

Grade 6 State Goal 14

State Goal 14: Understand political systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 6: 6.14.01 Compare information you already know about political systems of the United States to political systems of other countries. (14A)</p>	<p>Choose two countries that have political systems that are different from the political systems of the United States. Make a Venn diagram comparing and contrasting the different political systems.</p>	<p>Language Arts: In small groups, discuss the pros and cons of different political systems. Support your viewpoint with reasons and examples.</p>
<p>6.14.02 Explain the importance of governments having written constitutions. (14A)</p>	<p>Working in pairs, debate whether national, state, or local governments could exist without written constitutions or charters. Establish pro and con arguments, and present your debate to your classmates.</p>	<p>Technology: Use the Internet or library resources to research images of other government constitutions and charters. Create a display that shows how other countries' governments operate and govern. Share your display with classmates.</p>
<p>6.14.03 Describe how social classes were generally formed and how they influenced public policy in their nations. (14D)</p>	<p>Use the Internet or library resources to research America during the Jacksonian era. Write a paragraph to describe how voting laws changed during that time and how those changes affected the social classes and government of United States.</p>	<p>Math: Use the Internet or library resources to research population data from different years in United States history. Use this data to make pie graphs, showing how the population was divided into different social classes during different times in history.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.14.04 Evaluate the benefits of citizen participation in a social system. (14D)	Choose one responsibility that people have as citizens of a community Then, write a paragraph that evaluates what would happen if citizens did participate in their community to meet that responsibility.	Theater: In small groups, write scenes about citizens participating in government, such as voting or speaking at a ward meeting. Act out your scenes for the class.

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<p>6.14.05 Identify a political tradition or custom in the United States, which had its origin in another country (e.g., representative government). (14E)</p>	<p>Use the Internet to find websites, such as www.HistoryForKids.org, that have information about the government of ancient Greece and Rome. Make a list of political traditions or customs from that time. Then, write a summary of your research and identify an American political tradition or custom that originated in ancient Greece or Rome.</p>	<p>Math: Use the Internet or library resources to research the population of Athens at the time of Pericles. Use a pie graph to identify the percentages of eligible voters. Who made up the remaining non-voting citizens of Athens? Add their population percentages to your graph, too. Discuss how the graph shows contradictions between the ideas and statements of Pericles and the actual population who were actually eligible to vote.</p> <p>Language Arts: Make a Venn diagram to compare and contrast views on democracy held by Plato and Pericles. Work with a partner to summarize how Greek philosophy influenced the development of many political ideas and practices in the United States.</p>

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<p>6.14.06 Identify how civilizations contributed to the development of human rights recognition. (14F)</p>	<p>Use the Internet or library resources to research documents by leaders such as Cyrus the Great or Kublai Khan, that were important to the progression of human rights issues. Then, make a time line of documents important to the development of human rights.</p>	<p>Religion: Use the Internet or library resources to research how early civilizations used religion as a basis for recognizing human rights.</p>
<p>6.14.07 Describe conflicts over the rights and freedom of individuals and groups throughout the world. (14F)</p>	<p>Use the Internet or library resources to research current civil rights conflicts around the world. Summarize your findings in a cause-and-effect chart that describes these conflicts.</p>	<p>Music: Write a song that describes how people around the world can work together to peacefully solve their differences.</p>
<p>Significant to Develop at Grade 6: 6.14.09 Summarize the main points in constitutional documents. (14A)</p>	<p>View copies of the Declaration of Independence, the Northwest Ordinance, and the Preamble of the United States Constitution. Then, write a paragraph that summarizes each document.</p>	<p>Religion: As a class. Identify and analyze religious references in the Declaration of Independence, the Northwest Ordinance, and the Preamble of the United States Constitution.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.14.10 Explain the roles of citizens in choosing leaders in the United States and in other nations around the world. (14C)</p>	<p>Write an essay that explains why it is important in a republic, such as the United States, that all eligible citizens exercise their right to vote. Include what might happen if one group of citizens did not exercise its rights to vote.</p>	<p>Religion: What roles do different people play in the operation of your parish? How are they all part of the same mission? Explain how service to the Church is both similar to and different from civil service work.</p>
<p>6.14.11 Make a map showing one United States voting district, and explain the features that contributed to creating the boundaries of each voting district. (14C)</p>	<p>Use the Internet or library resources to research the voting history and population of a voting district. Summarize your findings in a report and present to the class.</p>	<p>Math: Use research to make statistical charts about voting districts in your community. Using statistics, show the results of the last election in a chart. Then transfer those results to a map.</p>
<p>6.14.12 Analyze actions taken by the United States and other nations' governments to improve the lives of oppressed people. (14D)</p>	<p>Use the Internet or library resources to research the Civil Rights movement in the United States. Make a list of the actions taken by the government during the Civil Rights movement. Then explain how the Civil Rights movement influenced government policies.</p>	<p>Technology: Make a video documentary about the Americans with Disabilities Act and how it has improved people's lives.</p>

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<p>6.14.13 Identify events in which people have had to fight for equality. (14F)</p>	<p>Make a list of historical events in which people have fought for equality. Then, make a sequence chart that shows the order of events that led to changes in ideas and political practices. For example, Rosa Parks inspired the Montgomery, Alabama bus boycott. Her arrest led to protests in other states.</p>	<p>Language Arts: Choose a civil rights leader you have learned about in class. Imagine that you have the opportunity to interview this leader. Write a list of questions you might ask this person. Using your knowledge of this person, imagine what his or her answers might be.</p>
<p>Useful to Work on at Grade 6: 6.14.14 Describe the leadership role of the United States in international organizations, such as the United Nations, the North Atlantic Treaty Organization (NATO), and the International Monetary Fund (IMF). (14E)</p>	<p>Use the Internet or library resources to research how international organizations, such as the United Nations, the North Atlantic Treaty Organization (NATO), or the International Monetary Fund (IMF) help make the world a safer place. Then, write a paragraph that summarizes your research.</p>	<p>Art: Make a world map of the world that identifies the countries that are members of the United Nations Security Council, the North Atlantic Treaty Organization, and the International Monetary Fund.</p>

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<p>6.14.15 Explain the costs and benefits of a treaty the United States has signed with another nation or international organization. (14E)</p>	<p>Use the Internet or library resources to research international organizations, such as NATO. Make a list of the costs and benefits to the United States as a result of being a member of these organizations.</p>	<p>Language Arts: Use the Internet or library resources to research recent treaties that the United States has signed with other nations. Write a paragraph that summarizes the treaty. Then, write a paragraph that summarizes the costs and benefits of the treaty to the United States.</p>

Grade 6 State Goal 15

State Goal 15: Understand economic systems, with an emphasis on the United States.

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 6: 6.15.01 Analyze the free enterprise economy of the United States. (15A)</p>	<p>Write an essay that analyzes the costs and benefits of the United States' free enterprise system to producers and to consumers.</p>	<p>Art: Prepare an exhibit that illustrates how free enterprise in the United States answers the questions of what will be produced, how it will be produced, and who the consumers are. Write captions that explain how the exhibit represents the features of a free enterprise system.</p>
<p>6.15.02 Describe the six economic goals of the United States (freedom, efficiency, equity, security, stability and, growth). (15A)</p>	<p>Make a list of the six economic goals of the United States. Then write a paragraph that describes each goal.</p>	<p>Language Arts: As a class, review the six economic goals of the United States. Use the Internet or library resources to research articles that illustrate or represent one of the six economic goals. Write a summary of the article describing how it relates to one of the six economic goals of the United States. Share your summary with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.15.03 Distinguish between traditional, command, and market economies. (15A)</p>	<p>Make a three-column chart. Label the columns <i>traditional</i>, <i>command</i>, and <i>market</i>. In your chart, identify the group or groups that decide what to produce, how to produce, and for whom to produce, for each type of economic system. Include examples of each type of economic system in your chart.</p>	<p>Business: As a class, review the general characteristics of traditional, command, and market economic systems. Divide into three groups and decide how your school will be run based on a traditional, command, or market economic system. Create a table illustrating how the school will answer the three basic economic questions of what to produce, how to produce, and for whom to produce. Consider the societal values that influence traditional, command, or market economies. Summarize your findings in a report and share it with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.15.04 Describe the costs and of interdependence. (15A)</p>	<p>Make a list of the costs and benefits of interdependence.</p>	<p>Language Arts: As a class, discuss the costs and benefits of economic interdependence. Then, working in groups, use the Internet or library resources to find examples of economic interdependence in local, state, or national newspapers. For each example, make a list of the costs and benefits for the individuals, groups, or countries involved. Share your list with the class.</p>
<p>6.15.05 Define the word <i>market</i>, in economic terms, and explain the economy that a market creates. (15B)</p>	<p>Write definitions of the terms <i>market</i> and <i>economy</i>. Then use your definitions to explain how a market exists whenever buyers and sellers exchange goods and services.</p>	<p>Language Arts: To explain that a market exists whenever buyers and sellers exchange goods and services, make a two-column chart. Label the columns <i>Needs/Wants</i> and <i>Suppliers</i>. Fill in the first column of the chart with your own needs and wants. In the second column, list the suppliers for each need or want.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.15.06 Describe the terms <i>market clearing price</i>, <i>surplus</i>, and <i>shortage</i>. (15B)</p>	<p>Write a paragraph that describes the terms <i>market clearing price</i>, <i>surplus</i>, and <i>shortage</i>.</p>	<p>Business: As a class, review the definitions of the terms <i>market clearing price</i>, <i>surplus</i>, and <i>shortage</i>. Discuss recent examples of surpluses and shortages and the reasons why these imbalances occurred. Then predict what you think the market and producers will do to try to correct these imbalances.</p>
<p>6.15.07 Define competition and perfect competition. (15B)</p>	<p>Write sentences that define the terms competition and perfect competition. Use a dictionary or your textbook to confirm your definitions. Then explain why competition occurs when there are many buyers and sellers of similar products.</p>	<p>Language Arts: Make a graphic organizer to show the relationships among the four characteristics of perfect competition.</p>
<p>6.15.08 Define the law of supply and explain the relationship between the law of supply and profit motive. (15C)</p>	<p>Create a concept web that identifies the six main determinants of supply. Then, write a paragraph that explains the relationship between the law of supply and profit motive.</p>	<p>Math: Make a flowchart to illustrate what happens when a DVD maker sells a unit for \$300.00 and what happens when he or she sells a unit for \$150.00. As a class, discuss how profit motive explains the law of supply.</p>

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<p>6.15.09 Describe the exchange of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries. (15D)</p>	<p>Write an essay that describes the exchange of plants, animals, and ideas that took place among Europe, Africa, Asia, and the Americas during the fifteenth and sixteenth centuries. Include examples of items brought from the Americas to Europe and from Europe to the Americas.</p>	<p>Language Arts: As a class, discuss the positive and negative effects of the Columbian Exchange. Then write a paragraph summarizing your discussion.</p>
<p>6.15.10 Explain how changing quantities of imports and exports affects a nation's economy. (15D)</p>	<p>Make a cause-and-effect diagram to explain how changing quantities of imports and exports affects a nation's economy.</p>	<p>Business: Pretend that you run a business that sells something that is exported to other countries. Explain how your business would be affected if more businesses started to export your product. Also explain how it would affect the country's economy.</p>

