

SOCIAL STUDIES – GRADE 6**Grade:** 6**Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.15**Core Standard:** Yes

Standard Description (Academic or Indicator): Modern Era: 1700 to the present. Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

Suggestion for Integrating International

Content: After studying industrialization and its global impact, have students discuss the connection between technological advancements and the changes they can bring to cultures.

Grade: 6**Academic Standard:** 6.1**Academic Standard Indicator:** 6.1.16**Core Standard:** Yes

Standard Description (Academic or Indicator): Modern Era: 1700 to the present. Trace the individuals, beliefs, and events that represent various political ideologies during the nineteenth and twentieth centuries.

Suggestion for Integrating International

Content: Using three Power Point slides, have students create a profile (similar to a Facebook profile) of a global mover and shaker in history. The first slide should include a picture and basic biographical facts (hometown, birthday, political and religious views, education, employer, etc.). The second slide should focus on relationships (friends, family, political allies and opponents, etc.). Finally, the third slide should be filled with one status update after another (just like those found on a Facebook news feed) which are told from the position of the chosen historical figure. Written in first person format, these should include fictionalized accounts based on actual events in the life of the historical figure.

Example: A status update for FDR in 1933 might read: “Played cards with Eleanor and friends tonight. As I was shuffling the cards, it struck me, ‘What this country needs is a New Deal!’”

Grade: 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Foundations of Government: Identify and compare major forms of historical and contemporary governments in Europe and the Americas.

Suggestion for Integrating International

Content: Have students color code a map of the western hemisphere to identify socialist, communist, and democratic governments. Then have students discuss the roles of citizens therein.

Grade: 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.2**Core Standard:** No

Standard Description (Academic or Indicator): Foundations of Government: Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

Suggestion for Integrating International

Content: Have students analyze the value and protection of the individual in ancient Greece and Rome.

Grade: 6**Academic Standard:** 6.2**Academic Standard Indicator:** 6.2.7**Core Standard:** No

Standard Description (Academic or Indicator): Roles of Citizens: Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

Suggestion for Integrating International

Content: Have students consider what it would be like to establish their own country. As original citizens, have students explain how they might build a foundational identity, secure the country's economic and political systems, and

establish foreign diplomacy. **Suggested resource:** *How to Build Your Own Country* by Valerie Wyatt and Fred Rix (Kids Can Press, 2009).

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): The World in Spatial Terms: Identify and locate on maps the countries and capitals of Europe and the Americas such as Great Britain, Russia, Mexico, Canada and Brazil.

Suggestion for Integrating International Content: Divide students into pairs or small groups to briefly research major thriving world cities. Have teams try to determine what helped these cities to thrive. **Examples:** Good port; abundant natural resources. **Extension:** Have groups meet to pool collective research and chart the results, comparing their cities with developing areas.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

Suggestion for Integrating International Content: Have students explore what the perfect place for them to live might be by making a wish list of factors, including urban or rural, warm or cool climate, and topography. Based on their own key factors, have students research maps of the world to find their perfect destinations.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

Suggestion for Integrating International Content: Have students research the geography of two non-U.S. countries in the western hemisphere and compare them to the U.S.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the western hemisphere.

Suggestion for Integrating International Content: Have students examine how various cultures have developed traditions and customs and expressed themselves through the years (“told their stories”). After considering what the media indicate about the characteristics of these cultures, have students tell their own stories based on what they have learned.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Describe and compare major physical characteristics of regions in Europe and the Americas.

Suggestion for Integrating International Content: Have students select a folktale from another country and rewrite it by adding more detail for texture, including cultural universals. **Examples:** Shelter; food; rituals; technology; weaponry; religion; customs; superstitions; family dynamics; medical treatment; health; recreation.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Describe and compare major cultural characteristics of regions in Europe and the

Suggestion for Integrating International Content: By studying maps to draw conclusions about the similarities of features across the world, have students explore the physical features that the U.S. shares with other parts of the world.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Physical systems: Locate and describe the climate regions of Europe and the Americas, and explain how and why they differ.

Suggestion for Integrating International Content: Have students use the British Broadcast Corporation's (BBC) world weather source to examine Earth's weather patterns. Then assign each student a different world city to research by using the search box provided on the site. Once students have found their respective five-day forecasts, including highs, lows, winds, and humidity, have them compare these facts with a world weather map. *Suggested resource:* <http://news.bbc.co.uk/weather/>.

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.9

Core Standard: Yes

Standard Description (Academic or Indicator): Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography.

Suggestion for Integrating International Content: Have students identify current patterns

of population distribution and growth in Europe and the Americas. They can place dot stickers or push pins on a map of the world to illustrate population distribution. *Suggested resource:* *If the World Were a Village* by David J. Smith and Shelagh Armstrong (A & C Black, 2004).

Grade: 6

Academic Standard: 6.3

Academic Standard Indicator: 6.3.11

Core Standard: No

Standard Description (Academic or Indicator): Define the terms anthropology and archeology, and explain how these fields contribute to our understanding of societies in the present and the past.

Suggestion for Integrating International Content: Investigate the types of policies and programs that governmental and non-governmental organizations establish to protect places of historical and cultural significance throughout the world.

Grade: 6

Academic Standard: 6.4

Academic Standard Indicator: 6.4.3

Core Standard: No

Standard Description (Academic or Indicator): Explain why international trade requires a system for exchanging currency between various countries.

Suggestion for Integrating International Content: Have students identify businesses, products, food, and cultural elements in their community that have roots in another country. Have them look at their shirt tags to see where their clothing was made. Are different countries represented? If so, how many different ones? List them.

Grade: 6

Academic Standard: 6.4

Academic Standard Indicator: 6.4.6

Core Standard: Yes

Standard Description (Academic or Indicator): Compare the standard of living of various countries of Europe and the Americas

today using Gross Domestic Product (GDP) per capita as an indicator.

Suggestion for Integrating International

Content: Have students compare the GDP or Purchasing Power Parity using online resources such as the CIA World Factbook or data from the International Monetary Fund and the World Bank. After gathering information about a variety of countries, have students look for any correlations between GDP and per capita income, population density, life expectancy, and rank of influence based on the chart provided at the back of *Material World: A Global Family Portrait* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995).

Suggested resources:

<https://www.cia.gov/library/publications/the-world-factbook/>;

<http://www.imf.org/external/index.html>

collar laborers. Then have them answer “interview” questions posed by classmates about their respective professions. Students should answer questions based on research conducted about their workers and the countries in which they live.

Grade: 6

Academic Standard: 6.4

Academic Standard Indicator: 6.4.6

Core Standard: Yes

Standard Description (Academic or

Indicator): Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

Suggestion for Integrating International

Content: Have students research data on economic indicators from several countries in the western hemisphere. Then have the students create charts from the data to help them draw conclusions.

Grade: 6

Academic Standard: 6.4

Academic Standard Indicator: 6.4.8

Core Standard: Yes

Standard Description (Academic or

Indicator): Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

Suggestion for Integrating International

Content: Have students assume roles of international workers, from executives to blue