GRADE 6 WORLD HISTORY

Anchor Standard	Grades 6-8 Inquiry Standards
The student demonstrates an understanding of	*Therefore, the student is able to*
Anchor Standard 1 Developing Questions and Planning Inquiries	Inquiry Standard SS.6-8.1.1 Create compelling questions representing key ideas of the disciplines
	Inquiry Standard SS.6-8.1.2 Explain how a question reflects an enduring issue in the field
	Inquiry Standard SS.6-8.1.3 Create supporting questions that address key ideas identified in compelling questions
	Inquiry Standard SS.6-8.1.4 Explain the relationship between compelling and supporting questions
Anchor Standard 2 Gathering and Evaluating Sources	Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
	Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views
Anchor Standard 3 Creating Claims	Inquiry Standard SS.6-8.3.1 Develop claims and counterclaims while pointing out the strengths and limitations of both
	Inquiry Standard SS.6-8.3.2 Identify specific evidence that supports the claims and counterclaims
Anchor Standard 4 Communicating Conclusions	Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
	Inquiry Standard SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Anchor Standard 5 Taking Informed Action	Inquiry Standard SS.6-8.5.1 Identify local, regional and/or global problems or issues using interdisciplinary lenses
	Inquiry Standard SS.6-8.5.2 Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it
	Inquiry Standard SS.6-8.5.3 Apply a range of deliberative strategies and procedures to make decisions and propose feasible solutions to address local, regional, and/or global concerns
	Inquiry Standard SS.6-8.5.4 Create an action plan to address a solution to the problem or issue and demonstrate evidence of implementation

Theme 1	The Environment and Early River Civilizations: Human Beginnings to 600 BCE		
Sample Compelling Questions	• Was it inevitable that Homo sapiens would survive and thrive? • Did civilization shape the environment, or did the environment shape civilization?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions and Culture	Culture Characteristics	**Content Standard SS.6.1.14.1** Compare cultural characteristics of early river valley civilizations	• **Writing:** cuneiform, hieroglyphics, Indus script, oracle bones • **Architecture:** defensive walls, pyramids, temples, ziggurats • **Art:** drawings, pottery, scripture, wall decorations • **Literature:** Book of Songs, Book of the Dead, Epic of Gilgamesh, Rig Veda
Civics Anchor Standard 6 Civic and Political Institutions	Politics and Religion	**Content Standard SS.6.1.6.2** Explain the connection between politics and religion in the complex societies of Mesopotamia, Egypt, and China	• **Mesopotamia:** Hammurabi and his written codes to please the gods • **Egypt:** the pharaoh and the divine right theory • **China:** the emperor and the Mandate of Heaven
History Anchor Standard 19 Causation and Argumentation	Technological Innovations	**Content Standard SS.6.1.19.3** Analyze the role of technological change in early river valley civilizations	• **Technological changes:** agriculture (e.g., irrigation, plows), trade materials (e.g., metallurgy, pottery, woven textiles), transportation (e.g., sailboat, wheel)

Theme 2	Classical Eastern and Western Civilizations: 600 BCE–600 CE		
Sample Compelling Questions	• Must all empires fall? • What innovations of classical civilizations are most valuable to us now?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Civics Anchor Standard 6 Civic and Political Institutions	Classical Eastern Civilizations	**Content Standard SS.6.2.6.1** Describe cultural and political structures in classical eastern societies	• **Maruyan-Gupta India:** Buddhism replaced by Hinduism, monarchy assisted bureaucracy • **China:** civil service examination, Han China, imperial bureaucracy
Civics Anchor Standard 6 Civic and Political Institutions	Classical Western Civilizations	**Content Standard SS.6.2.6.2** Describe cultural and political structures in classical western societies	• **Greece:** democracy, Greek city-states (Golden Age of Athens), polis, rule of Pericles, Spartan rule • **Rome:** councils, empire, monarchy, patricians, plebians, republic, Roman Empire (Pax Romana), senate
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Arts, Science, and Technology	**Content Standard SS.6.2.16.3** Evaluate the lasting impact of philosophy, art, science, and technology of Classical Greece, Rome, India, and China	• **Philosophy:** Greek philosophy (Aristotle, Plato), India (Upanishads), China (Confucianism, legalism) • **Arts:** architecture, drama, literature, sculpture • **Science and Technology:** aqueducts, astronomy, mathematics, metallurgy
History Anchor Standard 19 Causation and Argumentation	Fall of Classical Civilizations	**Content Standard SS.6.2.19.4** Compare causes of decline in the Roman, Han, and Gupta empires	• **Causes:** class inequality, decline in political leadership, economic decline, foreign invasion • **Roman:** class inequality, decline in political leadership, economic decline, foreign invasion, overexpansion • **Han:** difficulty collecting taxes, foreign invasions, weakened imperial court • **Gupta:** foreign invasions, weakened leadership