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<p>6.15.11 Examine the elements and the importance of a market economy in seventeenth-century Europe. (15D)</p>	<p>Write a paragraph that explains what a market economy is and how supply and demand work in a market economy. Then list three factors that led to the development of a market economy in seventeenth-century Europe.</p>	<p>Language Arts: To make wise buying decisions in a market economy, you must know how to analyze advertisements, determine if you can afford a particular item, and judge whether your money might be spent in other ways. Think of an item you would like to buy. Then make a list of the steps you would take in deciding whether or not to make the purchase.</p>
<p>6.15.12 Explain how feudalism contributed to the European economy. (15D)</p>	<p>Write a paragraph that describes the types of exchange that took place under the feudal system.</p>	<p>Art: Imagine that you are living in Europe during the time of feudalism and you need to explain the feudal system to someone who has just arrived in Europe. Create an illustrated page that explains feudalism.</p>
<p>6.15.13 Identify patterns of trade and commerce among Greek city-states and within the Mediterranean region. (15D)</p>	<p>Write an essay that describes how geography affected patterns of trade and commerce among Greek city-states and within the Mediterranean region.</p>	<p>Theater: Pretend that your class is a Greek market. Act out the patterns of trade and commerce that would have taken place among the people of Greek city-states.</p>

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<p>6.15.14 Explain the importance of the trans-Eurasian “silk roads” to the Han dynasty and the Roman Empire. (15D)</p>	<p>Write a paragraph that explains the importance of the Silk Road to the Han dynasty and the Roman Empire. Include examples of goods traded along the Silk Road.</p>	<p>Science: Use the Internet or library resources to research how people manufacture silk, both in the traditional way and in the modern way. Investigate how new technologies have affected the manufacturing of this ancient good. Then make a diagram that shows each process.</p>
<p>6.15.15 Identify how the Roman Empire fostered economic growth through the use of currency and trade routes. (15D)</p>	<p>Write an essay that describes how the use of currency and trade routes contributed to the economic growth of the Roman Empire.</p>	<p>Language Arts: Make a list of currency used in the Roman Empire. Then draw a map that shows trade routes of the Roman Empire and explain how they contributed to its economic growth.</p>
<p>6.15.16 Identify goods and services provided by different levels of government. (15E)</p>	<p>Use a graphic organizer to identify the types of goods and services that are provided by the local, state, and national governments.</p>	<p>Language Arts: Write a short story about what would happen if the different levels of government did not provide certain goods and services to the country.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.15.17 Identify the level of government to which certain taxes are paid. (15E)</p>	<p>Use a graphic organizer to match the local, state, and national levels of government, with the types of taxes they are paid.</p>	<p>Language Arts: Use the Internet or library resources to research income, sales, and property taxes in your community and state. Summarize your findings in a written report and present it to the class.</p>
<p>6.15.18 Describe the differences between income tax, sales tax, and property tax. (15E)</p>	<p>Create a table that shows the differences between income tax, sales tax, and property tax. For each type of tax, make a list what is taxed, the type of tax (proportional, progressive, regressive), and who receives the revenue.</p>	<p>Math: One of the characteristics of the sales tax is that everybody pays, regardless of age. Use the Internet or library resources to research the sales tax in your community. Determine how much money you spend each month. Then, calculate how much sales tax you pay each year.</p>

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<p>Significant to Develop at Grade 6: 6.15.19 Describe factors of production, such as natural resources, human resources, capital resources, and entrepreneurship. (15A)</p>	<p>Write a paragraph that describes factors of production, such as natural resources, human resources, capital resources, and entrepreneurship. Include examples of each factor of production.</p>	<p>Business: Working in groups, imagine that you are entrepreneurs who have decided to produce an entertainment guide for your school. The guide will provide highlights of upcoming events as well as listings for local restaurants, movie theaters, shops, and other places of interest. Brainstorm and answer the following question: <i>What natural resources, human resources, and capital resources will we need to produce and sell our entertainment guide?</i> Share your answers with the class.</p>
<p>6.15.20 Define productivity. (15A)</p>	<p>Write a paragraph explaining why it is important for someone who wants to start a business to understand the concept of productivity.</p>	<p>Art: Make a collage showing the present-day examples of productivity, such as assembly lines, using picture cutouts or drawn pictures. Represent a variety of industries in your collage.</p>

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<p>6.15.21 Describe how productivity increases through the use of technology. (15A)</p>	<p>Make a list of examples of technology developed by ancient civilizations. Then, write a paragraph that describes how each example of technology affected productivity in the civilization.</p>	<p>Technology: Identify examples of technology at school or at home that could improve your own productivity. Then, write a paragraph explaining how changes to your productivity might affect your family or your community.</p>
<p>6.15.22 Explain the relationship between education and training. (15A)</p>	<p>Make a cause-and-effect diagram that shows the effects of education and training on worker productivity and salaries.</p>	<p>Business: Use the Internet or library resources to research advertisements for jobs. Make a two-column chart and list advertisements for jobs that require education and advertisements for jobs that do not require education or training. What conclusion can you make about the level of education and training required for the jobs and the salaries that the jobs pay?</p>
<p>6.15.23 Identify examples of competition among buyers. (15B)</p>	<p>Make a list of examples of competition among consumers. Include products that are popular among consumers of your age on your list.</p>	<p>Art: Create a presentation of examples of competition among buyers. Consider using goods, services, and events, such as a popular band coming to Chicago, that create competition among consumers.</p>

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<p>6.15.24 Describe how demand differs from the quantity demanded. (15B)</p>	<p>Write definitions of the terms demand and quantity demanded. Then write a paragraph that describes the difference between demand and quantity demanded.</p>	<p>Business: Imagine that you have \$30 and would like to purchase some compact discs (CDs), however, you do not want to spend all of your money. How many CDs would you purchase if the price were \$5 per CD? \$10 per CD? \$15 per CD? \$20 per CD? \$25 per CD? \$30 per CD? As a class, tally the total number of CDs you would purchase at each price. Record the answers in a demand schedule. Then identify the total classroom demand for CDs and the quantity of CDs demanded at different prices. Discuss the distinction between demand and quantity demanded.</p>
<p>6.15.25 Identify the relationship between price and quantity demanded. (15B)</p>	<p>Make a graphic organizer to illustrate how the law of demand works. Show the decisions that consumers must make and the requirements a consumer must meet in order to affect the quantity demanded.</p>	<p>Math: Use the Internet or library resource to research how the cost of oil changed during the past year. To illustrate the law of demand, make a bar graph of heating oil prices for the last year by month.</p>

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<p>6.15.26 Explain how price can be an incentive for buyers and sellers. (15C)</p>	<p>Create a flowchart that explains how price can be an incentive for buyers and sellers. In your flowchart, show the relationship among low prices, high prices, supply, demand, buyers, and sellers.</p>	<p>Math: Use a diagram to illustrate the cycle a new electronic product entering the market goes through. Choose an item you would like to have and consider how price is an incentive to buyers and sellers.</p>
<p>6.15.27 Analyze how price changes affect buyers and sellers. (15C)</p>	<p>Make a list of consumer products that have had price changes in the last year. Then, make a table that shows how changes in price affect decision-making by both consumers and producers.</p>	<p>Art: As a class, discuss the ways in which people depend on oil. Make a pictorial representation showing how high oil and gas prices affect your family, school, or community.</p>
<p>6.15.28 Identify examples of positive incentives that affect economic behavior. (15C)</p>	<p>Make a list of ten examples of positive incentives that affect economic behavior in your community.</p>	<p>Language Arts: Many credit cards have rewards programs. Research how these work as a positive incentive. Then design an advertisement that encourages people to apply for a credit card that has a rewards program.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.15.29 Provide examples of negative incentives that affect economic behavior. (15C)</p>	<p>Use the Internet or library resources to research negative incentives that affect economic behavior, such as built-in penalties in certain credit cards. Make a list of these negative incentives. Then, explain how they affect economic behavior.</p>	<p>Math: Use the Internet or library resources to find out the interest rate on three different credit cards. Imagine that you have charged \$1,000 on each credit card. Calculate how much interest the credit card company charges you for the use of that money.</p>
<p>6.15.30 Provide examples of economic specialization. (15D)</p>	<p>Make a list of items or products that represent economic specialization.</p>	<p>Technology: Use the Internet or library resources to research the Ford Motor Company. Make a list of examples of specialization within its factories.</p>

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<p>6.15.31 Identify technologies that helped establish international trade during the Age of Exploration. (15D)</p>	<p>Write a report that summarizes how technology, such as the astrolabe and the compass, helped establish trade during the Age of Exploration.</p>	<p>Science: Imagine that you are a newspaper reporter who is writing about one of the main discoveries or inventions of the Scientific Revolution. Use the Internet or library resources to research one major discovery or invention and write a headline for it. Then write a one-paragraph article. The article should answer the basic who, what, when, where, and why questions about the topic. Share your headline and paragraph with the class.</p>
<p>6.15.32 Identify what people would give up if governments had no power to tax. (15E)</p>	<p>Create a list of government services that people would no longer benefit from if there were no taxes collected by the government.</p>	<p>Language Arts: Write a journal entry describing what your life would be like if certain government services had to be taken away. Describe how you would try to get those services without the government's help.</p>

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<p>Useful to Work on at Grade 6: 6.15.33 Explain why, in a market economy, producers make the goods and services consumers want. (15A)</p>	<p>List some of restaurants that you go to or that you know about. Tell what goods and services are exchanged. Discuss ways companies advertise to encourage consumers to choose their restaurant over another.</p>	<p>Math: Survey your classmates, asking them what items or products they would like to have in your classroom. Tally the results of your survey, and discuss which products were requested most. What products should companies produce for the consumers in your classroom? Explain how you came to your conclusions.</p>

Grade 6

State Goal 16

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 6: 6.16.01 Identify examples of primary and secondary sources. (16A)</p>	<p>Using your social studies textbook, make a list of primary and secondary sources that help you understand what life was like in ancient Greece.</p>	<p>Language Arts: Use the Internet or library resources to research primary and secondary sources that a future historian might use to learn about life in your town or city in the twenty-first century.</p>
<p>6.16.02 Compare the value of primary and secondary sources. (16A)</p>	<p>Select one historical event that occurred during the growth of an ancient civilization. Use the Internet or library resources to research primary and secondary sources that will help you learn more about the event. Then, write a paragraph comparing the similarities and differences of the two types of sources.</p>	<p>Home Economics: Prepare or buy a new food product that you have seen advertised. Taste the food and form your own opinions about it. How does the description in advertisements compare to your taste test? As a class, discuss the value of the advertisements as primary and secondary sources.</p>
<p>6.16.03 Examine how historians organize information for study. (16A)</p>	<p>Use information from textbooks and reliable Internet sources to make a parallel time line showing when different cultures made important technological developments, such as advances in written communication. Write a question for a classmate to answer by using your time line.</p>	<p>Religion: Make a time line to show the early Hebrew history from 2000 BC-800 BC.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
6.16.04 Recognize the difference between fact and opinion and the importance of facts in the study of history. (16A)	Choose a lesson from your textbook. Write two factual statements from the lesson and two statements that are your own opinion. Trade papers with a classmate, and challenge each other to identify the statements that are facts.	Religion: Research and read about the Dead Sea Scrolls. Identify information from the research that is fact and the information that is opinion. Describe the steps you took to determine what was factual and what was opinion.
6.16.05 Use historical maps to make inferences about historical events or eras. (16A)	Compare two historical maps that show expansion of political boundaries over time (e.g., expansion of the Roman Empire). Use details from the textbook to infer some of the challenges people faced during the period, such as setting up new governments or settling boundary disputes. Write a paragraph to summarize the information.	

