agriculture, transportation, art, and architecture and economic activity in the ancient world. (6B1b)
- Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts. (6D1a)
- Analyze how people in early world history perceived and related to environmental concerns such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions. (6D1b)

Peoples of the Nation and World Standard

Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

- Describe how location and environment influenced early world cultures. (6A1a)
- Describe the social, political, and religious character of societies in early world history. (6A1c)

Economics Standard

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade. (6A1a)
- Identify ways people have used resources to meet economic wants such as domesticating agriculture (6A2a)
- Give examples of how technology changed consumption and provided greater access to goods and services. (6A3a)
- Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world. (6A4b)

Political Science Standard

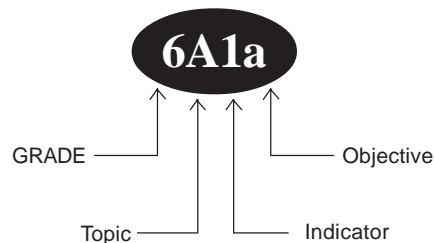
Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

- Describe the significance of Hammurabi’s Code and how it defined rights of citizens. (6C1b)

Social Studies Skills

- Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge.
- Interpret information in maps, charts, and graphs.

Understanding the VSC Annotation by MCPS



There is a single standard for History, Geography, Peoples of the Nation and World, Economics, and Political Science that remains the same for Grades 3-8 for all topics and indicators found within that standard. The MSDE VSC may be accessed at www.mdk12.org.

Instructional Flow

SIXTH GRADE – UNIT ONE • PATTERNS OF SETTLEMENT IN THE ANCIENT AND MODERN WORLDS

Pre-Assessment (1 day)

Students share “collections” about themselves as an introduction to the work historians do to examine evidence, identify patterns, and make generalizations about the past. Students respond to tasks that pre-assess basic concepts and content of geography, economics, social studies, and Ancient Egypt.

Lesson Sequence 1 **Patterns of Social Studies** (2 weeks)

Social studies involves the historical thinking skills of analyzing artifacts, identifying patterns, making generalizations, and asking questions. Students learn:

- how to use four tools in the “social studies toolkit,”
- that patterns of change in world history can be identified over time,
- how the human patterns of settlement near bodies of water and centers of trade remain the same in the past and today.

Lesson Sequence 2 **Patterns of Early Settlement** (2 1/2 weeks)

Students apply the social studies historical thinking skills to the study of early human settlements.

Students learn:

- the development of societies in the “Fertile Crescent” of Mesopotamia and the Indus River Valley,
- the role of surplus in the development of cities in ancient times,
- how geography influences the development of culture.

Lesson Sequence 3 **Patterns of Civilization** (1 week)

Students identify the characteristics that shape the identity of civilizations in Mesopotamia and the Indus River Valley. Students learn:

- what makes a civilization,
- what role government and trade play,
- how writing is a necessary step in the development of a civilization.

Lesson Sequence 4 **Patterns of Civilization: Researching Egypt** (2 weeks)

Through a class research project, students connect the development of civilizations to the great ancient northern African civilization, Egypt. Students learn:

- to apply the five features of a civilization to ancient Egypt,
- to apply the principle of geography to ancient Egypt,
- to apply the principle of economics to ancient Egypt.