Theme	***Regions and People of the Eastern Hemisphere***
Strand	***History***
Topic	***Historical Thinking and Skills*** Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
Content Statement	***1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.***

Content Elaborations

Building on skills learned in grade five, including the use of single and multiple-tier timelines, grade-six students become familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.

Arranging events in chronological order on single and multiple-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).

Expectations for Learning

Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

Instructional Strategies

Create a multiple-tier timeline on the classroom/hallway floor or wall using painter's tape. Each tier can represent a different civilization/cultural group. As historic study progresses, the class can add events to the timeline and discuss relationships.

Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. *What are the origins of these four terms? Which ones are used most often and in which situations?*

As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.

	Instructional Resources **Thinkport Tool: Creating a Timeline** http://timeline.thinkport.org This interactive tool allows users to construct a timeline and add events, descriptions and images to bring their timelines to life. **Connections** Connect to Mathematics Common Core State Standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers. Connect to the Fine Arts Academic Content Standards by viewing and discussing examples of how art has changed over time (e.g., select a region and discuss examples of artwork from multiple time periods).
Essential Questions ***How have ideas and events from the past shaped the Eastern Hemisphere today?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***History***
Topic	***Early Civilizations*** The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.
Content Statement	***2. Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.***

Content Elaborations

Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

Rivers provided a constant source of water and their flooding replenished the soil where early civilizations began. This enabled the planting and harvesting of crops. Crop surpluses meant that not all of the people in the valleys had to farm in order to survive and people began to produce different products for their use and for trade. Some people began to develop new technologies used in the construction of irrigation systems, roads and other public works which enabled cities to grow and civilizations to spread. Other people took on roles such as artisans, soldiers and priests, which further developed civilization and led to people being ranked into social classes according to their jobs.

Early cities became established as centers of production and commerce. Governments gradually developed to address issues including control of irrigation and trade.

Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs. Early civilizations also developed religious beliefs to help explain the world around them.

While the river civilizations in India, Egypt, China and Mesopotamia reflected the common features of civilization, each one developed unique attributes. These civilizations left

Instructional Strategies

Using maps of the given regions, discuss geographic characteristics of the regions and hypothesize how those characteristics may have contributed to the growth of these early civilizations. Discussion could include the influence of rivers, deserts, mountains or other significant features.

Working in small groups, have each group research one of the early civilizations (India, Egypt, China and Mesopotamia) and complete its portion of a graphic organizer that compares the characteristics of the civilizations. Then re-group students to share with the others what they learned about their assigned civilizations and complete the remaining portions of the graphic organizer.

Diverse Learners

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Extend learning by having students write a persuasive essay evaluating why they would choose to live in one of the civilizations studied rather than the others.

Instructional Resources
Lesson Plan: Chinese Inventions
http://asiasociety.org/education/resources-schools/elementary-lesson-plans/chinese-inventions
This lesson plan from the Asia Society introduces students to technological innovations that originated in China.

Connections

Create a unit of study around the question: *What role did geography play in the development*

enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere. Seventh-grade students return to the study of civilizations with World Studies from 750 B.C. to 1600 A.D. **Expectations for Learning** Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.	*of early civilizations?* Include Geography Content Statements 6, 7 and 8. Academic Content Standards in Technology provide the opportunity to discuss the development of technology in early civilizations; see Grade-Level Indicator 4. Technology is developed by people to control natural and human-made environments.
Essential Questions ***How have ideas and events from the past shaped the Eastern Hemisphere today?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.***

Content Elaborations

Geographic information is compiled, organized, manipulated, stored and made available in a variety of representations. Students need to acquire the skills associated with using globes and other geographic tools (e.g., aerial photographs and digital satellite images) to communicate information from a spatial perspective.

Sixth-grade students need to apply their understanding of the basic properties of maps, globes, diagrams and aerial and other photographs to gather, process and report information about people, places and environments.

Students should become familiar with the tools of modern cartographers, including computer-assisted mapping and geographic information systems (GIS). If available, students should gain experience using these tools.

Cartographers create maps for specific purposes and represent the context in which they were created (e.g., time, place, culture).

Expectations for Learning

Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

Explain that maps are created for specific purposes and represent the context in which they were created.

Instructional Strategies

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

Have students act as cartographers, working independently or as groups, to create maps of the classroom, playground, school or community. Students should use varying scales appropriate to the area being mapped. Students can use their previous knowledge of scale, cardinal directions, map keys, titles and grids to add details to their maps.

Diverse Learners

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Help students understand the structure and purpose of maps by asking them to create and label a map of their neighborhood on paper.

As an extension activity, have students look for evidence of perspective or bias in historical and contemporary maps.