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<p>6.16.06 Use the Internet to locate information about a significant historic person or event. (16A)</p>	<p>Use the Internet to locate three different websites about Napoleon Bonaparte and the Code of Laws he passed following the French Revolution. Make a list of the facts and opinions that each website provides regarding the effects of the laws on French citizens. You may wish to use http://www.crf-usa.org/bria15_2.html#code as one of your sources.</p>	<p>Language Arts: Greek and Roman mythology are also sources of information about the beliefs of people who lived during the Greek and Roman empires. Use the Internet or library resources to find a Greek and a Roman myth that explain the world. Then write a paragraph that describes how the two stories are different. Share your paragraph your class.</p>
<p>6.16.07 Compare and contrast features of the Greek city-states. (16B)</p>	<p>Write a paragraph that describes an acropolis and an agora. Then, make a map of ancient Greece, marking the locations of city-states. Finally, make a list of reasons why city-states developed where they did.</p>	<p>Art: Make a collage of the events of the present-day Olympic Games. Include a caption that describes how the Olympic Games today unite people around the world, just as they united ancient Greeks.</p>
<p>6.16.08 Summarize how democracy worked in ancient Athens. (16B)</p>	<p>Write an essay that summarizes how the democracy of ancient Athens worked.</p>	<p>Theater: Create a skit to portray the roles of ancient Athenians in society. Include the roles of men, women, immigrants, and enslaved people. Demonstrate each citizen's level of participation in the democratic government.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.09 Analyze the development of government in the Roman Republic. (16B)</p>	<p>Write definitions of the following: <i>republic, consuls, veto, dictator, Senate, patricians, plebeians, and tribunes</i>. Then, use these words as labels in a hierarchy diagram that show the roles of patricians and plebeians in the Roman Republic. Finally, write a paragraph that summarizes the development of government in the Roman Republic.</p>	<p>Art: Use the Internet or library resources to research how the government in ancient Rome and ancient Athens supported its authors and artists. Summarize your findings in a written report.</p>
<p>6.16.10 Describe the significance of the Gupta Empire in the history of India. (16B)</p>	<p>Write an essay that describes why you think the time of the Gupta Empire was called India's Golden Empire.</p>	<p>Religion: Make a chart to compare and contrast Hinduism and Buddhism. How do you think India would be different today if the Gupta rulers had not taken over? Share your findings with a small group of classmates.</p>
<p>6.16.11 Identify the political characteristics of the Han dynasty in ancient China. (16B)</p>	<p>Write definitions of the terms <i>Confucianism</i> and <i>Legalism</i>. Make a comparison chart to list the characteristics of each. Describe how the leaders of the Han dynasty combined the two philosophies into their government.</p>	<p>Religion: Define <i>filial piety</i>. As a class, discuss how filial piety was important in both political and family life during the Han dynasty in ancient China.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.12 Analyze the reasons why the Roman Empire failed. (16B)</p>	<p>Create a time line that shows the political, economic, and health problems that led to the decline of the Roman Empire.</p>	<p>Health: Use the Internet or library resources to research the attributes of the Roman Empire that contributed to the spread of disease. Then, as a class discuss the role of epidemiology in society today.</p>
<p>6.16.13 Explore the development and spread of Islam. (16B)</p>	<p>Make a flowchart to show how Islam spread between A.D. 630 and A.D. 750.</p>	<p>Religion: As a class, discuss the Five Pillars of Islam. Then, make a poster to show how the Five Pillars of Islam help shape the lives and the communities of Muslims today.</p>
<p>6.16.14 Evaluate how trade affected Muslim ideas. (16B)</p>	<p>Make a map that shows historic desert trade routes on the Arabian peninsula. Label Mecca on the map. Then, write a paragraph that explains how trade affected Muslim ideas.</p>	<p>Language Arts: Make a graphic organizer to illustrate how the split of powerful families, including some of Muhammad’s descendants, spread Muslim ideas.</p>
<p>6.16.15 Discuss the significance of and the reasons for the decline of the Shang dynasty in ancient China. (16B)</p>	<p>Write a paragraph that describes the significance of the Shang dynasty. Then, make a list of reasons for the decline of the Shang dynasty.</p>	<p>Art: Make small signs of some common English words for items in your classroom. Use the Internet or library resources to research the Chinese character for each word. Add the Chinese characters to the signs or the English words. Display your signs around your classroom.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.16 Examine the political rise of ancient Ghana in western Africa. (16B)</p>	<p>Make a chart to show how ancient Ghana used location, military strength, and natural resources to rise to power in western Africa.</p>	<p>Language Arts: Define <i>griot</i> and discuss how these people’s tradition of oral history might affect the way that the history of ancient Ghana is interpreted.</p>
<p>6.16.17 Examine the influence of the Catholic Church and the Crusades on medieval Europe. (16B)</p>	<p>Write definitions for the following terms: <i>cathedral, crusader, crusade, knight, Reconquista, burgher, guild, and Magna Carta</i>. Make a chart and use the definitions to place each word under the headings: People, Places, Events, Documents, and Associations. Then write an essay that examines the influence of the Catholic Church and the Crusades on medieval Europe.</p>	<p>Business: Work with a group to form a guild. First, decide what kind of work your guild will do. Then, decide on a fair price that all guild members will charge for their products or services. Finally, write a set of standards that all guild members must follow to make sure all work is of high quality.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.18 Identify factors that led to the decline of feudalism in Europe. (16B)</p>	<p>Make a list of factors that led to the decline of feudalism in Europe.</p>	<p>Religion: Create an idea web to show why the period of feudalism was called the <i>Age of Faith</i>.</p> <p>Theater: In a small group, re-enact the signing of the Magna Carta. Discuss the importance of individual rights then and now. What are some of the rights of American citizens that limit the power of our government over our freedom?</p>
<p>6.16.19 Examine why European nations wanted to find new sea routes to Asia. (16B)</p>	<p>Write an essay that examines how Italian and Arab monopolies of the Mediterranean Sea route contributed to the search for new sea routes.</p>	<p>Art: Using a world map, trace and label the routes of exploration by England, Spain, and Portugal.</p>
<p>6.16.20 Identify the causes of the exploration and colonization of the Americas. (16B)</p>	<p>Write definitions for the following terms: <i>colonization, conquistador, immunity, Columbian exchange, and encomienda</i>. Then make a list of the causes of the exploration and colonization of the Americas.</p>	<p>Health: Use the Internet or library resources to research how Spanish explorers unknowingly brought diseases to the Incas and the Aztecs. Draw diagrams to show how smallpox, influenza, and measles are caused, spread, and can be prevented.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.21 Examine the causes and effects of imperialism in Africa and China. (16B)</p>	<p>List the three major political causes of European exploration and expansion into Africa and China. Use a cause-and-effect chart to match them to multiple and overlapping effects.</p>	<p>Art: Make timelines with pictures to show how China and Africa changed as a result of effects from European expansion.</p>
<p>6.16.22 Define capitalism, socialism, and communism as economic systems. (16C)</p>	<p>Write definitions of the following terms: <i>capitalism</i>, <i>socialism</i>, and <i>communism</i>. Then write a paragraph for each term that describes how economic systems operate under it.</p>	<p>Art: On a world map, use different colors to mark capitalist, socialist, and communist countries.</p>
<p>6.16.23 Analyze the trading network of the Muslim Empire (1000 CE-1500 CE). (16C)</p>	<p>Write an essay that analyzes how trade affected the Muslim Empire from 1000 to 1500.</p>	<p>Language Arts: Trade with the Muslim empire helped spread Muslim language and ideas. Construct a chart, defining scientific terms in English that come from Arabic, such as algebra, alchemy, and nadir.</p>
<p>6.16.24 Investigate the growth of Chinese sea trade from 1000 CE to 1500 CE. (16C)</p>	<p>Write a paragraph that describes how Admiral Zeng He. Describe how Zeng He helped the growth of Chinese sea trade.</p>	<p>Science: China traded silk abroad but kept the secret of its production for 1,500 years. Compare this once secret traditional way with modern ways of producing silk. Draw the life cycle of the silkworm and present all your information on a visual display.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.25 Recognize the role feudalism played in the medieval European economy. (16C)</p>	<p>Britain had a traditional agrarian economy in the Middle Ages. Make a Venn diagram to compare and contrast this economy with a capitalistic market economy, necessary to sustain an Industrial Revolution.</p>	<p>Art: During the fall of the Western Roman Empire, a strong central government was removed and the manorial system evolved. Work with a small group to make a diorama of a manor and depict its economic function.</p>
<p>6.16.26 Study new forms of banking and money lending occurring in Europe at the time of the Crusades. (16C)</p>	<p>Write a paragraph describing new forms of banking and money lending that helped trade grow during the time of the Crusades.</p>	<p>Theater: Write a scene that takes place at a Medieval fair. Include appropriate events, activities, foods, and goods that were common at fairs.</p>
<p>6.16.27 Discuss the role of <i>burghers</i> and <i>guilds</i> on early urbanization and specialization of labor. (16C)</p>	<p>Make a chart listing the occupations and accomplishments of members of merchant and craft guilds. Use a graphic organizer to describe how you think the role of burghers and guilds was related to the growth of trade and cities.</p>	<p>Language Arts. Imagine that you are starting a guild. Write a set of standards that guild members must follow to ensure fair prices and high-quality work.</p>
<p>6.16.28 Analyze the economic significance of new technologies in the Age of Exploration. (16C)</p>	<p>Create a chart to identify the significance of new technologies that allowed European sailors to develop new trade routes.</p>	<p>Technology. Find out more about the astrolabe, quadrant, or compass. Write a report about the history of the instrument and how it works.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.29 Study the role of advanced weaponry in European colonization. (16C)</p>	<p>The voyage of Columbus had a devastating effect on the Native Americans. It began the process of European colonization. Make a graphic organizer to show five factors leading to the enslavement of Native Americans.</p>	<p>Art. Create a poster comparing the weaponry of Spanish conquistadors and Aztec warriors.</p>
<p>6.16.30 Compare and contrast the economic systems and trade patterns of the Aztecs and Incas before contact with Europeans. (16C)</p>	<p>Write a paragraph comparing and contrasting the economic and trade patterns of the Aztecs and Incas before contact with Europeans.</p>	<p>Science. Write a report describing the environments of central Mexico and the Andes Mountain range. Describe how each environment affects the plants, animals, and other economic resources that are found in those areas.</p>
