

The background of the slide is a detailed historical map, likely from the 17th or 18th century, showing the Americas and parts of Europe and Africa. The map is rendered in a sepia tone with gold-colored borders and decorative elements. A large, ornate compass rose is visible in the upper left quadrant. In the lower right, a modern, circular, silver-colored compass is overlaid on the map, showing cardinal and intercardinal directions. The title text is centered over the map, with a blue vertical bar to its left.

# **6<sup>th</sup> grade Social Studies: A Primer**

**Monday, September 16, 2013**



# Class Facilitation

Nicolette Smith

Kristin Campbell

Angela Orr

**ARLO AND JANIS** / Jimmy Johnson



# Administrivia

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- ▶ Sign-in
- ▶ Credit option: you will receive a  $\frac{1}{2}$  in-service credit through school mail upon completion of all four classes
- ▶ Stipend option: Please sign and date your stipend with today's date, 9/16/2013. Stipends will be paid on the January paycheck.



# Foci of the Course

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1. Sharing important social studies resources and strategies
2. Building a community of 6<sup>th</sup> grade S.S. educators

1<sup>st</sup> meeting: standards & essential questions

2<sup>nd</sup> meeting: concept lessons & PERSIA categorizing tool

3<sup>rd</sup> meeting: text annotation & academic vocabulary

4<sup>th</sup> meeting: discussion & structured academic controversy



# Essential Question

How can we organize our thoughts to purposefully maximize instructional time to benefit all students?

# The Age of Exploration & Discovery

A Primary Source Analysis



- What do you see in this image?
- What kind of image is it? A painting or photograph?
- Is this image old or new? How do you know?
- What do you think might be in the rest of the painting?

- What types of people have now been revealed in the painting?
- Describe what they look like. What are they wearing?
- What are they doing? Why?
- What do you think might be in the rest of the painting?





- Who else now appears in the painting?
- What do you think is taking place?
- Who might the man be bowing to?





- What else do we now see in the painting?
  - What do you think this painting might be representing? Who specifically?
  - What is the significance of all of the different characters?
- ▶ Why are they all there?





Who are the people in the background?  
What might be a good title for this painting?



### THE FIRST VOYAGE.

Columbus - visited his countrymen to ask from Pope through the intervention of the Franciscan monk, Juan Perez de Marchena. His countrymen gave him the title of Don, and named him to the rank of Grand Admiral of the Ocean Sea. He sailed Friday, August 3, 1492, with three small caravels, called the "Pinta," the "Niña," and the "Santa Maria," which after he commanded in person, accompanied, besides the crew and soldiers, by sailors and two monks.

Published by THE PRANG EDUCATIONAL CO., CHICAGO, U. S. A.



# **6<sup>TH</sup> GRADE SOCIAL STUDIES ESSENTIAL QUESTIONS**



**In a civilization, how is culture developed, and why does it change over time?**

**How does the physical geography of a civilization influence the culture?**

**How can we measure the impact of a civilization's developments and achievements?**



# Why use Essential Questions?

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- ▶ Narrowing our focus to the most important information
- ▶ Creating a question based curriculum to increase critical thinking and analysis
- ▶ Helping students understand the inherent connections and themes that radiate throughout history
- ▶ In your groups, please brainstorm at least two other reasons we should center the curriculum on just a few Eqs?



