New York Social Studies

Grade 6: The Eastern Hemisphere

Adopted 2017

Gathering, Interpreting and Using Evidence	**4.** Describe the arguments of others. A.4
	2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines, with teacher support. B.2
Chronological Reasoning	**3.** Identify causes and effects from current events, grade-level content, and historical events. B.3
	6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives. A.6
	3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience. A.3
	5. Identify implicit ideas and draw inferences, with support. A.5
	2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs). A.2
	1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence. A.1
	1. Identify ways that events are related chronologically to one another in time. B.1
	6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change. B.6
	7. Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative. B.7

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	4. **Identify and classify the relationship between multiple causes and multiple effects.** B.4
	5. **Distinguish between long-term and immediate causes and effects of an event from current events or history.** B.5
	8. **Identify the relationships of patterns of continuity and change to larger historical processes and themes.** B.8
	9. **Understand that historians use periodization to categorize events. Describe general models of periodization in history.** B.9
	1. **Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.** C.1
Comparison and Contextualization	3. **Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.** C.3
	5. **Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.** C.5
	4. **Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.** C.4
	2. **Categorize and evaluate divergent perspectives on an individual historical event.** C.2
	6. **Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.** C.6
Geographic Reasoning	1. **Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.** D.1
	3. **Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere. Grades K-8 Page 80** D.3
	2. **Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.** D.2

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	4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere. D.4
	5. Describe how human activities alter places and regions in the Eastern Hemisphere. D.5
	6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed. D.6
	1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions. E.1
Economics and Economic Systems	1. 1. Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion. F.1
	6. Describe government decisions that affect economies in case studies from the Eastern Hemisphere. E.6
	4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere. E.4
	5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere. E.5
	2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services. E.2
Civic Participation	3. Compare market economies to other economic systems in the Eastern Hemisphere. E.3
	3. 3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems. F.3
	5. 5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution. F.5
	8. 8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere. F.8
	6. 6. Identify situations with a global focus in which social actions are required and suggest solutions. F.6

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4. **4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.** F.4

2. **2. Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.** F.2

7. **7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.** F.7

The Eastern Hemisphere

9. **9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.** F.9

Key Idea **Present-Day Eastern Hemisphere Geography: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.** 6.1

Conceptual Understanding Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere. 6.1.A

Conceptual Understanding 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: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), and Oceania (Australia, New Zealand, the Pacific) 6.1.B

Conceptual Understanding The physical environment influences human population distribution, land use, economic activities, and political connections. 6.1.C

i. Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere. 6.1.C.I

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ii. To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region. 6.1.C.II

Conceptual Understanding Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past. 6.1.D

i. Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied. 6.1.D.I

Key Idea **The First Humans Through The Neolithic Revolution In The Eastern Hemisphere: The first humans modified their physical environment as well as adapted to their environment.** 6.2

Conceptual Understanding 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. 6.2.A

Conceptual Understanding 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. 6.2.B

Conceptual Understanding The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements. 6.2.C

i. Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence. 6.2.C.I

ii. Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history. 6.2.C.II

iii. Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age. 6.2.C.III

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Conceptual Understanding 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. 6.2.D

i. Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence. 6.2.D.I

Key Idea **Early River Valley Civilizations In The Eastern Hemisphere (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.** 6.3

Conceptual Understanding Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group. 6.3.A

Conceptual Understanding 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. 6.3.B

i. Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus River valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations. 6.3.B.I

Conceptual Understanding 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. 6.3.C

i. Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter. 6.3.C.I

Conceptual Understanding Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society. 6.3.D

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i. Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations. 6.3.D.I

ii. Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions. 6.3.D.II

Key Idea **Comparative World Religions (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.** 6.4

Conceptual Understanding Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics. 6.4.A

Conceptual Understanding Belief systems and religions are based on sets of mutually held values. 6.4.B

i. Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.) 6.4.B.I

Conceptual Understanding Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles. 6.4.C

i. Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles. 6.4.C.I

ii. Students will explore the influence of various belief systems on contemporary cultures and events. 6.4.C.II

Key Idea **Comparative Classical Civilizations In The Eastern Hemisphere (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.** 6.5

Conceptual Understanding Geographic factors influence the development of classical civilizations and their political structures. 6.5.A

i. Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures. 6.5.A.I

ii. Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. 6.5.A.II

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Conceptual Understanding Political structures were developed to establish order, to create and enforce laws, and to enable decision making. 6.5.B

i. Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations. 6.5.B.I

Conceptual Understanding A period of peace, prosperity, and cultural achievements may be indicative of a golden age. 6.5.C

i. Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age. 6.5.C.I

ii. Students will examine how cultural achievements of these civilizations have influenced contemporary societies. 6.5.C.II

Key Idea **Mediterranean World: Feudal Western Europe, The Byzantine Empire, And The Islamic Caliphates (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.** 6.6

Conceptual Understanding 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. 6.6.A

i. Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority. 6.6.A.I

Conceptual Understanding The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity. 6.6.B

i. Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor. 6.6.B.I

Conceptual Understanding Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula. 6.6.C

i. Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures. 6.6.C.I

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Conceptual Understanding Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades. 6.6.D

i. Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions. 6.6.D.I

ii. Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic. 6.6.D.II

Key Idea **Interactions Across The Eastern Hemisphere (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.** 6.7

Conceptual Understanding 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. 6.7.A

i. Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes. 6.7.A.I

ii. Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources. 6.7.A.II

iii. Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel. 6.7.A.III

Conceptual Understanding 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. 6.7.B

i. Students will map the extent of the Mongol Empire at the height of its power. 6.7.B.I

ii. Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade. 6.7.B.II

iii. Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents. 6.7.B.III

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Conceptual Understanding Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently. 6.7.C

i. Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder. 6.7.C.I