<p>6.16.31 Describe trading patterns and economies of Native North Americans before the arrival of Europeans. (16C)</p>	<p>Make a chart to compare and contrast the economic and trade patterns of the following Native North American peoples before the arrival of Europeans: the Eastern Woodlands, the Plains, the Southwest and West, and the Northwest and Arctic peoples.</p>	<p>Art. Research Native American trade items such as pottery or wampum. Draw a design for a piece of pottery or a wampum belt that might have been made by an early Native American group.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.32 Discuss the social significance of the Exodus of the ancient Israelites. (16D)</p>	<p>Write a paragraph explaining why the Exodus was a turning point in the history of the Israelites.</p>	<p>Religion: Research and write a report on the celebration of Passover, the Jewish holiday that honors the Exodus. Describe the Passover ceremony called the Seder.</p>
<p>6.16.33 Analyze the social impact of events in the early civilization of India. (16D)</p>	<p>Write a short essay analyzing social change in the early civilization of India. Essays might discuss: How Hinduism affected India’s society, how Buddhism developed and spread, or how the rise of the Maurya and Gupta empires changed India.</p>	<p>Art: Use art history textbooks and other art history resources to find Buddhist images. Then prepare an oral report comparing and contrasting Buddhist images or designs from India with those from another Asian country.</p>
<p>6.16.34 Cite key examples of Ancient Greece’s legacy to the rest of the world. (16D)</p>	<p>Create a chart to list key examples of Ancient Greece’s legacy to the rest of the world. Your chart might include Greek democracy, art, architecture, mythology, religion, poetry, warfare, sports, science, city-states, history, education, or philosophy.</p>	<p>Language Arts: Use the Internet or library resources to research and write a report on how Ancient Greek plays were performed. Share findings with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.35 Describe the origins and spread of Christianity. (16D)</p>	<p>Make a flowchart to show the spread of Christianity. Start your flowchart with Jesus spreading his teachings through Judea and Galilee. Your flowchart should end with Christianity becoming the official religion of the Roman Empire in A.D. 132.</p>	<p>Religion: Read one of Jesus' parables. Write a summary of the parable and cite an example of how the parable can be applied to a current social or political challenge.</p>
<p>6.16.36 Evaluate the legacy ancient Rome left for future civilizations. (16D)</p>	<p>List key examples of Ancient Rome's legacy to the rest of the world. Your list might include Roman constitutional or tripartite government, citizenship, engineering, art, architecture, education, or language.</p>	<p>Language Arts: Read a section of Virgil's epic poem the <i>Aeneid</i>. Choose a main character and write a brief critique, analyzing the character's effect on the plot.</p>
<p>6.16.37 Examine the social changes brought by Germanic migrations (AD 200-AD 1000). (16D)</p>	<p>Write a brief essay that describes the cultural, economic, and political changes associated with the manor system developed by Germanic peoples.</p>	<p>Art: Draw maps as part of a visual presentation showing the migration of different Germanic peoples in the western Roman Empire.</p>
<p>6.16.38 Trace the spread of Christianity in Europe during the early Middle Ages. (16D)</p>	<p>Make a chart describing the influence on the following leaders on the spread of early Christianity: Clovis, Saint Patrick, Pope Gregory I, and Charlemagne.</p>	<p>Language Arts: Write a short biographical sketch of Charlemagne. Focus on changes that Charlemagne made in government and education.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.39 Explore the development and spread of Islam. (16D)</p>	<p>Write a paragraph describing how Islam developed on the Arabian peninsula. Consider the role that Muhammad’s life and teachings played in unifying Arab people in the belief in one god.</p>	<p>Religion: Create a chart describing the five acts of Islamic worship known as the Five Pillars.</p>
<p>6.16.40 Analyze the social impact of the discovery of gunpowder, the compass, tea, and the manufacture of paper in China. (16D)</p>	<p>Make a chart describing the social impact of the following Chinese inventions: gunpowder, the compass, paper, and tea.</p>	<p>Technology: Choose one Chinese invention. Write a brief report on the history of the invention. Present your findings to the class.</p>
<p>6.16.41 Understand the influence of the Catholic Church and the Crusades on Europe during the high and late Middle Ages. (16D)</p>	<p>Write a paragraph examining the influence of the Catholic church and the Crusades on Europe during the high and late Middle Ages. Consider the influence of the Crusades on economic development and trade, the spread of scientific ideas, and the spread of Christianity.</p>	<p>Art. Use the Internet or library resources to research the art and architecture of gothic cathedrals from the high Middle Ages. Draw a design for a stained glass window for a gothic cathedral. Share your design with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.42 Identify factors that led to the decline of feudalism in Europe during the late Middle Ages. (16D)</p>	<p>Identify important factors that led to the decline of feudalism, such as the formation of nation-states, wars, the spread of the bubonic plague, and the Magna Carta. Write a sentence describing each factor.</p>	<p>Science: The Bubonic Plague killed 1.5 million people in England alone. Describe the cycle of infection and map the spread of the infection. Write the societal results attributed to the plague.</p>
<p>6.16.43 Analyze the social impact of the Renaissance. (16D)</p>	<p>Make a chart to identify new ideas, important individuals, and groups of people from the Renaissance. Write a paragraph summarizing the social impact of the items in the chart.</p>	<p>Art: Paint a scene from daily life at school. Try to use perspective and paint a realistic view of what you see, just as renaissance painters did.</p>
<p>6.16.44 Analyze the social impact of the Reformation. (16D)</p>	<p>The Reformation was a turning point in world social history. Create several concept webs that illustrate changes in religious thought, science, exploration, access to information, and the movement of people.</p>	<p>Technology: Johannes Gutenberg invented the first printing press in Europe to use moveable type (about 1450). Write a paragraph explaining how Gutenberg's invention helped spread Martin Luther's ideas during the Reformation.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.45 Describe farming in the Huang He valley 4000-1000 BCE. (16E)</p>	<p>Describe the location and features of the Huang He valley. Write a paragraph describing farming methods and tools used in the Huang He valley during the Xia and Shang Dynasties. Discuss how the geographic and environmental features of china have supported rice growing. Describe how rice farmers used terrace farming to grow plentiful crops in the Huang He Valley.</p>	<p>Language Arts: Use the Internet or library resources to research the legend of Yu the Great and the Great Flood. Write a narrative that tells this legend in you own words.</p>
<p>6.16.46 Identify the farming <i>innovations</i> of the Sumerian city-states of Mesopotamia in the Tigris-Euphrates valley. (16E)</p>	<p>Describe the agricultural techniques developed by Mesopotamian civilizations in the Tigris-Euphrates valley. Include information about improvements of irrigation and reservoir methods, the use of wheeled carts and iron tools, and the increased division of labor and specialization of skills.</p>	<p>Art: Make a cardboard model of an ancient Mesopotamian ziggurat. Add labels to explain how ziggurats were made, what they may have symbolized, and who worked near them. Present your model to the class.</p>
<p>6.16.47 Examine how ancient Egyptians made use of the Nile River during the agricultural revolution. (16E)</p>	<p>Describe the location and features of the Nile River valley. Write a paragraph describing how the ancient Egyptians organized life around the annual flooding of the Nile River.</p>	<p>Language Arts: Ancient Egyptians adapted and made use of regular flooding of the Nile River. Discuss how the Aswan Dam helped contemporary Egyptians gain control of the flooding.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.48 Explain how the geography of the Indus river valley allowed a civilization to form there. (16E)</p>	<p>Describe the location and features of the Indus River valley. Explain that Indian rivers often flooded during summer monsoons, depositing fresh silt on farmlands. Write a paragraph describing how early farmers built villages above the flood level of the river, and grew crops in rich soil left after the river flooded.</p>	<p>Science: Create a poster explaining how rivers in the Indus River valley erode, transport sediment, change course, and flood their banks. Share your poster with the class.</p>
<p>6.16.49 Compare and contrast the alterations made to the river valley environments of Huang He, Tigris-Euphrates, Nile, and Indus Rivers. (16E)</p>	<p>Make a Venn diagram comparing and contrasting the environmental effects of early technological improvements on the Huang He, Tigris-Euphrates, Nile, and Indus River valleys. Diagrams should include effects of improvements such as dykes, reservoirs, irrigation, canals, shadufs, draining marshes, and using wheeled vehicles and iron tools.</p>	<p>Technology: Important information about ancient technology and history comes from early writings on oracle bones, blocks of clay, and papyrus. Write a brief report comparing the advantages and disadvantages of using each writing material with today's use of paper writing material.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.50 Trace how agricultural techniques of the early civilizations of Egypt, Mesopotamia, China, and India permitted the production of economic surplus. (16E)</p>	<p>Review the farming methods developed by the early civilizations of Egypt, Mesopotamia, China, and India. Write a summary of how these methods allowed early civilizations to produce food surpluses and to sustain permanent settlements.</p>	<p>Art: Sumerian metalworkers discovered how to make bronze tools from tin and copper. Use the Internet or library resources to find examples of bronze Sumerian artifacts. Write a brief report describing how the use of metal tools was related to the production of agricultural surplus.</p>
<p>6.16.51 Explain how the production of economic surplus by the farming techniques of the early civilizations of Egypt, Mesopotamia, China, and India led to the emergence of powerful cities and city-states. (16E)</p>	<p>Make a flowchart that shows how agricultural improvements led to the emergence of powerful cities and city-states in the early civilizations of Egypt, Mesopotamia, China, and India. Explain that civilizations share certain stages and features as they develop, including: river valleys offering fertile soil, agricultural innovations allowing food surpluses, farming villages growing into larger settlements, leaders organizing and governing powerful city-states.</p>	<p>Language Arts: Write a journal entry from the point of view of a scientist at an archaeological site from a powerful city or city-state of an early civilization covered in your textbook. Use information from your textbook and additional research to make the journal entry descriptive and exciting.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Significant to Develop at Grade 6: 6.16.52 Organize a set of historical maps of a region or place into a historical atlas. (16A)</p>	<p>Collect five historical maps of Europe and organize them chronologically, from earliest to latest.</p>	<p>Language Arts: Collect several maps that show Illinois in different years or time periods. You may choose population maps, agricultural maps, or political maps. Once your collection of maps is complete, create a cover, a Table of Contents, an Introduction, and an index. Bind the pages together to make a historical atlas.</p>
