

- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- How does conflict influence the need for change?
- How does a political structure shape a society?
- How do leaders impact society?
- Is conquest justified?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

6th Grade Ancient World History



UNIT 5: Central/South Americas: Maya, Aztec, Inca

ESSENTIAL QUESTION

BIG IDEAS

How do humans adapt to survive and thrive?

Student historians will...

- examine the impact of innovations on a society/civilization.
- analyze the factors in the rise and fall of civilizations.
- evaluate how beliefs influence society.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How did societies adapt to environmental challenges? (Maya, Aztec, Inca, terracing, trade, communication-written and spoken) (5.1)
- How did innovations impact daily life and the development and growth of civilizations? (calendar, observatories, suspension bridges, temple/structures, writing, roads and trade routes, record keeping-quipu) (3.4)
- In what ways did religious beliefs and practices impact societies? (rituals, sacrifices, trephination, social structure) (3.2)
- What circumstances lead to the downfall of a civilization? (rise and fall of Maya, Aztec, Inca) (4.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain barriers to trade and how those barriers influence trade? (D2.Eco.14.6-8)
- How do I explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices? (D2.Geo.7.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures? (D2.Geo.6.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- Is conquest justified?
- What makes something innovative?
- How does studying this history help us understand the stories and development of the Americas?
- How does the economy drive development?
- How does their legacy impact us today?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about continuity and change (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)

6th Grade Ancient World History



UNIT 6: European Middle Ages and Crusades

ESSENTIAL QUESTION

BIG IDEAS

How does society change and evolve over time?

Student historians will...

- draw conclusions about the impact religion has on society.
- determine how events and political conflict shape society, culture and economy
- analyze how class systems impact individuals and societies.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How did Christianity and Islam originate and spread? (3.1)
- How do the beliefs and practices of religions shape individuals and society? (Christianity and Islam) (3.1) (3.2)
- What motivated the Crusades? (religious/political conflict) (3.1) (3.2)
- How did the Crusades affect the lives of Christians, Muslims and Jews? (3.1)
- What innovations and adaptations impacted society? (Islamic Golden Age) (3.1)
- How did the Roman Catholic Church influence medieval Europe? (3.1)
- How did invasions create the need for new political systems? (Muslims, or followers of Islam) (4.2) (5.3)
- Was the system of feudalism successful in establishing order in the Middle Ages? (Charlemagne, chivalry, political systems-monarchy) (5.1)
- How was the economy impacted by the social structure of feudalism? (5.1)
- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? (Magna Carta, Feudalism, Black Death, The Hundred Years' War) (4.2) (5.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I analyze connections among events and developments in broader historical contexts? (D2.His.1.6-8)
- How do I analyze multiple factors that influenced the perspectives of people during different historical eras? (D2.His.4.6-8)
- How do I explain multiple causes and effects of events and developments in the past? (D2.His.14.6-8)
- How do I examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements? (D2.Civ.3.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure,

- context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- How does religion impact society?
- Should “common” people have a voice in government?
- Is the ruler above the law?
- Is conquest justified?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)