

Elmont UFSD-6th Grade Social Studies –Pacing Guide

The Eastern Hemisphere

The recommended PNWBOCES lessons and Resources included in this pacing calendar are suggested resources to teach the NY State mandated Social Studies Standards found in the Key Ideas and Concepts section of this document. <http://pnwboces.org/SSELA/index.htm> Username: ELMONT Password: EUFSD45

Month(s)	Key Ideas and Concepts	Recommended PNW BOCES Lessons	Resources	ELA/Social Studies Connection
Sept.	<p style="text-align: center;"><u>PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY</u></p> <ul style="list-style-type: none"> Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere. The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include: <ul style="list-style-type: none"> Middle East (North Africa and Southwest Asia) Sub-Saharan Africa Europe (West, North, South, Central, and Southeast) Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine) East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan) Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines) South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan) Oceania (Australia, New Zealand, the Pacific) The physical environment influences human population distribution, land use, economic activities, and political connections. Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past. 	<p><i>Unit 2, Lesson 1</i> Introduction to the Present-Day Eastern Hemisphere Geography (2 class periods)</p>	<ul style="list-style-type: none"> Maps of the World and the Eastern Hemisphere "Water in Crisis – The Middle East" The Haves and Have-Nots: Oil in the Middle East 	RH.6-8.1; RH.6-8.2; RH.6-8.6; RH.6-8.8; WHST.6.2; WHST.6.6; WHST.6.9; WHST.6.10
Oct.	<p style="text-align: center;"><u>THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE</u></p> <ul style="list-style-type: none"> Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life. Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time. The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements. Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change. 	<p><i>Unit 1, Lesson 2</i> Learning About Early Man Through Artifacts (4 class periods)</p> <p><i>Unit 1, Lesson 3</i> The Paleolithic and Neolithic Ages (2 class periods)</p>	<ul style="list-style-type: none"> Tools http://www.histarch.illinois.edu/np/tools.html Short Video clip about tools A Day in the Life of an Archaeologist Comparison Chart of Paleolithic and Neolithic Ages "What Was Life Like for Early Man? Comparing Life During the Paleolithic and Neolithic Eras" Reading 	RH.6.4; RH.6.9; WHST.6.2; WHST.6.6; WHST.6.9 RH.6.4; RH.6.9; WHST.6.2; WHST.6.6; WHST.6.9

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Nov./ Dec.	<p style="text-align: center;">EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.)</p> <ul style="list-style-type: none"> Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group. Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations. Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society. 	<p><i>Unit 2, Lesson 2:</i> Introduction to River Valley Civilizations (2 class periods)</p>	<ul style="list-style-type: none"> SMART Board Activity Colored Terrain Map of the Fertile Crescent Harcourt Social Studies Textbook pgs. 115-131 	RH.6.7; WHST.6.4
		<p><i>Unit 2, Lesson 3:</i> Mesopotamian Civilization (5 class periods)</p>	<ul style="list-style-type: none"> "Images" "Mesopotamia: From Nomads to Farmers." "Reading on Mesopotamia" "What Do Laws Tell Us about a Society? Part 1" "What Do Laws Tell Us about a Society? Part 2" Harcourt Social Studies Textbook pgs. 100-102 	WHST.6.9; RH.6.1; SL.6.1
Jan.	<p style="text-align: center;">COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E)</p> <ul style="list-style-type: none"> Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics. Belief systems and religions are based on sets of mutually held values. Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles. 	<p><i>Unit 4, Lesson1</i> Comparative World Religions Introduction (2 class periods)</p>	<ul style="list-style-type: none"> "5 World Religions" PowerPoint "Ancient World Religions" SMART Board Activity "The Global Religious Landscape." 	RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.6 RH.6-8.7 RH.6-8.8 WHST.6-8.6 WHST.6-8.7 WHST.6.8.8
		<p><i>Unit 4, Lesson 5</i> World Religions Today (2 class periods)</p>	<ul style="list-style-type: none"> "Close Reading Graphic Organizer" "Jerusalem gets no rest from its Sabbath skirmishes." "Ancient shrine site shows evidence of when Buddha was born." "Fearful Christians get little protection from Egypt's new regime." 	RH.6.1.; RH.6.2.; RH.6.3.; RH.6.4.; RH.6.6.; RH.6.7; RH.6.8.; WHST.6.6.

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Feb./ Mar.	<u>MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450)</u> <ul style="list-style-type: none"> Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs. The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity. Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula. Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades. 	<i>Unit 5, Lesson 1:</i> You Decide: What Factors Led to the "Fall" of the Roman Empire (3 class periods)	<ul style="list-style-type: none"> Reading "All Great Civilizations Experience Triumph and Trouble" Comprehension Questions: "All Great Civilizations Experience Triumph and Trouble" Document Packet related to the Fall of Rome Harcourt Social Studies Textbook pgs. 292-314 	RH.6-8.1; RH.6-8.6.2; WHST.6-8.1
		<i>Unit 5, Lesson 4:</i> The Muslim World (2 class periods)	<ul style="list-style-type: none"> Akers, W.M. "An Empire Built on Paper." "Muslim Respect for Learning" 	RH.6-8.2; RH.6-8.7; WHST.6-8.2; WHST.6-8.6; SL.6-8.5:
Apr./ May/ Jun.	<u>INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450)</u> <ul style="list-style-type: none"> The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes. The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion. Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently. 	TBD	TBD	