Instructional Resources

Lesson Plan: Mapping Perceptions
http://asiasociety.org/education/resources-schools/elementary-lesson-plans/mapping-perceptions
This lesson plan from the Asia Society discusses what maps can tell us about how their makers perceive the world.

	National Atlas Map Maker tool http://www.nationalatlas.gov/mapmaker This government site lets us assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs. **National Geographic Society** http://www.nationalgeographic.com/xpeditions/hall/index.html This is an interactive museum for student and teacher use. Visit *Gallery 1: The World in Spatial Terms* to use the *Globe Projector, Mental Mapper* and *World Viewer*. **Connections** Connections can be made to Technology Communication and Applications; see Grade-Level Indicator 1. Explain that information is communicated for specific purposes.
Essential Questions ***How do we know what we know about the world today?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Spatial Thinking and Skills*** Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.
Content Statement	***4. Latitude and longitude can be used to identify absolute location.***

Content Elaborations

Latitude and longitude are imaginary lines used to identify absolute location on the earth's surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates. Students in grade five become familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of the earth's equator, while longitude measures distance east and west of the prime meridian. Students should be able to use coordinates of latitude (including degrees north or south) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point's position on Earth's surface in relation to the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles.

Latitude describes a point's position on Earth's surface in relation to the equator. Imaginary circles called parallels of latitude run around Earth parallel to the equator.

Expectations for Learning

Use latitude and longitude coordinates to identify absolute location.

Instructional Strategies

Have students use an online mapping tool such as Google Earth to identify a place's absolute location.

Diverse Learners

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Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.

The game *Battleship* can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.

Instructional Resources

National Atlas
http://nationalatlas.gov/articles/mapping/a_latlong.html
The National Atlas provides an article describing latitude and longitude, including illustrations and Web links.

National Geographic Society
http://www.nationalgeographic.com/xpeditions/hall/index.html
This is an interactive museum for student and teacher use. The *Crack the Code* activity challenges students to use latitude and longitude to solve a mystery. Select *Activities*.

Connections

Essential Questions

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Places and Regions*** A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
Content Statement	***5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).***

Content Elaborations

Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria:

- Landform refers to the shape, form or nature of physical feature of earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

Expectations for Learning

Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

Instructional Strategies

Use overlapping maps to compare regions with differing characteristics. Maps can show climate regions, population density, economic activity, landforms or topography. For example, compare two regional maps of Asia – one with climate regions and another with cultural regions. Have students look for correlations between regional characteristics (e.g., *How does climate correlate with population? What is the relationship between economic activity and landforms? What is the relationship between topography and agriculture?*).

Use a jigsaw approach to have students research and share information on regions in the Eastern Hemisphere. Group students by criteria including landform, climate, population, culture and economics. Have them research the criteria and use that criteria to divide the Eastern Hemisphere, or a portion of it, into regions based on that criteria. Regroup students to share their maps and compare how the regions have different boundaries based on the criteria used.

Diverse Learners

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Have students create posters using images from magazines or Web-based sources to create posters that show characteristics of different regions.

Instructional Resources

National Atlas Map Maker tool
http://www.nationalatlas.gov/mapmaker
This government site lets us assemble, view and print maps. Choose from hundreds of layers of geographic information and display map layers individually or mixed with others according to your needs.

Connections

Essential Questions
How does where you live influence how you live?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.***

Content Elaborations

Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

Expectations for Learning

Explain how variations among physical environments in the Eastern Hemisphere influence human activities.

Explain how human activities have altered the physical environments of the Eastern Hemisphere.

Instructional Strategies

List multiple physical environments on the board and then brainstorm how these variations in the physical environment have influenced how people live. Have students role play a human activity that might occur in a particular environment. Distribute environmental cards to student groups. Have them research the lifestyle of peoples living in that environment and select a human activity to role play or present to the class. Students should be able to explain the connection between the environment and the human activity.

Diverse Learners

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Instructional Resources

Connections

Create a unit of study around the question: *How have human activities changed the environment?* This might focus on one region of the world (e.g., the Middle East) or one country (e.g., China).

Essential Questions

How does where you live influence how you live?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.***

Content Elaborations

People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five.

During grade six, students will study some of the political, environmental, social and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today.

- Political factors include changes in political leadership, citizen rights, etc.
- Environmental factors include climate, natural disasters, etc.
- Social factors include discrimination, intolerance, religious freedom, etc.
- Economic factors include the availability of resources, changes in trade patterns, employment opportunities, etc

The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.

Instructional Strategies

Have students create a case study examining a current migration pattern in the Eastern Hemisphere (e.g., students can investigate why the population of Beijing has grown so significantly in the past few decades).

Diverse Learners

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Instructional Resources

Connections

As students study the spread of technological innovations, connections can be made to the Academic Content Standards in Technology. See Nature of Technology, Benchmark C.

