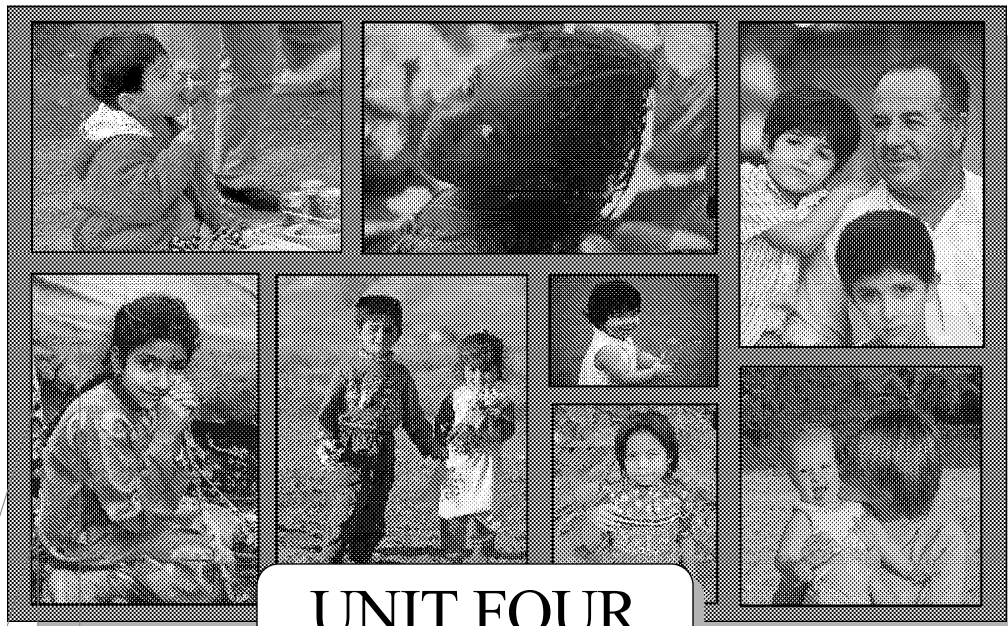


# Sixth Grade Social Studies



## UNIT FOUR

### Cultural Systems The First Millennium and Today



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## Introduction

This is an instructional guide for unit four, sixth grade social studies. As with all previous guides, this is *not* designed to be the “*end all and be all*” of social studies. It is designed to show how to meet the state standards in a meaningful manner and allow time for individual teacher extension. As you worked your way through the earlier units, time for extension probably seemed like a far off dream. Be reassured, however, that as with all new curriculum, time for extension may only become available after you have used the guide once or twice and become familiar with the material.

The guide should be read through in its entirety well before teaching any of the lessons. Seeing the coherent flow of content, concepts, and skills is only possible by seeing the “Big Picture”. Knowing what is to come will also cue you into what preparations must be made and where opportunities for extension or additional scaffolding can be planned.

**Begin by reading the *Enduring Understanding and Essential Questions* below.** 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 Understanding. 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 session. The rest of the guide and what you do in the classroom is the **HOW**.

## Why?

### Enduring Understanding

- Culture is a system of shared beliefs, values, customs, and behaviors. Culture can be seen in physical objects and human activities, but much of culture is unseen. Study of the seen aspects of culture can lead to understanding of the unseen aspects of culture.
- By the turn of the first millennium the Gupta, Heian, Abbasid, Carolingian, Ghana, and Maya developed complex civilizations, each with a unique culture. The culture of the society influenced the political, economic, and social systems of the civilization.
- Today, the cultures of nations with roots in the millennial civilizations have changed significantly. Democracy, humanism, industrialism, communication, and nationalism forever changed the world in the second millennium. The resultant cultural diffusion has redefined most cultures. Societies now balance the traditional beliefs of the first millenium with the new ideas and values of a modern world.

### Possible Essential Questions

1. What is culture?
2. How does culture influence political, economic, and social systems?
3. How do cultures change over time?
4. How does cultural diffusion influence the development of a society?
5. How are world cultures different today than from the first millennium?
6. How do modern governments attempt to balance traditional culture with new ideas and values?
7. How does traditional culture endure over time?

