

PROPOSED SOCIAL STUDIES CURRICULUM
BASED ON MSDE STANDARDS AND GOALS

Sixth Grade Social Studies



UNIT THREE

The Impact of Economics

IN ANCIENT AND MODERN CHINA

REVISED JANUARY 2008



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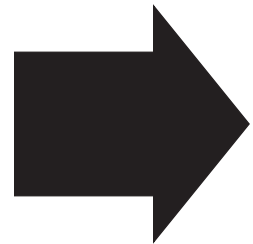
Introduction

This is the instructional guide for Unit Three, Sixth Grade Social Studies. *The guide is not designed to be the “end all and be 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 curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized himself/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 planned.

Begin by reading the *Enduring Understandings and Essential Questions* on the next page. Those 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 is the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each Lesson Sequence and Session. The rest of the guide and what you do in the classroom is the **HOW**.

THE POINT



Why?

Enduring Understandings

Throughout history, civilizations have had to decide how to allocate scarce resources through their economic systems. Different types of economic systems have developed to determine what to produce, how to produce it, and how to distribute it to people. These decisions influence the political and social systems of a civilization.

In ancient China, the complex interplay of economic and political systems resulted in an historical pattern of prosperity and decline known as the Dynastic Cycle. According to the cycle, the economic health of the society directly affected the authoritarian political dynasty in power: as long as the economy was good, the people favored the dynasty in power. When the economy weakened, so did the people's support of the dynasty. Rebellions arose, and a new dynasty gained control the of country.

In modern China, the political and economic systems continue to influence one another. During its early years of communism, China's economic and political systems were similar, both exercising strict control. In recent years, the Chinese government has strived to maintain strict political control while relaxing its control on the economy, introducing some free market practices. So far, however, the Chinese government has been reluctant to change its authoritarian ruling style.

Possible Essential Questions

1. What is the economy?
2. How does the economy produce and distribute?
3. How do economies differ?
4. What makes an economy strong or weak?
5. How did ancient China's economy affect its political system?
6. To what extent are individuals affected by the economy?
7. How can a market economy promote democratic principles?

What?

MSDE Voluntary State Curriculum Content Indicators and Objectives (©2007)

Economics Standard

Students will develop economic reasoning to understand the historical 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.

- Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions. (7A1)
- Analyze how scarcity of economic resources affects economic choices in contemporary world regions. (7A2)
- Describe how available resources affected specialization and trade. (7A2c)
- Examine how the types of economic systems, traditional, command, market and mixed, answer the basic economic question of what, how, and for whom to produce. (7B1a)
- Describe examples of command in economies, such as government ownership of land and resources. (7B1c)
- Identify ways people have used resources to meet economic wants, such as domesticating agriculture. (6A2a)
- Describe how various early world societies answer the basic question of what, how, and for whom to produce. (6B1)

Geography Standard

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

- Identify and describe physical characteristics that influenced human settlement. (6B1a)
- Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions. (6D1b)
- Use geographic tools to locate places and describe the human and physical characteristics in the contemporary world. (7A1)
- Analyze how and why people in contemporary world regions modify their natural environment and the impact of those modifications. (7D1)

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.

- Examine the necessity and purpose of government in early world history. (6A1)
- Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies. (6A1a)
- Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages. (6A1b)
- Analyze how governments, organizations, and policies around the world protect or fail to protect the rights of individuals and groups. (7C2)
- Analyze the characteristics and structure of various systems of government around the world. (7A1)

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.

- Compare the dynasties and empires in ancient China. (6B4)
- Explain the major traditions, customs, and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties. (6B4b)

Peoples of the Nation and World Standard

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

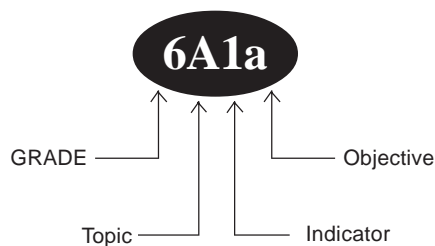
- Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs, and customs from civilizations in early world history. (6A1a)
- Describe the impact of trade and migration on the exchange of ideas and beliefs. (6C1b)

Social Studies Skills and Processes

Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation by framing and evaluating questions from primary and secondary sources.

- Identify a topic that requires further study. (6C1)
- Identify prior knowledge about the topic. (6C1a)
- Pose questions about the topic. (6C1b)
- Formulate research questions. (6C1c)
- Develop a plan for how to answer questions about the topic. (6C1d)
- Use formal writing to inform. (6B3)
- Identify form, audience, topic, and purpose before writing. (6B3a)
- Organize facts, data, and/or statistics to support a topic. (6B3b)

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 THREE • THE IMPACT OF ECONOMICS IN ANCIENT AND MODERN CHINA

Pre-assessment (1 day)

What do students know about economics? Students analyze pictures, answer selected response questions, and write a paragraph to show what they know about basic economic terminology and concepts.

Lesson Sequence 1 Impact of Economics in Modern China (2 weeks)

A foundational understanding of economics is essential for building deeper understanding of how economic systems work. Students learn:

- six principles of economics.
- the difference between market and command economies.
- how political and economic systems influence one another.
- how changes in China's economy may be influencing its political system.

Lesson Sequence 2 Foundations and Patterns in China's Past (3 weeks)

The dynasties of ancient China adopted authoritarian ruling styles, which held power as long as the economy remained strong. Although authoritarian, the dynasties were influenced by the ideas of legalism, Confucianism, and Daoism, preparing the way for a rich culture to develop. Students learn:

- the influence of China's diverse geography on human economic activities.
- the pattern of the Dynastic Cycle.
- the influence of legalism, Confucianism, and daoism.

Lesson Sequence 3 The Student Interest Project (1 week)

Students apply the historical thinking skill of asking questions to research a topic of their choice and produce a project about one aspect of Dynastic China. Students learn:

- how China's rich and diverse cultural heritage may be seen in its art, music, architecture, building projects, history, and other contributions.