Expectations for Learning Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.	
Essential Questions	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Geography***
Topic	***Human Systems*** Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.
Content Statement	***8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).***

Content Elaborations

Modern cultural practices and products in the Eastern Hemisphere have been influenced by both cultural tradition and diffusion. As systems of trade and transportation developed, people traveled and migrated across continents, spreading their cultural practices and products.

As sixth-grade students study the cultural practices and products of the river valley civilizations, they can look for evidence of their influence on modern cultural practices and products (e.g., silk was a prized commodity in Ancient China and continues to be a luxury product today).

Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify the geographic origins, founding leaders and teachings of Buddhism, Christianity, Hinduism, Islam and Judaism. As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world.

Diffusion can be defined as the spread of people, ideas, technology and products among places.

Expectations for Learning

Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.

Describe the influence of religious diffusion in the modern world.

Instructional Strategies

Have students design and complete a graphic organizer that compares the core beliefs of the world's five major religions.

Diverse Learners

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Extend student learning by having students choose a nearby house of worship other than their own and have them research the symbolism of the different features of the building. If possible, students can talk with religious leaders to learn more about their beliefs and practices. Then, have students create a chart or write a report that describes what they learned.

Instructional Resources

Lesson Plan: Geometry and Islam: Religious Beliefs Made Visual
http://asiasociety.org/education/resources-schools/secondary-lesson-plans/geometry-and-islam
Connect to mathematics through this lesson plan from the Asia Society.

Connections

Make the study of world religions relevant by providing some examples of different houses of worship nearby. If only one religion is represented locally, discuss why this might be so and research where in Ohio other religions are practiced.

Essential Questions

How have ideas and events from the past shaped the Eastern Hemisphere today?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Government***
Topic	***Civic Participation and Skills*** Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.
Content Statement	***9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.***

Content Elaborations

Sixth-grade students continue developing civic participation skills by using a variety of historic and contemporary sources for information. Each source reflects a specific viewpoint or perspective on a topic.

Students should understand the importance of examining the accuracy of a source by considering the following:

- Can the information be verified in other sources?
- What are the author's sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?

In grade seven, students will learn about historical perspective (the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values).

Expectations for Learning

Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

Examine a variety of sources for accuracy.

Instructional Strategies

Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources.

- Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed.
- In small heterogeneous groups, have students record their observations on large self-adhesive chart paper, share the information with the class and post the chart paper in the classroom.

Diverse Learners

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Instructional Resources

Fact Check ED
www.factchecked.org
This website provides resources and lessons primarily focused on Web-based media and methods for evaluating accuracy of websites.

Connections

Have students create a National History Day (www.ohiohistoryday.org) project, examining a historic topic from multiple perspectives. Connect to Content Statements 2 and 8.

Essential Questions

How do we know what we know about the world today?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Government***
Topic	***Roles and Systems of Government*** The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
Content Statement	***10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.***

Content Elaborations

The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.

Students should understand the basic characteristics of each type of government listed, including how power is attained and held, and the relationship between those governing and those being governed.

- In a democracy, the power of those in authority is limited because the people retain the supreme power.
- In a dictatorship, a ruler or small group with absolute power over the people (e.g., North Korea) holds power, often through force.
- Monarchy is a government in which authority over the people is retained through a tradition of allegiance (e.g., Saudi Arabia).
- Theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

Students should recognize that actual systems of government are not always easily categorized and can be misrepresented. Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent.

Instructional Strategies

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

CIA's World Factbook
www.cia.gov
Access information on world governments. Search for *world factbook.*

Use picture books to introduce democracy, dictatorship and monarchy (e.g., *D is for Democracy* by Elissa Grodin, *Yertle the Turtle* by Dr. Seuss).

Connections

For example, governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea (North Korea), which in reality is a communist state led by a dictator. Some countries may use a combination of two governmental systems. For instance, the United Kingdom has a royal family, which suggests a monarchy, but as a constitutional monarchy is in practice much closer to a democracy. As students develop understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities. **Expectations for Learning** Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. Explain that the characteristics of government can often overlap and that the categorization of governments can misrepresent the actual relationship between those governing and those being governed.	
Essential Questions ***How does governmental authority affect citizens' rights?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***11. Economists compare data sets to draw conclusions about relationships among them.***

Content Elaborations

Sixth-grade students begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade (e.g., exports and imports), availability of natural resources (e.g., oil reserves, mineral deposits), or population (e.g., birth rate, income). Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them (e.g., looking at the relationship between trade patterns and the availability of natural resources).

Expectations for Learning

Compare economic data sets to identify relationships and draw conclusions.