## What?

### MSDE Content Standards (5/19/00)

[*italics* = not directly assessed on MSPAP, **bold** = MSDE glossary word, [brackets] = MCPS notes]

*The student will be able to:*

#### World History

- *describe the major traditions and customs of Judaism and its influence on subsequent faiths.*
- *describe the major traditions and customs of Christianity and its emergence in the context of the Roman Empire.*
- *describe the major traditions and customs of Hinduism and Buddhism and their expansion throughout Asia.*
- *describe the major traditions and customs of Islam and its expansion into Southwest Asia (Middle East), North Africa, and Europe.*
- *analyze the influence of Islamic **civilization** in the 7th-10th centuries, its contributions in the areas of art, science, medicine, literature, and philosophy.*
- describe the development of complex **civilizations** in the Americas, including the Mayans. (MLO 2.16)
- summarize the importance of the political, economic, and social life of Mali and other African empires *and analyze the role of Islam in Africa (MLO 2.15)*

#### Geography

- construct and interpret graphs, charts, databases, and thematic maps using **map elements** including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legends/key** and scale (MLO 3.1).
- explain interrelationships among **physical** and **human characteristics** that shape the identity of **places** (MLO 3.2).
- compare and contrast **regions** and **places** on a global basis and describe their interrelationships (MLO 3.4).
- analyze population growth and **settlements patterns** (MLO 3.5).
- analyze the influence of transportation and communication on the **movement** of people, **goods**, and ideas from **place to place** (MLO 3.7).

#### Peoples of the Nations and World

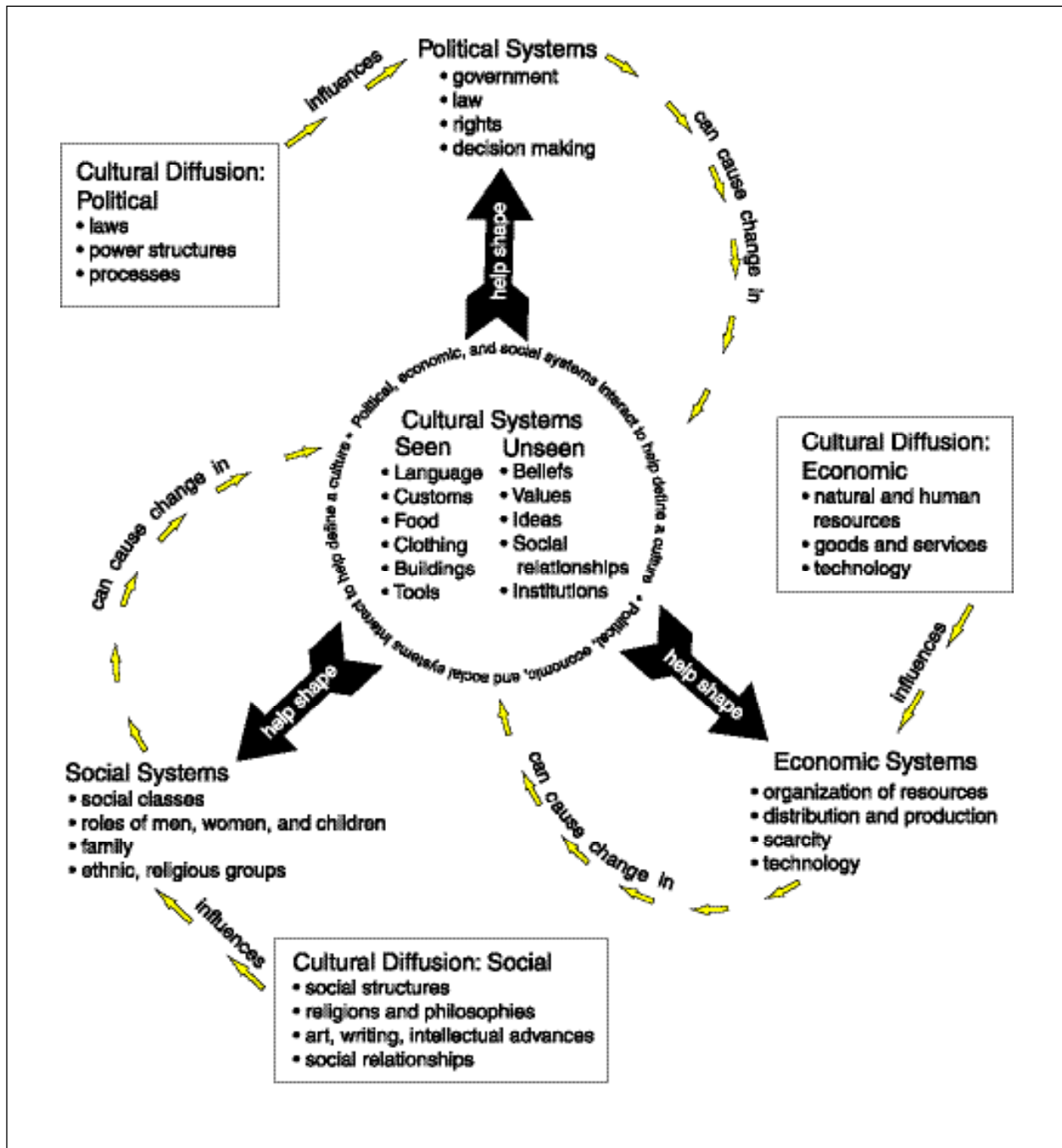
- analyze characteristics that are used to organize people into **cultures** (MLO 6.1).
- analyze how the **environment** and cultural **diffusion** influence the development of the United States and other **cultures** (MLO 6.4).
- *analyze the variety of forms and roles **institutions** assume in **cultures** around the world* (MLO 6.5)
- *describe and analyze the practices, beliefs, and influence of religions of the world.*