Theme 3	Major Religions and Larger Societies: Pre–1500		
Sample Compelling Questions	• How did religion and philosophy guide classical societies? • Why was religion so important in classical societies?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions and Culture	Religious and Philosophical Influence on Societies	**Content Standard SS.6.3.14.1** Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period	• **Christianity in Europe:** the Bible, Great Schism, Jesus Christ, Ten Commandments • **Hinduism in India:** Bhagavad Gita, Brahmanism, caste system, Vedas • **Buddhism in Asia:** Buddha, Dhammapada, Four Noble Truths, the Noble Eightfold Path • **Confucianism in China:** *The Analects*, Confucius, filial piety • **Daoism in China:** *Dao De Jing,* Laozi, wu wei, yin and yang • **Islam in the Middle East:** Five Pillars of Islam, Muhammad, Qur'an, Shari'a law, Sunni-Shiite split • **Judaism in the Middle East:** Abraham, Talmud, Torah

Theme 4	Post-Classical Societies: 600 CE–1450 CE		
Sample Compelling Questions	• Is paper more powerful than gold? • Does literacy foster individual freedom or centralized power?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Innovations of Post-Classical Societies	**Content Standard SS.6.4.15.1** Analyze the importance of innovations of the Middle Eastern Abbasid Dynasty, Indian Gupta Empire, and Chinese Tang and Song Dynasties	• **Middle Eastern Abbasid Dynasty:** algebra, Arabic numerals, geometry, mathematics • **Indian Gupta Empire:** astronomy, coinage, mathematical concepts, medicine • **Chinese Tang and Song Dynasties:** gunpowder, magnetic compass, papermaking, porcelain, printing, silk
Geography Anchor Standard 14 Human-Environment Interaction: Place, Regions and Culture	Expansion of Sub-Saharan African States	**Content Standard SS.6.4.14.2** Explain the reasons for expansion of Sub-Saharan African regions	• **Growth of Imperial States:** Mali (Sundiata, Mansa Musa), Songhai (Sonni Ali) • **Expanding Trade:** Sub-Saharan gold for salt • **Spread of Islam:** spread of bureaucratic administration, spread of literacy
History Anchor Standard 19 Causation and Argumentation	European Feudalism	**Content Standard SS.6.4.19.3** Explain how the fall of the Roman Empire led to the emergence of European feudalism	• **Effects of Roman Empire Fall:** central government loss, cities to rural population shift, increase of church authority, literacy decline, spread of Christianity • **Emergence of Feudalism:** Age of Chivalry, lords, manorial system, serfs, vassals
Economic Anchor Standard 9 Economic Decision Making	Manorialism and Feudal System	**Content Standard SS.6.4.9.4** Describe the distribution of resources among classes in the feudal hierarchy	• **King-Lords:** loyalty, military aid • **Lords-Knights:** food, homage, military service, protection • **Knights-Peasants:** food, labor, protection, rent, shelter

Theme 5	Post-Classical Trade Networks: 600 CE–1450 CE		
Sample Compelling Questions	• Does the exchange of goods always change cultures? • Is the exchange of ideas more powerful than the trade of goods?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Economics Anchor Standard 10 Exchange and Markets	Trade Networks	**Content Standard SS.6.5.10.1** Describe how trade networks and the transfer of goods and ideas linked post-classical societies	• **Silk Road Luxury Goods:** cotton textiles, silk, spices, porcelain, precious metals and gems • **Silk Road Transportation Innovations:** China's Grand Canal, magnetic compass, saddle and stirrup • **Silk Road Ideas Exchanged:** gunpowder, movable type, papermaking, religion • **Trans-Saharan Luxury Goods:** gold, ivory, salt • **Trans-Saharan Transportation Innovations:** camel saddles, caravans • **Trans-Saharan Ideas Exchanged:** religion, science • **Indian Ocean Luxury Goods:** cotton textiles, exotic animals, precious metals and gems, spices • **Indian Ocean Transportation Innovations:** astrolabe, sails • **Indian Ocean Ideas Exchanged:** larger ship designs in sea travel, new forms of credit and monetization (credit, checks, banking houses)
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Spread of Culture and Ideas	**Content Standard SS.6.5.15.2** Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post-classical societies	• **Access to Luxury Goods:** art, ivory, jewelry, pottery, silk clothing • **Access to New Foods:** olive oil, salt, spices, wine • **Access to New Transportation:** camel, horse, ship • **Access to New Ideas:** language, medical and scientific learning, religion