<p>6.16.53 Identify the importance of perspectives and historical empathy in analyzing the past. (16A)</p>	<p>Write definitions of the terms <i>analyze</i>, <i>perspective</i>, and <i>historical empathy</i>. Then, write an essay that compares and contrasts the historical perspectives of a scientist at an archeological dig and a visitor to a museum.</p>	<p>Music: As a class, listen to music your parents enjoyed when they were your age. Then, discuss whether or not like the music. Support your answer with reasons and examples.</p>
<p>6.16.54 Determine how frames of reference affect the interpretation of history. (16A)</p>	<p>Write a definition of the term <i>frame of reference</i>. Then select a historic world event that you have already learned about. Think of the different kinds of people who took part in the event. Write a paragraph that describes the frame of reference of each group.</p>	<p>Art: Compare religious art from two different time periods or cultures. Write a paragraph describing the different frames of reference reflected in each work of art.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.55 Understand the difference between direct and representative democracy. (16B)</p>	<p>Write a paragraph that describes the difference between direct democracy and representative democracy.</p>	<p>Technology: Use the Internet or library resources to research how your community is governed. Make a poster showing the different branches of local government and compare them to the government structure of ancient Athens.</p>
<p>6.16.56 Analyze the value of constitutional government. (16B)</p>	<p>Create a flowchart to illustrate how the Roman Republic provided a model for later constitutional governments.</p>	<p>Language Arts: Work with a small group to brainstorm the ways in which constitutional principles affect your life at home, at school, and in your community.</p>
<p>6.16.57 Compare and contrast the development of the political systems of ancient Greece and ancient Rome. (16B)</p>	<p>Research information about the ancient Greek and ancient Roman governments, using the website www.Historyforkids.org. Then make a Venn diagram to compare and contrast these two political systems.</p>	<p>Religion: Examine the similarities and differences between the Roman and Greek gods. Include the attributes given to the gods by humans, as well as the impact this multiple-god religion had on the daily lives of the citizens of Rome and Greece.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.58 Explore the economic significance of new technologies to the Industrial Revolution in England. (16C)</p>	<p>Make a list of new factory machines and farming tools introduced during the Industrial revolution. Then create a chart to list the economic effects of those new machines and tools.</p>	<p>Health. Research health benefits and drawbacks experienced by workers during the Industrial Revolution. Share your findings with the class.</p>
<p>6.16.59 Explore the effect of capitalism in European industrial countries. (16C)</p>	<p>In 1500, a nation’s power was directly related to its wealth or mercantilism. This thought dominated economic development for 200 years. Make an idea web to illustrate what was needed, how it was gotten, and who controlled it during this time.</p>	<p>Language Arts: Make a mixed media presentation to your class. In your presentation, compare the effect of the Industrial Revolution on both Great Britain and the United States and on the physical environments of both countries.</p>
<p>6.16.60 Evaluate the effect of economics on class conflict and labor in Europe. (16C)</p>	<p>Capitalism and the Industrial Revolution spurred rapid changes in every social class. Use idea webs to describe aristocracy and tenants. Chart how their boundaries were redefined or metamorphosed into new classes.</p>	<p>Math: In the mid-1800s, an upper middle class of doctors and lawyers earned 300-800 British pounds annually. Others, such as teachers, journalists, and shopkeepers, each earned 150-300 pounds per year. Calculate in pounds and dollars, what the British pound is worth today, and how much they actually earn today. Record your results in a table.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.61 Learn about the Age of Technology beginning in the 1980s and its effect on economic systems worldwide. (16C)</p>	<p>Technological advances increase efficiency and output, and often lower costs. Use a prediction chart to explain how cell phones and computers might continue to affect the economic system of the United States.</p>	<p>Science: Research the 3-D printer that scientists at MIT have developed. Make a poster to organize information that explains this technological advancement. As you share your poster with classmates, make predictions about the printer’s effect on the United States economic system.</p>
<p>6.16.62 Evaluate the social impact of European exploration and colonization on Native North, Middle, and South Americans. (16D)</p>	<p>Make a map that illustrates the “Colombian Exchange”—the movement of people, plants, ideas, and diseases between Europe and the Americas. List the benefits and drawbacks of the exchange.</p>	<p>Health: Use the Internet or library resources to research one of the diseases that the European settlers brought to the Americas, such as influenza, smallpox, or measles. Prepare a report that describes the cause and effects of each disease, as well as the methods of preventing those diseases from spreading. Share your findings with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.63 Explain the social effects of democratic revolutions in Europe and the Americas. (16D)</p>	<p>Use a cause-and-effect chart to explain the social effects of the democratic revolutions in Europe and the Americas. Consider how new democratic ideas affected views on slavery.</p>	<p>Religion: In 1775, the Quakers in Philadelphia started the first abolitionist, or anti-slavery, group in the United States. Write a brief paragraph describing how the abolitionist movement reflects the Catholic teaching that human dignity can only be achieved if human rights are protected.</p>
<p>6.16.64 Explain how increased trade during the Mongol Empire led to greater contact between Asia and Europe. (16E)</p>	<p>Make a cause-and-effect chart summarizing what caused the Mongols to have closer contact with other cultures. Consider the effects of Mongol invasions, the adoption of Chinese ways by Mongol Khanates of Eastern Asia, the formation of Yuan dynasty by Kublai Khan, and the improvements made in China during Kublai Khan’s rule.</p>	<p>Language Arts: Use the Internet or library resources to research details about the travels of Marco Polo, an Italian trader who wrote an important book describing his journey through the Mongol Empire. Imagine that you are traveling with Marco Polo. Write your own travelogue, describing people and places you visit. Use drawings, maps, and photographs to illustrate your travelogue.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.65 Trace the Silk Road and explain its uses during the Mongol Empire. (16E)</p>	<p>Draw a map of the Silk Road. Maps should include a title, scale, and a compass rose. Include major trading centers along the route. Present your map to the class and explain how the Silk Road affected trade along the route in the 1200s. Describe the goods and ideas exchanged by Asian and European traders along the Silk Road.</p>	<p>Art: Use the Internet or library resources to research desert travel along parts of the silk road. Make a diorama of a caravan scene that includes camels, traders, and caravansaries. Include appropriate vegetation and geographic details.</p>
<p>6.16.66 Study the ways that improvements made during the rule of Kublai Khan affected the environment. (16E)</p>	<p>Complete a graphic organizer describing the environmental effects of improvements made in China during Kublai Khan’s rule—including rebuilding of the Grand Canal, expanding the road system, and building graineries.</p>	<p>Religion: Mongol leaders allowed people within the Empire certain rights, such as freedom of religion. Write a short paragraph explaining how freedom of religion made it easier for Mongol rulers to unite the Chinese under one government, and make improvements that helped expand the Empire.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Useful to Work on at Grade 6: 6.16.67 Identify examples of two different interpretations of a significant event in history or the public perceptions of a historical figure. (16A)</p>	<p>As a class, discuss the difference between fact and interpretation. Use the Internet or library resources to research two interpretations of the French Revolution. Then, write two journal entries from the point of view of two French citizens, such as people from two different social classes, or from the male and female perspective.</p>	<p>Religion: Compare interpretations of Saint Thomas Aquinas from the viewpoint of church leaders and the viewpoint of a scholar. As a class, discuss how and why the two viewpoints are different.</p>
<p>6.16.68 Analyze the Spartan way of life. (16B)</p>	<p>Make a cause-and-effect chart that shows how the Spartans developed their military ways of life.</p>	<p>Art: Use the Internet or library resources to research examples of military-oriented artifacts from Sparta, the city-state of Uruk and Nubia. Share your examples with the class and use the examples to make inferences about the ways of life of the groups..</p>
<p>6.16.69 Analyze how Pericles improved democracy in ancient Athens. (16B)</p>	<p>Make a two-column chart. Label the columns <i>Cleisthenes</i> and <i>Pericles</i>. In your chart, list the ways Cleisthenes and Pericles changed the government of ancient Athens. Then write a paragraph that describes how these changes are reflected in the government of the United States.</p>	<p>Theater: Write definitions of the following terms: <i>tragedies</i> and <i>comedies</i>. Then write a paragraph that analyzes why theater became important in democracies, such as ancient Athens.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.16.70 Examine how the government of ancient Rome changed as the Roman Empire expanded. (16B)</p>	<p>Make a list of the ways in which the government of ancient Rome changed as the Roman Empire expanded.</p>	<p>Language Arts: Use the Internet or library resources to research the languages of the Roman Empire. As a class, debate the merits of the use of Latin as an official language.</p>
<p>6.16.71 Study the computer microchip and describe its relevance to economics. (16C)</p>	<p>Write a paragraph describing how the computer microchip has affected businesses and the lives of workers around the world. Your paragraph might focus on e-commerce, electronic communication, data storage, or computer-controlled tools and machines.</p>	<p>Technology: Use the Internet or library resources to research the history of computer chips. Write a summary of how the development of the microchip has affected the size and speed of computers since the 1980s.</p>
<p>6.16.72 Evaluate the role of nuclear weapons on the global economy. (16C)</p>	<p>Write one or two sentences explaining how the impact of nuclear weapons has changed since the end of the Cold War.</p>	<p>Science: Research the scientific concepts behind nuclear energy and nuclear weapons. Present your findings to the class in an oral report.</p>
<p>6.16.73 Describe the economic effects of space exploration and the technological innovations that make it possible. (16C)</p>	<p>Make a list describing at least three economic benefits related to the space program.</p>	<p>Language Arts: Choose an invention or material used in everyday life that was originally developed for the space program. Write a short report describing the history of its development and its original use by the space program.</p>