#### Social Studies Skills

- construct various timelines of key events, people, and periods of the historic eras studies and explain how major events are related to each other (MLO 1.1)
- *find*, evaluate, and organize information specific to social studies disciplines by reading, asking questions, investigating and observing. (MLO 1.2)

## Concept Map

Sixth Grade - Unit Four • Cultural Systems: The First Millenium and Today



### History

- Cultures are defined and redefined continually over time.
- The modern world was formed through the expansive changes in world history from 1200 CE to the present. Among these changes (taught in seventh grade) are industrialism and modern economic systems, modern communications, nation development, democratic law based governments, and scientific humanism.
- Cultural change is most evident when cultures are exposed to the forces of modern world history.

## Instructional Flow

Sixth Grade - Unit Four • Cultural Systems: The First Millenium and Today

### Pre - Assessment

What are the characteristics of culture? Students read a series of primary source observations to determine:

- the characteristics of culture students know.
- how well students detect the unseen values of culture.
- student's level of reading and writing for information.

### LS 1 What is Culture?

Through an examination of the beliefs, values and traditions that shape American culture today, students learn:

- about the characteristics that define culture.
- how culture shapes our actions and beliefs.
- how core American values shape our political, economic and social systems.

### LS 2 Religion: A Foundation of Culture

Students identify the customs and traditions of five world religions that have had a major impact on regional cultures. Students learn by

- comparing data in table form.
- creating thematic maps and timelines.
- investigating Hinduism's role in unifying India.
- examining Buddhism's birth and path east.
- comparing the common roots of Judaism, Christianity and Islam.

### LS 3 Culture in the First Millennium

Students learn how the distinctive culture of several Millennial civilizations helped shape their economic, social, and political systems. The whole class begins with India's Gupta Empire. The students then apply that understanding through a class research project. Students investigate one of the following civilizations:

- The Ghana, Maya, or Carolingian empires, Heian Period Japan or the Abbassid Dynasty of present day Iran/Iraq.

### LS 4 Data Research: Culture Changes in the Second Millennium

Students investigate the contemporary counterparts of their first millennium civilization. Through a data research model, students identify and evaluate a struggle for balance between traditional and modern cultural elements in society. Modern India can be optionally used to directly instruct students on the data research. Study countries:

- Mali, Guatemala, India, France, Japan and Iran.

Individually Assessed By:

### End of Unit Assessment

A "perfect paragraph" writing response on the role of culture in the world.