# How can EQs help us frame unit questions?

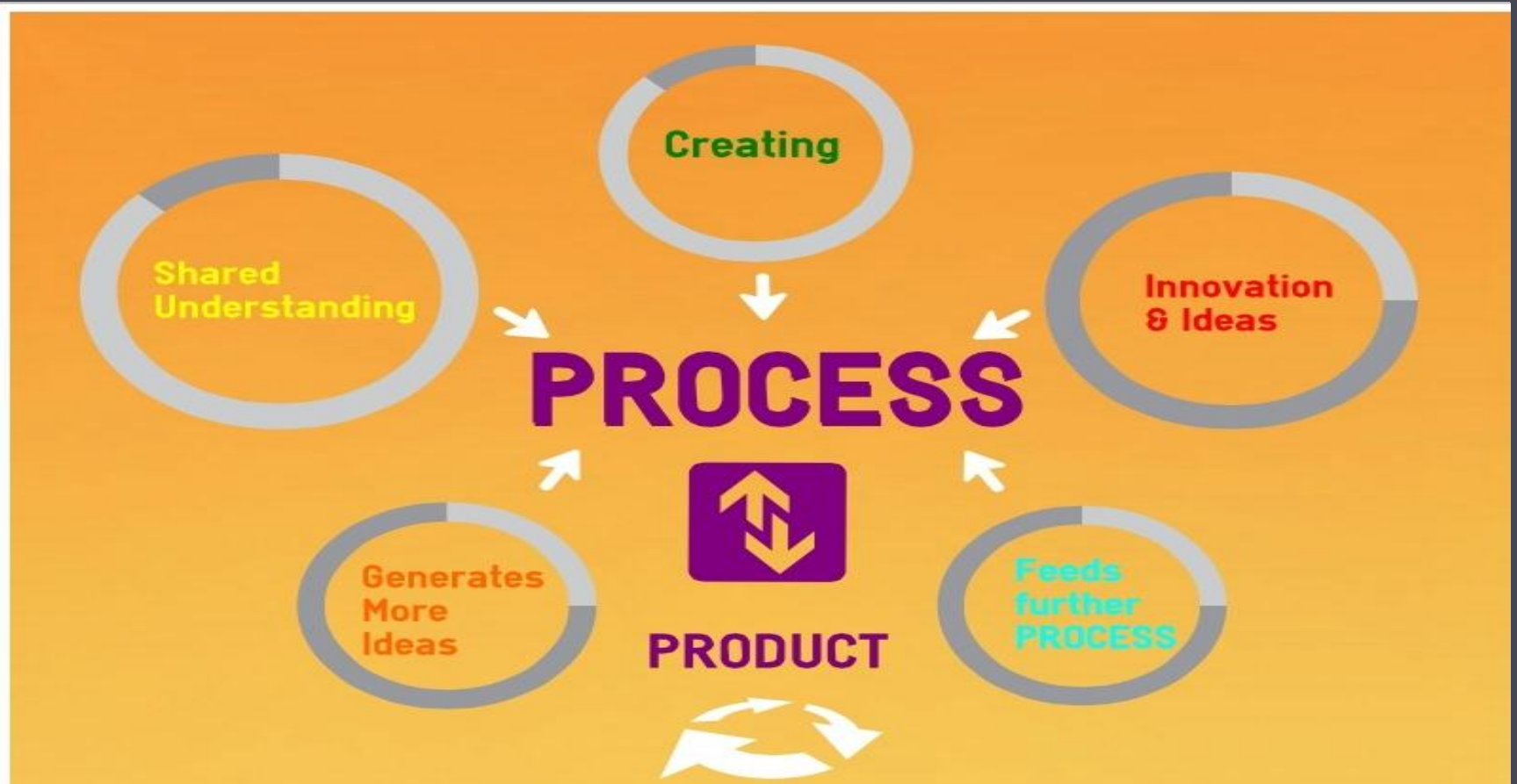
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- ▶ Use the EQ language to form a more specific question based upon your unit learning.
- ▶ Discuss (as an example) some answers to the following question:
  - ▶ How did the physical geography of Greece influence it's culture?



In this activity, please remember to value  
**PROCESS OVER PRODUCT.**

It is this discussion and early planning that will help to shape the way you make use of the resources and strategies you will receive



# Matching Standards & EQs with Topics

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- ▶ Important civilizations to teach in 6<sup>th</sup> grade
- ▶ May or may not be the way you organize your units
- ▶ The issue with chronology
- ▶ **All** social studies standards (history, economics, civics, geography) from the document should be incorporated
  - ▶ Add CCSS after content standards are completed.
- ▶ Many standards will fit under multiple civilizations/topics.
  - ▶ E.G. Identify the characteristics of a civilization.