Grade 6 State Goal 17

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 6: 6.17.01 Explain how lines of latitude and lines of longitude are used to find places on Earth. (17A)</p>	<p>Use a world map or globe to plot the location of 20 cities around the world. Then create a four-column table. In the first column, list the names of the cities you plotted. In the second column, list the absolute location of each city, using latitude and longitude. In the third column, list the continent on which the city is located. In the last column, list the hemispheres in which the city is located. Remember that each city will be located in two hemispheres, either the Eastern or Western Hemisphere and either the Northern or Southern Hemisphere.</p>	<p>Technology: Draw a diagram to show how the Global Positioning System (GPS) works. Then write a brief report that describes the history of GPS, and how people use it today.</p>
<p>6.17.02 Explain how climate can affect the humans, plants, and animals in a region. (17B)</p>	<p>Give a presentation to explain how climate affects different regions on Earth. Describe how climate affects the kinds of plants and animals in a region. Also, describe how humans adapt to climate.</p>	<p>Language Arts: Identify a business that is dependent on climate. What kind of product or service does this business offer? In what way is this product or service dependent on the climate of its region? How might a change in the regions climate affect this business? Present your findings in a brief report.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.03 Explain plate tectonics and the role this physical process plays in shaping Earth’s landforms. (17B)</p>	<p>Make a diagram that shows one of the physical processes of plate tectonics. In your diagram, use labels to explain how these processes create and shape Earth’s landforms.</p>	<p>Science: Use the Internet or library resources to research information about volcanoes. In a brief paragraph, describe how volcanoes form. Then make a list of the short-term and long-term affects of volcanic eruptions on the environment.</p>
<p>6.17.04 Describe erosion and the role this physical process plays in shaping Earth’s landforms. (17B)</p>	<p>Write a definition of erosion in your own words. In a Venn diagram, compare and contrast the Rocky Mountains and Appalachian Mountains. Use this diagram to explain to a classmate how erosion affects landforms on Earth.</p>	<p>Language Arts: Write a fable or tall tale about the Rocky Mountains and Appalachian Mountains. In your story, describe how the mountains formed and also how they came to look as they do today. Remember that fables and tall tales often use larger-than-life characters or fantastic events to explain processes in nature.</p>
<p>6.17.05 Describe the water cycle and its importance to plants, animals, and humans. (17B)</p>	<p>Draw a diagram showing the water cycle. Then give an example to explain how mountains can create a rain shadow. Be sure to include a description of how a rain shadow can affect climate and vegetation.</p>	<p>Science: Make a glossary of terms related to the water cycle. You may wish to include: <i>hydrologic, evaporation, transpiration, condensation, precipitation, infiltration, and sublimation.</i></p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.06 Describe how climate, landforms, and bodies of water affect human activity. (17C)</p>	<p>Write a profile of your city or town. Describe its climate, the nearby landforms, and bodies of water. You might also list the population of your city or town, and any industries located there. Use your profile to write a brief paragraph describing how climate, landforms, and bodies of water affect ways of life in your city or town.</p>	<p>Physical Education: Discuss sports in which students in the class have participated. Do climates, landforms, or bodies of water affect these sports? If not, challenge classmates to name sports that are dependent on climate landforms, or bodies of water.</p>
<p>6.17.07 Understand that people around the world rely on natural resources. (17C)</p>	<p>Study a natural resources map of Illinois. List the natural resources near where you live. Then write a short paragraph to describe how people use these resources to earn a living or meet their needs.</p>	<p>Theater: Identify a job that directly works with natural resources. In a game of charades, mime this job for the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.08 Explain how geographic and human factors affect settlement patterns. (17C)</p>	<p>Create a table to organize information about settlement patterns. In one column, list the geographic factors that determine why people settle in one place rather than in another. In the other column list human factors, such as traditions, that affect settlement patterns.</p>	<p>Math: Conduct a survey to find out the number of classmates who were born in your city or, the number who were born in another city in the state, the number who were born in another state, and the number who were born in another country. Represent your data as a pie graph. Then interview students from other cities, states, or other countries to determine reasons they chose to settle in your city or town.</p>
<p>6.17.09 Explain how geographic and human factors affect population growth. (17C)</p>	<p>Find a photograph of Tokyo, Japan and describe what you see in the photograph. Research the history and growth of this city to learn more about why it looks as it does. Write a paragraph to summarize your findings.</p>	<p>Business: Are most of the businesses in the world located in rural or urban areas? Write a brief paragraph that explains your answer and why you think this is so. Also, explain how businesses contribute to the population growth of cities.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.10 Describe how social forces affect settlement patterns and migration. (17C)</p>	<p>Learn more about the colonization of Australia by Britain. What social forces were behind the settlement of the region in the late 1700s and early 1800s? Imagine that you are a sailor on a ship headed to Australia. Write a diary entry that anticipates what you might find there when you arrive.</p>	<p>Language Arts: People migrate for many reasons. However, most reasons fall into one of two categories—people are either pushed or pulled to a new area. List some of the reasons people migrate, and categorize them in a chart under the headings <i>Push</i> and <i>Pull</i>.</p>
<p>6.17.11 Understand how and why settlement patterns change over time. (17D)</p>	<p>Compare and contrast a world map to a cartogram of world population. How does the physical size of each country compare to the size of its population? Predict which world regions you think might have problems with overpopulation in the future. Give examples to support your prediction.</p>	<p>Business: Learn more about mining boomtowns in other parts of the world. Choose one example. How did this boomtown affect the local economy? How did it impact the settlement patterns of the area? Report your findings in a brief essay.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.12 Explain how technological developments have influenced the migration of people over time. (17D)</p>	<p>Make a time line that shows major advancements in transportation. Then form a hypothesis about the affects of advancements in transportation on migration. Find information that supports or disproves your hypothesis. Draw a conclusion based on your hypothesis and what you have learned.</p>	<p>Technology: Identify a technology that has either allowed people to travel to new places or allowed them to live in new places around the world. Draw a picture of this technology, and describe how it has made it possible for people to migrate to new places.</p>
<p>6.17.13 Analyze selected historical events to determine how they influenced the migration of people throughout the world. (17D)</p>	<p>Research the failure of the potato crop in Ireland in the 1800s. Identify and explain how this historical event influenced the migration of people throughout the world. Make an outline that shows the significant details of your research.</p>	<p>Religion: Research a group working to end world hunger and famine. What is the goal of this group? What are the causes of the problems this group is working to end? Report your findings in a brief essay.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.14 Explain how physical features, such as landforms, climate, and bodies of water, have shaped settlement patterns throughout the world. (17D)</p>	<p>Identify the ten largest cities in the world. Locate these cities on a physical map of the world. What do you notice about the locations of these cities? What nearby physical features do the cities have in common? Use what you have inferred about each cities location to write generalizations about how physical features affect settlement patterns.</p>	<p>Technology: Find a satellite image of Australia, South America, or North America at night. Where are most of the lights located? As a class, discuss why you think this is so. Remember what you have learned about how physical features shape settlement patterns.</p>
<p>Significant to Develop at Grade 6: 6.17.15 Explain how maps, graphs, and charts use geographic representations to provide spatial information. (17A)</p>	<p>Draw a map of Illinois. On your map, include major cities, points of interest, roads, and physical features, such as rivers, lakes, hills, and mountains. Be sure to include a map key to describe the symbols you used on the map. To accompany your map, make a chart and graph to show the population of a few major cities in your state. On the chart, list the name and population of each city. Use the data from your chart to create a graph that shows population data for each major city in the state.</p>	<p>Technology: Global Information Systems (GIS) is a computer system that can store, use, and show many different types of geographical data in many different ways. Investigate the ways GIS is being used today. Share your findings with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.16 Describe the physical processes of soil formation, and the impact soil can have on the availability and quality of natural resources in a region. (17B)</p>	<p>Make flowchart to show the stages of soil formation. Draw pictures to illustrate your flowchart. Use captions to describe what is happening at each stage of the soil formation process.</p>	<p>Health: Learn more about the organic foods movement in the United States. Write a persuasive essay in support of organic foods. In your essay, describe new farming methods and how they affect the environment. Describe the process for getting food products certified as organic. Be sure to include any drawbacks of organically produced food.</p>
<p>6.17.17 Identify ocean currents around the world, and describe how they affect plants, animals, and humans. (17B)</p>	<p>Draw a map of the Atlantic Ocean. Using symbols, indicate the location of the Gulf Stream and the direction in which it flows. Be sure to include a map key on your map. In a brief paragraph describe the affects of the Gulf Stream on the climate of northern Europe.</p>	<p>Art: Ancient Polynesian sailors recorded their observations of ocean waves and currents using stick charts. Use the Internet or library resources to learn about stick charts. Then make your own stick chart, using sticks, shells, and plant fibers.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.17.18 Determine how ecosystems function. (17B)</p>	<p>Learn more about one of Earth’s major ecosystems, such as the Great Barrier Reef, the Amazon Rainforest, or the Everglades. Describe how the plants and animals of an ecosystem depend on one another for survival. Speculate about what might happen to an ecosystem if the climate or parts of the plant life or animal life were to change dramatically. Write a paragraph sharing your conclusion and supporting it with details from your research.</p>	<p>Religion: Discuss the responsibilities of humans as stewards of God’s creation. Have you ever participated in an organization or an activity whose goal was improving the environment? Describe the experience.</p>
<p>Useful to Work on at Grade 6: 6.17.19 Describe how models, aerial photographs, and satellite images are used to show and interpret spatial information. (17A)</p>	<p>Use the Internet or library resources to research information about the history of mapmaking. Research the accuracy of early maps. Write a report to describe how mapmakers use aerial photographs and satellite imagery to create more accurate maps.</p>	<p>Science: Search the Internet for satellite images of weather patterns. As a class, discuss how meteorologists use these images to help predict the weather. How might this technology help promote public safety?</p>

Grade 6 State Goal 18

State Goal 18: Understand social systems, with an emphasis on the United States.