Theme 6	Encounters and Exchanges: 600 CE–1450 CE		
Sample Compelling Questions	• Is conquest unjust? • Do the benefits of encounters and exchanges outweigh their costs?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Geography Anchor Standard 15 Human Population: Spatial Patterns and Movements	Mongol Conquest	**Content Standard SS.6.6.15.1** Explain how encounters and exchanges of the Mongols linked the world	• **Encounters:** Mongol invasions • **Exchanges:** disease, food products, silk, skills, spices • **Links:** Marco Polo explorations, reopening of the Silk Road
History Anchor Standard 19 Causation and Argumentation	The Crusades	**Content Standard SS.6.6.19.2** Describe encounters between Christians, Muslims, and Jews during the Crusades	• **Encounters:** conflict over Jerusalem between Christians and Jews, between Christians and Muslims • **Exchanges:** goods (agricultural products, medicine, spices), ideas (algebra, Arabic numerals, education) • **Effects:** increased power of the king and the church, territorial expansion, culture flourishes, advances in science and health care
History Anchor Standard 19 Causation and Argumentation	Chinese Explorations	**Content Standard SS.6.6.19.3** Explain how the voyages of Zheng He contributed to the rise of the Ming Dynasty	• **Ming Dynasty:** influential in Asia, short-term extensive maritime outreach • **Zheng He:** voyages to impress foreign countries with China's power, extend China's influence, and encourage trade • **Contribution:** offered China an opportunity to become a maritime power

Theme 7	Mesoamerican Empires: Pre–1500		
Sample Compelling Questions	• How do Mesoamerican cultures still influence us today? • What do great cultures have in common?		
Anchor Standard	**Topic**	**Content Standard**	**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*	
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	Characteristics of Mesoamerican Empires	**Content Standard SS.6.7.16.1** Compare cultural and technological innovations of the Olmec, Mayan, Aztec, and Inca civilizations	• **Olmec:** cultural (Olmec stone heads, sculpture, temples), technological (agricultural settlements, development of maize, first calendars, indigenous writing systems) • **Maya:** cultural (reliefs of kings and gods, urban temple complexes, writing), technological (365-day agriculture-based calendar, raised bed agriculture) • **Inca:** cultural (Cuzco, Machu Picchu, palaces), technological (quipu computational system, road systems, terraced agriculture) • **Aztec:** cultural (gold and silver ornaments, sculpture, Tenochtitlan), technological (road systems, terraced agriculture, writing)

Theme 8	Renewal in Europe: 1300 CE–1500 CE			
Sample Compelling Questions	• How did the Black Death change the world? • Does the Renaissance still matter?			
Anchor Standard	**Topic**	**Content Standard**		**Sample Content/Concepts**
The student demonstrates an understanding of		*Therefore, the student is able to*		
Civics **Anchor Standard 6** Civic and Political Institutions	Medieval Europe Transformation	**Content Standard SS.6.8.6.1** Explain the reestablishment of Europe's political and social order in medieval times		• **Political Order:** city-states, papal states (Catholic Church), republics, rise of monarchies • **Social Order:** decline of feudalism, guilds
History **Anchor Standard 17** Change, Continuity, and Context	Effects of Black Death	**Content Standard SS.6.8.17.2** Analyze social, political, and economic effects of the Black Death on Europe		• **Social:** reduced power of the church, weakened feudalism • **Political:** increased political rights to commoners, laws to freeze wages, weakened autonomy of landlords • **Economic:** high wages, inflation, labor shortage, plague spread through established trade routes
History **Anchor Standard 19** Causation and Argumentation	Rise of the European Renaissance	**Content Standard SS.6.8.19.3** Explain the rise of the European Renaissance		• **Rise of the European Renaissance:** long-term impact of the Black Death, new science and learning, new technologies, new wealth of merchants, rise of towns
History **Anchor Standard 19** Causation and Argumentation	Influence of the Renaissance	**Content Standard SS.6.8.19.4** Explain how people, ideas, art, literature, science, and technology shaped the Renaissance		• **People:** Dante Alighieri, Da Vinci, Durer, Galileo, Gutenberg, Machiavelli, Michelangelo, Newton, Petrarch, Raphael • **Ideas:** humanism • **Literature:** Machiavelli, Petrarch, Shakespeare • **Art:** frescos, paintings, sculptures • **Science and Technology:** alchemy, astronomy, geography, magic, medicine, printing press