Utah Social Studies - Elementary

Grade 6

Adopted 2024

Sixth Grade

World Civilizations

a. Compare how the aspects of geography, culture, religion, government, technology, and systems in ancient civilizations met human needs and wants, as well as allowed and encouraged the growth and development of civilizations as humans migrated across the earth. 6.1.A

b. Compare early governments to the foundations of modern governments. 6.1.B

1. Discern characteristics needed for the transformation from simple societies to civilizations, and compare those characteristics in at least three different ancient civilizations found in different regions of the world (for example, Mesopotamia, Egypt, Indus River Valley, China, Inca, Aztec, Persia, Greece, Carthage, Gupta, Rome). 6.1.1
2. Throughout their study of world history, recognize the origins of major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). Evaluate the role religion played in the development of civilizations, colonization, imperialism, and independence movements. 6.1.2
3. Use maps to analyze how physical geography affected the development of three civilizations found in different regions of the world. 6.1.3
4. Identify some of the economic systems and technologies (for example, irrigation, writing systems, farming techniques, trading and bartering, coins and currency) created by three civilizations found in different regions of the world, and categorize how they met specific human needs or wants. 6.1.4
5. Use primary and secondary sources to compare the cultures of three civilizations found in different regions of the world and identify examples of cultural expression (for example, architecture, writing, philosophy, artwork). 6.1.5
6. Compare the purposes and functions of early governments (for example, monarchy, oligarchy, tyranny, pure democracy, republic, theocracy) to modern governments. 6.1.6

Globalization

a. Compare how the transformation and changes of the post-classical era (Ca. 500 C.E.–1500 C.E.) set in motion the expansion of knowledge through science, language, writing, religion, and technological innovations. 6.2.A

- Understand how this created and encouraged a global interconnectedness among distant societies and civilizations that ripples into modern history. 6.2.B

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1. Summarize key tenets of the major world religions (including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, Taoism). 6.2.1
2. Use primary and secondary sources to explain how the spread of religious ideas during the post-classical era influenced globalization (for example, spread of Islam, Crusades, cultural expression through art and architecture, Reformation). 6.2.2
3. Identify the most historically significant inventions and innovations from Ca. 500 C.E.–1500 C.E. (for example, printing press/ moveable type, astronomy, medicine), and argue their ongoing importance. 6.2.3
4. Use maps to trace how geography affected the ability of humans to connect with each other (for example, economic and cultural expansion, development of international trade, spread of disease). 6.2.4
5. Critique how and why systems of governance took steps toward self-rule during the post-classical period (for example, the rise of the merchant class, Magna Carta, feudalism in Europe and Japan). 6.2.5
6. Generalize how the spread of goods and ideas led to the increased influence of China, India, Southeast Asia, and the Middle East on globalization. 6.2.6

Colonization, Imperialism And Independence Movements

3. Describe how the political and economic impacts of this time period (c. 1500 C.E.–2000 C.E.) created new political ideologies and technology, providing prime conditions and motivations for colonization, imperialism, and independence that continue to be echoed in current conversations. 6.3
    1. Describe how the conditions and motivations of exploration, colonization, and/or imperialism around the world connect to globalization. 6.3.1
    2. Use maps and other data sets to make inferences about the lasting impacts of exploration, colonization, and/or imperialism. 6.3.2
    3. Use primary and secondary sources to draw conclusions about the positive and negative economic impacts of expansion and major global conflicts (for example, Colombian Exchange, economic depressions, rise of factories, effects of famine, slave trade). 6.3.3
    4. Explain the causes and effects of at least three events that created political, social, economic, industrial, and/or scientific revolution during the 18th–20th century (for example, the French Revolution, Vietnam, Latin American revolutions, the Enlightenment, independence movements of India and African nations). 6.3.4
    5. Cite evidence to identify the causes and effects of World War I, the Great Depression, and World War II. 6.3.5

Our Modern World (World Religions, Cold War Era, Current Global Events/Issues)

a. Examine varying perspectives and opportunities for civic responsibilities based on the backdrop of two world wars, competing economic systems, and unprecedented technological changes. 6.4.A

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Review how human and civil rights have developed over time, and use current events to increase awareness and identify possible solutions. 6.4.B

1. Use primary and secondary sources to describe the impact and/or lasting historical significance of at least two major global events of the 20th–21st centuries not previously studied (for example, the Cold War, Vietnam, genocides, trade wars, terrorism, human rights movements). 6.4.1
2. Summarize the main differences between economic systems across the world (including communism, free market capitalism, individualism, socialism). Discuss the relationship between these systems and the concepts of freedom, equality, and fairness. 6.4.2
3. Determine how human rights and responsibilities around the world have developed over time, and identify ways individuals and organizations work to protect rights considered essential for all humans. 6.4.3
4. Cite current national and/or global events that exemplify the concept of global interconnectedness. 6.4.4