# A Quick & Unfinished Example

<p>Civilizations to Study</p> <p>(Note: Chronology is overlapping in the history of most of these civilizations.)</p>	<p>Standards to be Addressed with this Civilization/Topic</p> <p>History Economics Geography Civics CCSS (Reading, Writing, Speaking &amp; Listening)</p>	<p>What main ideas will we teach in order to help us our students answer the overarching essential questions for this year?</p> <p><b>NOTE: THERE SHOULD BE MULTIPLE AVENUES TO ATTEND TO EACH OF THESE QUESTIONS!!</b></p>	<p>Instructional Notes (resources, strategies, texts, connections, etc.)</p>																																																												
<p>Greece/Rome</p>	<table> <tr> <td>H1.16</td><td>G6.1</td><td>E11.4</td><td>C13.1</td></tr> <tr> <td>H1.17</td><td>G6.2</td><td>E12.1</td><td>C13.5</td></tr> <tr> <td>H1.18</td><td>G6.3</td><td></td><td>C16.1</td></tr> <tr> <td>H1.19</td><td>G6.4</td><td></td><td></td></tr> <tr> <td>H1.20</td><td>G6.5</td><td></td><td></td></tr> <tr> <td>H1.21</td><td>G6.6</td><td></td><td></td></tr> <tr> <td>H2.24</td><td>G6.7</td><td></td><td></td></tr> <tr> <td>H2.25</td><td>G6.8</td><td></td><td></td></tr> <tr> <td>H3.13</td><td>G6.9</td><td></td><td></td></tr> <tr> <td>H3.14</td><td>G7.2</td><td></td><td></td></tr> <tr> <td>H3.16</td><td>G7.3</td><td></td><td></td></tr> <tr> <td>H3.17</td><td>G7.6</td><td></td><td></td></tr> <tr> <td>H2.30</td><td>G8.1</td><td></td><td></td></tr> <tr> <td></td><td>G8.2</td><td></td><td></td></tr> <tr> <td></td><td>G8.3</td><td></td><td></td></tr> </table>	H1.16	G6.1	E11.4	C13.1	H1.17	G6.2	E12.1	C13.5	H1.18	G6.3		C16.1	H1.19	G6.4			H1.20	G6.5			H1.21	G6.6			H2.24	G6.7			H2.25	G6.8			H3.13	G6.9			H3.14	G7.2			H3.16	G7.3			H3.17	G7.6			H2.30	G8.1				G8.2				G8.3			<p>In a civilization, how is culture developed, and why does it change over time?</p> <p>*students will track the changes in culture and the reasons from the early Roman Republic through the development of the Roman Empire and its fall</p> <p>How does the physical geography of a civilization influence the culture?</p> <p>*students will describe how the island geography of Greece led to the development of small city states and how it created opportunities for conflict</p> <p>How can we measure the impact of a civilization's developments and achievements?</p> <p>*students will analyze the ways in which the U.S. government was influenced by Greece and Rome</p>	<p>Citizenship in Athens and Rome (DBQ Project)</p> <p>Education in Sparta (DBQ Project)</p> <p>Spartan Families (WCSD Close Reading Examples)</p> <p>Black Ships before Troy (WCSD Close Reading Examples)</p> <p>Why did Rome "Fall"? (DBQ Project)</p>
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- ▶ Go to [www.coretaskproject.com](http://www.coretaskproject.com)
- ▶ Enter “Edmodo Resources” in the search box
- ▶ Click on the hyperlink to the Edmodo Document
  - ▶ This link takes you to a pages with active links and codes to join Edmodo groups for resources.
- ▶ The Edmodo Groups we’ve referenced today are:
  - ▶ “WCSD Common Core SS Units”
  - ▶ “Social Studies Close Reading Examples”
  - ▶ “6<sup>th</sup> Grade Basal Alignment Project”
- ▶ Any questions or issues with resources, please email:  
Katie Anderson ([kmanderson@washoeschools.net](mailto:kmanderson@washoeschools.net))




# Other Cool Resources To Check Out

## ► ABC-Clio

## ► World Digital Library <http://www.wdl.org/en/>



### Online Database Library

 **Streaming Video** Turbocharge your teaching with a State Funded Database!  
**High Bandwidth (Cable/DSL) | Low Bandwidth (Dial Up)**



The following databases are available to school and public libraries thanks to the Nevada Commission on Educational Technology and the Institute for Museum and Library Services (IMLS) through the Library Services and Technology Act. (Rev 7/2008)

#### Public and School Libraries

##### ABC-CLIO

[www.socialstudies.abc-clio.com](http://www.socialstudies.abc-clio.com)

Remote access:

Passwords for student and staff access are available from your school library.

American Government	American History
United States Geography	World Geography
World History: Ancient/Medieval	World History: The Modern Era
United States at War	



# Short Reading for Next Class

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- ▶ Prior to our next meeting on **Monday, October 24**, please read the noted sections on teaching concepts from Parker, W. C. (2009). *Social Studies in Elementary Education* (13<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- ▶ Work with the three essential questions. Perhaps you could,
  - ▶ Hang them in your class and make a copy for students to keep in their binders or on their desks.
  - ▶ Ask students to help you brainstorm answers to them from the unit you are currently studying.
  - ▶ Use one of them to create a lesson plan.



# THANK YOU!

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- ▶ We are so happy you are joining us in this community of 6<sup>th</sup> grade social studies educators!
- ▶ Check out Solutionwhere if you are interested in learning more about discussion strategies or argumentative writing.