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>Critical to Understand and Master at Grade 6: 6.18.01 Explain the significance of the Code of Hammurabi. (18A)</p>	<p>Write a paragraph explaining why the Code of Hammurabi was written, who wrote it, and why it is important.</p>	<p>Language Arts: Write your own code of laws that you think would have been useful in an ancient city-state. State each law, and include the punishment for disobeying it.</p>
<p>6.18.02 Describe Egyptian achievements in the arts and architecture, including the main features that remain in use today. (18A)</p>	<p>Make a list of Egyptian achievements in arts and architecture. Make sure to include the arts and architecture that remain in use today, and label them accordingly.</p>	<p>Art: Use the Internet or library resources to learn more about how the Egyptians built the pyramids. Then draw a mural that shows how this task was done.</p>
<p>6.18.03 Explain how the agricultural revolution contributed to the development of early civilizations and the emergence of cities as centers of culture and power. (18A)</p>	<p>Make sequence cards about how climate change led to early farming. Write a card for each important event. Exchange cards with a classmate, and put each other's cards in the correct order. Then discuss how early farming led to city centers of culture and power.</p>	<p>Language Arts: Write a report on the effects of domestication of animals and plants in southwestern Asia. Describe how the populations of plant and animal species changed. Also describe how people changed their environment by domesticating plants and animals.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.04 Explain the significance of Judaism as the first monotheistic religion rooted in moral laws for humanity. (18A)</p>	<p>Make a details chart about Judaism that shows how it was the first monotheistic religion rooted in moral laws for humanity.</p>	<p>Religion: Read the <i>Ten Commandments</i>. Then explain how these were early moral laws.</p>
<p>6.18.05 Explain the importance of Homer’s literary works to the ancient Greeks. (18A)</p>	<p>Make a list of some of the important literary works of Homer. Then write a paragraph explaining their importance to the ancient Greeks, including how they were orally passed down from generation to generation.</p>	<p>Language Arts: Read the book <i>Tales from the Odyssey</i> by Mary Pope Osborne, Hyperion Books for Children, 2002. This is a retelling of a story comprised by Homer. After reading, discuss, as a class, how this story shows Greek culture.</p>
<p>6.18.06 Analyze aspects of Greek culture (e.g., epic poems, religion, myths, oracles, athletic contests). (18A)</p>	<p>Make a word web with the phrase <i>Greek culture</i> in the center. Then fill in the surrounding bubbles with aspects of Greek culture, such as epic poems, religion, myths, oracles, and athletic contests.</p>	<p>Language Arts: Write your own epic poem about daily life in your community. Share your poem with the class.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.07 Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law. (18A)</p>	<p>Write a report on the primary sources of Islamic beliefs, practices, and laws, including the significance of the Qur’an and the Sunnah.</p>	<p>Language Arts: Write a narrative about the religion of Islam and its beliefs and practices.</p>
<p>6.18.08 Detail the advances made during the diffusion of the Renaissance in literature, art, science, mathematics, cartography, engineering, astronomy, and human anatomy. (18A)</p>	<p>Make a time line of the advances made during the Renaissance in literature, art, science, mathematics, cartography, engineering, astronomy, and human anatomy.</p>	<p>Art: Research the work of a Renaissance artist, and make copies of the works that you like. Then create a scrapbook showing the copies of the artist’s work. Include captions to identify each piece of art.</p>
<p>Significant to Develop at Grade 6: 6.18.09 Examine how Greek art of the Golden Age reflected the Greek’s view of themselves and the world. (18A)</p>	<p>Create a word web that categorizes examples of Greek artistic achievements during the Golden Age, including balanced proportions, scenes from everyday life, and admiration for the human form.</p>	<p>Theater: Research an ancient Greek play or playwright. Write a report in which you explore the role the play or playwright had in the ancient Greek theatrical tradition.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.10 Identify the ancient civilizations that developed in the Indus River valley and the two major religions that evolved in the area. (18A)</p>	<p>Make a chart to show the ancient civilizations that developed in the Indus River valley (<i>the Mauryas and the Guptas</i>) and the two major religions that evolved in that area (<i>Hinduism and Buddhism</i>).</p>	<p>Language Arts: Make a Venn diagram that compares and contrasts the Nile River valley civilizations with the Indus River valley civilizations.</p>
<p>6.18.11 Place important events of the development and spread of Buddhism in India in chronological order, and explain how the Buddha's teachings differed from Hinduism. (18A)</p>	<p>Make a time line to show the events and spread of Buddhism in India. Then write a paragraph that explains how Buddha's teachings differ from Hinduism.</p>	<p>Art: In small groups, compare and contrast Buddhist images or design from India and from another Asian country. Use art history textbooks and other art history resources to find images. Present an oral report of your findings.</p>
<p>6.18.12 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (18A)</p>	<p>Make a cause-and-effect chart that shows how Christianity spread to Europe and other Roman territories.</p>	<p>Religion: Jesus told parables to teach people about life. Find and read a parable, summarize it, and analyze its theme, or message. Then draw conclusions about how Jesus' parables drew people to Christianity.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.13 Describe the artistic and oral traditions and architecture in the Mayan, Aztec, and Incan societies. (18A)</p>	<p>Write a paragraph that compares and contrasts the artistic and oral traditions and architecture in the Mayan, Aztec, and Incan societies.</p>	<p>Art: Use the Internet or library resources to research the Mayan, Aztec, or Incan societies. Then make a shoebox diorama illustrating daily life in these cultures.</p>
<p>6.18.14 Explain Protestants' new practices of church self-government that occurred during the Reformation and the influences those practices had on the development of democratic practices and the ideas of federalism. (18A)</p>	<p>Make a chart that explains what happened during the Reformation and the influences it had on the development of democratic practices and ideas of federalism.</p>	<p>Language Arts: Imagine you are a citizen of Wittenberg. Write a journal entry explaining what happened on the day Martin Luther nailed his call for reforms to the church door.</p>
<p>6.18.15 Describe and explain the significance of the main cultural achievements of the Gupta civilization, including <i>Panchatantra</i>, stupas, Nalanda, Arabic numerals, and algebra. (18A)</p>	<p>Make a word web with the phrase <i>Cultural achievements of the Gupta civilization</i> in the center. Fill in the surrounding bubbles with the main cultural achievements of the Gupta civilization.</p>	<p>Language Arts: Read translations of <i>Sinbad the Sailor</i>, <i>Jack the Giant-Killer</i>, or other Indian folktales. Analyze the effects of the hero's qualities, such as courage, on the plots and on the resolution of the conflict. Discuss your analyses in small groups.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.16 Name a major contribution to the world made by the Phoenicians and describe its influence on cultures around the Mediterranean. (18A)</p>	<p>Write a report about one major contribution to the world made by the Phoenicians and how it influenced cultures around the Mediterranean.</p>	<p>Language Arts: Study the Phoenician alphabet, and compare it against the Egyptian, Greek, and Latin alphabet. Explain how these alphabets are similar and different.</p>
<p>6.18.17 Compare and contrast the Xia and Shang dynasties of ancient China. (18A)</p>	<p>Make a chart to compare and contrast the Xia and Shang dynasties of ancient China. Include information about how literature, art, architecture, and traditions contributed to the development and transmission of ancient Chinese culture.</p>	<p>Language Arts: Write a paragraph that answers the following question: <i>How did the Shang dynasty begin in the Huang He Valley?</i></p>
<p>6.18.18 Explain the way the Han dynasty showed that they valued family, art, and learning. (18A)</p>	<p>Write a report about how the Han dynasty showed that they valued family, art, and learning.</p>	<p>Religion: Write a paragraph that explains how your church values family, art, and learning.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.19 Identify the two new forms of verse that poets of Han China developed, and explain how they are different. (18A)</p>	<p>Research <i>fu</i> and <i>shi</i> styles of poetry, common in ancient China. Identify the lasting effects of the literature, art, and traditions of the Han dynasty. Present your findings in an oral presentation. Include examples of each characteristic of Chinese culture of the time.</p>	<p>Language Arts: Write a poem that talks about the culture of the Han dynasty.</p>
<p>6.18.20 Identify and explain the significance of the Five Classics. (18A)</p>	<p>Explain the significance of the <i>Five Classics</i>: the <i>Book of Poems</i>, the <i>Book of History</i>, the <i>Book of Changes</i>, <i>Spring and Autumn Annals</i>, and the <i>Book of Rites</i>.</p>	<p>Language: Pick five books that you would consider classics. Write a paragraph to explain what you chose. Present your paragraph to the class.</p>
<p>Useful to Work on at Grade 6: 6.18.21 Describe how archaeologists learn about ancient civilizations' languages, literature, arts, architecture, and traditions. (18A)</p>	<p>Make a graphic organizer to show the different ways that archaeologists learn about ancient civilizations' languages, literature, arts, architecture, and traditions.</p>	<p>Language Arts: Write a journal entry as if you are an archaeologist learning about an ancient civilization. Include how you learn about the civilization's languages, literature, arts, architecture, and traditions.</p>

ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 6

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.22 Identify the kinds of written communication that developed in ancient civilization. (18A)</p>	<p>Make a four-column chart with the labels <i>Kush, Egypt, India, and China</i>. Then fill in the chart with the kinds of written communication that developed in these ancient civilizations.</p>	<p>Theater: Work with a partner to plan and act out a dramatic scene about finding oracle bones with writing on them. In the scene, speculate what the bones mean and what they say about the ancient Chinese civilization.</p>
<p>6.18.23 Identify the two major religions influenced by Judaism. (18A)</p>	<p>Make a two-column chart with the labels <i>Christianity and Islam</i>. Then fill in the chart to show how Judaism influenced these two major religions.</p>	<p>Religion: Write a report about how Judaism influenced Christianity, and identify the similarities between the two religions.</p>
<p>6.18.24 Identify and explain the four Vedic texts and their importance to Brahmanism. (18A)</p>	<p>Make a four-column chart identifying the four Vedic texts and their importance to Brahmanism.</p>	<p>Language Arts: Read an excerpt from the <i>Bhagavad-Gita</i>. After reading, discuss how it is important to Brahmanism.</p>
<p>6.18.25 Explain why Confucius and other thinkers sought ways to restore family order and social harmony to China during post-Zhou dynasty era. (18A)</p>	<p>Write a biography about Confucius, emphasizing his concern with the fighting, the problems of government, and the loss of traditional values of his times.</p>	<p>Language Arts: Read a few of Confucius' sayings from the <i>Analects</i>. Then analyze them, and discuss how they demonstrate in what Confucius believed.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.26 Classify beliefs and traditional thought that were commonly taught in Confucianism, Daoism, and Legalism. (18A)</p>	<p>Make a three-column chart with the labels <i>Confucianism</i>, <i>Daoism</i>, and <i>Legalism</i>. Then fill in the chart with beliefs and traditional thoughts from these philosophies.</p>	<p>Art: Make a poster that shows what Confucianism, Daoism, and Legalism teach. Discuss the differences in these philosophies.</p>
<p>6.18.27 Evaluate the importance of the Aryan civilization’s language called Sanskrit. (18A)</p>	<p>Write a paragraph describing the importance of the language called Sanskrit.</p>	<p>Language Arts: Write a story on the importance of having a unifying language that allows people to communicate with each other.</p>
<p>6.18.28 Illustrate the rise and fall of the Kush empire, emphasizing the affects and assimilation of Egyptian culture on Kushites. (18A)</p>	<p>Create a time line that illustrates the times when rulers of Kush were in power and when rulers of Egypt were in power. Along the time line, indicate the transmission of distinct Egyptian and Kush culture, shared during each period in history.</p>	<p>Language Arts: Write a journal entry describing what life might have been like during the fall of the Kush Empire.</p>
<p>6.18.29 Examine how the Egyptians expressed their religious beliefs. (18A)</p>	<p>Make a list of how the Egyptians expressed their religious beliefs.</p>	<p>Religion: Make your own list about how you express your religious beliefs.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.30 Explain the characteristics of Babylonian society. (18A)</p>	<p>Make a word web with the phrase <i>Babylonian society</i> in the middle. Then fill in the surrounding bubbles with characteristics of Babylonian society.</p>	<p>Science: Use the Internet or library resources to research the Hanging Gardens of Babylon. Write a paragraph explaining why this is remembered as one of the Seven Wonders of the Ancient World.</p>
<p>6.18.31 Give reasons why we know so little about the ancient Indian civilization the Harappan. (18A)</p>	<p>Write a paragraph explaining why historians have not been able to read the Harappan language and what that has done for our knowledge about the ancient Indian civilization.</p>	<p>Language Arts: Use the Internet or library resources to research information about the Harappan, and write a report about your findings.</p>
<p>6.18.32 Identify the religious beliefs that shaped ancient Egyptian and Kushite cultures. (18B)</p>	<p>Make a chart that shows the religious beliefs that shaped ancient Egyptian and Kushite cultures.</p>	<p>Language Arts: Write a short narrative piece of fiction showing how the worship of an Egyptian god or goddess fits into the life of an ancient Egyptian character.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.33 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. (18B)</p>	<p>Write a paragraph that describes the relationship between religion and the social and political order in Mesopotamia and Egypt.</p>	<p>Religion: Write a report on how religion today affects social and political order in the United States.</p>
<p>6.18.34 Contrast early African societies of Kush, Aksum, and West Africa. (18B)</p>	<p>Make a chart to compare and contrast the early African societies of Kush, Aksum, and West Africa.</p>	<p>Language Arts: Write a journal entry from the point of view of a person from the Kush civilization, the Aksum civilization, or the West African civilization. Include information about daily life in your community.</p>
<p>6.18.35 Examine cultural influences that affected the way citizens were treated during the Qin and Han dynasties. (18B)</p>	<p>Make a chart to compare and contrast the cultural influences that affected the way citizens were treated during the Qin and Han dynasties.</p>	<p>Math: During the Qin dynasty, the Great Wall of China was built. In pairs, write word problems based on facts about the Great Wall, including its length, height, and width. Write problems involving addition, subtraction, multiplication, and division.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.36 Describe the diffusion of Buddhism northward to China during the Han dynasty. (18B)</p>	<p>Draw a map to show the spread of Buddhism northward to China during the Han dynasty.</p>	<p>Language Arts: Write a report about how the teachings of Buddha still influence people today and people from the recent past, like Mohandas Gandhi and Dr. Martin Luther King, Jr.</p>
<p>6.18.37 Differentiate the positive and negative effects of the leadership of Shi Huangdi, during the Qin dynasty. (18B)</p>	<p>Make a two-column chart with the labels <i>Positive</i> and <i>Negative</i>. Then fill in the chart with the positive and negative effects of the leadership of Shi Huangdi during the Qin dynasty.</p>	<p>Language Arts: Imagine you are a ruler of an ancient Chinese dynasty. Write a paragraph describing how you would try to unify your people.</p>
<p>6.18.38 Explain the relationships between and among the different Varnas and how this system of social classification resulted in the development and spread of the caste system throughout India. (18B)</p>	<p>Use a chart to explain how the caste system in India was broken up and how it spread throughout India.</p>	<p>Language Arts: Research the legal protections that people in your community have against discrimination in employment, housing, and other areas. Compare and contrast the rights that you have with those of the untouchables in ancient India.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.39 Discuss the significance of the Aryan invasions. (18B)</p>	<p>Write a paragraph describing the significance of the Aryan invasions.</p>	<p>Language Arts: Write a paragraph that explains how Aryan and Indian culture intermixed.</p>
<p>6.18.40 Trace the migration of Jewish people around the Mediterranean region and the effects of their conflict with the Romans. (18B)</p>	<p>Make a map of the migration of the Jewish people around the Mediterranean region. Write a paragraph about how the migration affected the Jewish people's relationship with the Romans.</p>	<p>Language Arts: Read <i>Masada: The Last Fortress</i> by Gloria D. Miklowitz, Eerdmans Books for Young Readers, 1998. Discuss the conflicts that the Jewish people had with the Romans.</p>
<p>6.18.41 Explain the ways women's rights were limited in ancient Indian society. (18B)</p>	<p>Make a list of the ways women's rights were limited in ancient Indian society.</p>	<p>Language Arts: Write a journal entry from the point of view of a woman living in ancient India. Describe what it is like and how you feel.</p>
<p>6.18.42 Describe how the Guptas allowed religious freedom in their empire. (18B)</p>	<p>Write a paragraph describing religious freedom during the Gupta Empire.</p>	<p>Science: Use the Internet or library resources to research a scientific achievement from the Gupta Empire, and write a report about it.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.43 Compare and contrast the Indian religions, Hinduism and Jainism. (18B)</p>	<p>Make a two-column chart with the labels <i>Hinduism</i> and <i>Jainism</i>. List similarities and differences between these two Indian religions.</p>	<p>Religion: Write a paragraph comparing Christianity to Hinduism and Jainism.</p>
<p>6.18.44 Explain the fundamental teachings of Confucianism and Taoism. (18B)</p>	<p>Make a two-column chart with the labels <i>Confucianism</i> and <i>Taoism</i>. Fill in the chart with the fundamental teachings of each philosophy.</p>	<p>Language Arts: Write a report on Confucianism or Taoism. In your report, explain your feelings toward the philosophy.</p>
<p>6.18.45 Compare and contrast the roles of men and women in traditional family life in ancient China. (18B)</p>	<p>Make a chart to compare and contrast the roles of men and women in traditional family life in ancient China.</p>	<p>Theater: To understand the roles of men and women in traditional family life in ancient China, take turns role-playing what a man would do and what a woman would do during a normal day in ancient China.</p>
<p>6.18.46 Identify major religious beliefs and practices of the ancient Greeks. (18B)</p>	<p>Use a word web with the phrase <i>Ancient Greeks</i> in the middle. Then fill in the surrounding bubbles with the religious beliefs and practices of the ancient Greeks.</p>	<p>Art: Create a bulletin board display that shows the religious beliefs and practices of the ancient Greeks.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.47 Compare and contrast Athenian and Spartan social structures and institutions. (18B)</p>	<p>Draw two large triangles side by side on a sheet of paper. Draw lines to divide each triangle into three sections. Label one triangle <i>Athens</i> and the other <i>Sparta</i>. Consider the point of the triangle the highest-ranking citizens. Then place the citizen groups in their appropriate sections, according to the social class structure in each ancient Greek city-state.</p>	<p>Language Arts: Make a list of the social structure and institutions in Athens and Sparta. Then write a paragraph to compare them with the social structure and institutions in the United States today.</p>
<p>6.18.48 Explain the significance of the polis in ancient Greece. (18B)</p>	<p>Define the word <i>polis</i>. Then write a brief summary on why the polis was significant in ancient Greece.</p>	<p>Language Arts: Write a paragraph analyzing the following quotation by Aristotle: "Man is by nature...intended to live in a polis."</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.49 Compare the relationship between Athens and Sparta during the Persian Wars and the Peloponnesian War. (18B)</p>	<p>Make a chart that compares the relationship between Athens and Sparta during the Persian Wars and the Peloponnesian War.</p>	<p>Language Arts: Use the Internet or library resources to research the Persian Wars or the Peloponnesian War. Then write a report about the war, including why it happened, where it happened, when it happen, and whom it involved.</p>
<p>6.18.50 Explain how Alexander the Great was able to spread Greek culture throughout Persia, Asia Minor, Syria, Egypt, and Mesopotamia. (18B)</p>	<p>Write a paragraph explaining how Alexander the Great was able to spread Greek culture throughout Persia, Asia Minor, Syria, Egypt, and Mesopotamia.</p>	<p>Language Arts: Write a short story explaining how the spread of Greek culture would have changed if Alexander the Great were never born.</p>
<p>6.18.51 Identify and describe how society changed during the Hellenistic Age. (18B)</p>	<p>Make a chart to describe how society changed during the Hellenistic Age.</p>	<p>Math: Research the life of the astronomer Aristarchus, and write a report about how he changed astronomy.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.52 Explain the ideas of Socrates, Plato, and Aristotle and describe how each man and his ideas influenced the development and transmission of Greek culture. (18B)</p>	<p>Write a biography on Socrates, Plato, or Aristotle. Include how his ideas influenced the development and transmission of Greek culture.</p>	<p>Language Arts: Analyze the following quotation from Socrates: “The only good is knowledge, and the only evil is ignorance.” Explain how this quotation encompasses Socrates’ life.</p>
<p>6.18.52 Describe the rise of the Roman Republic. (18B)</p>	<p>Make a time line to describe the rise of the Roman Republic.</p>	<p>Theater: Role-play the functions of Rome’s tripartite government. The class should be divided into a senate, two consuls, and an assembly. The consuls should propose a new law. Then the Senate should advise the consuls on the law. After the consuls have heard the Senate’s advice, they should consider changing the law. The assembly should then vote on the new law.</p>
<p>6.18.53 Explain the changes that helped establish Christianity and stabilize the church during the late Roman Empire. (18B)</p>	<p>Make a time line to explain the changes that helped establish Christianity and stabilize the church during the late Roman Empire.</p>	<p>Art: Use the Internet or library resources to research works of art during the late Roman Empire. Write a paragraph analyzing the depictions of Jesus in each work of art.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.54 Evaluate Philip's conquest of Greece from the point of view of the Greek people. (18B)</p>	<p>Write a journal entry from the point of view of a Greek person evaluating Philip's conquest of Greece.</p>	<p>Language Arts: Write a journal entry from the point of view of a Greek person at the time of King Philip's death.</p>
<p>6.18.55 Describe the development of the Byzantine Empire, with emphasis on the resulting distinct European civilizations: Eastern Orthodox and Roman Catholic and explain their differing views on church-state relations. (18B)</p>	<p>Write a paragraph describing the development of the Byzantine Empire. Then compare and contrast the views on church-state relations between the Eastern Orthodox and the Roman Catholic.</p>	<p>Theater: In groups, role-play scenes of people who believe in Eastern Orthodox ways and people who believe in Roman Catholic ways. Try to resolve differences through peace.</p>
<p>6.18.56 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (18B)</p>	<p>Write biographies of Julius Caesar and Augustus, emphasizing their influence in Rome's transition from republic to empire.</p>	<p>Math: Make a time line of events that include Julius Caesar and Augustus in making Rome an empire.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.57 Explain the roles of the Goths, Vandals, and Huns in the decline of the Roman Empire in the West. (18B)</p>	<p>Make a time line to explain the roles of the Goths, Vandals, and Huns in the decline of the Roman Empire in the West.</p>	<p>Art: Draw a map that shows the Roman Empire at its height. Use a colored pencil to draw the boundary of Roman lands after the fall of the Western Roman Empire in A.D. 476. Be sure to label major cities, places, and bodies of water.</p>
<p>6.18.58 Trace the origins of Islam and the teachings of Mohammad. (18B)</p>	<p>Make a flowchart that traces the origins of Islam and the teachings of Mohammad, including Islamic teachings on the connections with Judaism and Christianity.</p>	<p>Language Arts: Write a paragraph that compares and contrasts Islam, Judaism, and Christianity.</p>
<p>6.18.59 Discuss the cultural blending of Muslim civilizations with the people that they conquered. (e.g., acceptance of Islam and the Arabic language). (18B)</p>	<p>Write a paragraph that describes the cultural blending of Muslim civilizations with the people that they conquered.</p>	<p>Language Arts: Write a short story that shows how you influence the people who are around you. Connect your influence with that of the Muslims in ancient civilizations.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.60 Identify the contributions made by Muslim scholars of Eurasia and Africa and their later contribution to science, geography, mathematics, philosophy, medicine, art, and literature. (18B)</p>	<p>Make a list of the contributions made by Muslim scholars of Eurasia and Africa.</p>	<p>Science: Choose a Muslim scientist to research. Write a report on the scientist, and tell how he or she influences science and the world today.</p>
<p>6.18.61 Trace the growth of Arabic language in government, trade, and Islamic scholarship in West Africa. (18B)</p>	<p>Make a chart to show how and why the Arabic language grew in government, trade, and Islamic scholarship in West Africa.</p>	<p>Art: Make a bulletin board to show the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.</p>
<p>6.18.62 Trace the development of distinctive forms of Japanese Buddhism. (18B)</p>	<p>Look at a map, and trace the development of distinctive forms of Japanese Buddhism. Write a paragraph explaining how these forms are different than others.</p>	<p>Language Arts: Use the Internet or library resources to write a paragraph about how Buddhism became the official religion of Japan in the 700s.</p>
<p>6.18.63 Classify the lasting effects of the ninth and tenth centuries' golden age of literature, art, and drama on Japanese culture today. (18B)</p>	<p>Write a paragraph that explains the lasting effects of the ninth and tenth centuries' golden age of literature, art, and drama on Japanese culture today.</p>	<p>Language Arts: Research a Japanese artist from the ninth or tenth century, and write a report about his or her influence on Japanese culture today.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.64 Analyze the rise of military society in the late twelfth century and the role of the samurai in that society. (18B)</p>	<p>Make a poster about the rise of military society in late twelfth century Japan and the role of the samurai in that society.</p>	<p>Language Arts: Use the Internet or library resources to make a Venn diagram comparing the training of soldiers in the United States to training samurai in Japan.</p>
<p>6.18.65 Analyze the social structures of Medieval Europe and explain the spread of Christianity and the roles monasteries played in the diffusion of the religion. (18B)</p>	<p>Make a chart analyzing the social structures of Medieval Europe. Then write a paragraph explaining the spread of Christianity and the roles monasteries played in the diffusion of the religion of that time.</p>	<p>Math: Make a chart categorizing the influence of early leaders on the spread of Christianity. Include Clovis, Saint Patrick, Pope Gregory I, and Charles the Great. Make sure to also include how they spread Christianity.</p>
<p>6.18.66 Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution. (18B)</p>	<p>Make a word web with the word <i>Catholic Church</i> in the middle. Fill in the surrounding bubbles with the details that support why it is important as a political, intellectual, and aesthetic institution.</p>	<p>Religion: The Catholic Church is still a source of education for many people. Make a list of ways that your church promotes education.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>6.18.67 Distinguish between the early American cultures in the Pacific Northwest, the Southwest, the Great Plains, and the Eastern Woodlands. (18B)</p>	<p>Create a table by placing each early American culture in a row. Label two columns <i>Achievements</i> and <i>Group Organization</i>. Use the table to compare and contrast the lives of each group of people. Write your discoveries in a short expository article about ancient American cultures.</p>	<p>Art: Pick an early American culture to study. Then make a poster illustrating life in that culture.</p>