Instructional Strategies

Have students work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Challenge students to use the chart to make inferences using the following questions: *Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do the geographic features influence the economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?*

Diverse Learners

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Instructional Resources

Connections

Essential Questions

How do we know what we know about the world today?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Economic Decision Making and Skills*** Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.
Content Statement	***12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.***

Content Elaborations

This content statement builds on foundational understanding of economic choices and their consequences begun in kindergarten. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Sixth-grade students will look at how the way people make and evaluate choices and consequences is relative and differs across individuals and societies.

Expectations for Learning

Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

Instructional Strategies

Have students investigate the present and future consequences of purchasing an item made locally or imported. Connect to students' lives by allowing them to investigate an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.

Have students investigate a choice made to improve access to water (like the Chinese dam on the Yangtze River) discussing both present and future consequences. Students should be challenged to view the choices from multiple perspectives and think about how the evaluation of choices may differ among individuals and societies based on differing values and priorities (environmentalist views vs. those of a construction worker).

Career Connection

Students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Connect to communication skills in the Common Core State Standards for English Language Arts. Use a debate format to have students research and discuss differing points of view on an environmental issue. This activity can connect social studies Content Statements 9, 10, 11, and 12.

Students can investigate the consequences of technology and the role of technology in

	mitigating environmental consequences as described in the Academic Content Standards for Technology.
Essential Questions ***Why can't people have everything they want?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.***

Content Elaborations

Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.

Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods and natural resources). Decisions about for whom to produce often are based on demand and means of distribution.

Expectations for Learning

Explain how individuals and societies answer the fundamental questions of economics.

Instructional Strategies

Working in small groups, assign students a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and have students invent a new product targeted to that group. Have students identify what resources they would need and how they would produce the item. Then, have students create an advertisement to market their item to their targeted group.

Diverse Learners

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Instructional Resources

Lesson Plan: The International Trade Game
www.westernreservepublicmedia.org/economics/index.htm
This lesson is available as part of a PBS economics unit entitled *Economics Academy 101.* The unit includes a variety of economics lessons and links to other Web-based resources.

Connections

Essential Questions

Why can't people have everything they want?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Scarcity*** There are not enough resources to produce all the goods and services that people desire.
Content Statement	***14. When regions and/or countries specialize, global trade occurs.***

Content Elaborations

Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.

When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.

Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans) or manufactured items (e.g., toys, clothing).

Expectations for Learning

Explain how specialization leads to global trade.

Instructional Strategies

Identify several countries that are trading partners. Have students explain why these countries depend on each other and create a map to visually show the trading relationship between the countries. Color-code and label the lines to indicate imports and exports. Ask students to hypothesize what would happen if one of the countries stopped trading with the others or were unable to produce a particular product.

Have students investigate where items in the classroom and their homes were made. In mixed-ability groups, have students locate and graph where numerous items in the classroom were made. Students can independently research numerous items at home and graph the location of where those items were made. Discuss the relationship between resources available in world regions with the items produced in those regions. Discuss how availability of resources leads to specialization and global trade.

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Why can't people have everything they want?

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Markets*** Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.
Content Statement	***15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.***

Content Elaborations

Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

Interaction of supply and demand: The availability of a good or service and the demand for that good or service interact to determine price. For instance, if demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, prices for gasoline will rise. When refinery production exceeds demand, producers will drop prices for gasoline in an attempt to get car owners to purchase more gasoline.

Influence of competition: Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For instance, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.

Quantities of outputs produced and inputs used: The interaction of supply, demand and competition influences the quantities of goods and services produced (outputs) and therefore the quantities of productive resources used (inputs).

Instructional Strategies

Diverse Learners

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Instructional Resources

Lesson Plan: The Price of Gasoline: What's Behind It?
http://www.econedlink.org/lessons/index.php?lid=664&type=educator
This lesson plan from the Council for Economic Education focuses on how price is affected by supply, demand and competition.

Connections

As supply, demand and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their outputs (copies of the game), as well as their use of inputs (productive resources like plastic to create discs and workers to package them). **Expectations for Learning** Explain how supply, demand and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of inputs and outputs.	
Essential Questions ***Why can't people have everything they want?***	

Theme	***Regions and People of the Eastern Hemisphere***
Strand	***Economics***
Topic	***Financial Literacy*** Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.
Content Statement	***16. When selecting items to buy, individuals can compare the price and quality of available goods and services.***

Content Elaborations

Financial literacy in grade six is related to the Economics Content Statements 13-15, in the topics of scarcity and markets. Students should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality, including print and Web-based advertising, personal recommendations and independent reviews.

Many consumer products currently are produced and/or assembled in Asia. Students can explore reasons why items manufactured in Asia (e.g., clothing, toys, electronics) might have lower prices than those produced in the United States. They can discuss the pros and cons of purchasing foreign-made products, including price and quality.

Expectations for Learning

Explain how individuals compare price and quality when selecting goods and services to buy.

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Why can't people have everything they want?