

The following syllabus describes the chapters and the activities that can be expected for each chapter. Please note that the activities and/or the timing of the activities are subject to change. Activities and projects may also be added to this syllabus. Expect lesson quizzes, guided reading activities and unit tests for assessments.

The emphasis in the 6th grade is on question interpretation and essay writing. Students will learn Guided Reading techniques to get more from the chapter readings. They will understand important elements by reviewing questions prior to each reading. Within the question we will first highlight the important words, and then frame the answer to be sure that each concept in the question has been covered. When answering longer essay questions, the practice of providing a topic sentence, at least five supporting sentences, and a concluding sentence for each paragraph will be reinforced. Students' essays will become concise and complete as they express their knowledge to the fullest.

History of Our World

This book is also used in 7th grade; the 6th grade curriculum begins with the first four chapters. World Religions, Governments, World Natural Resources, and Trade will be found in a black binder created by Mrs. Whiteley, which will be distributed in the spring.

Mapmaster Skills Map Reading and Interpretation

Students work together to reinforce concepts of direction, hemispheres, longitude and latitude, and different representations of the globe. Students will be able to identify and interpret special purpose maps, such as political or climate maps.

The concept of maps will be tied in throughout the year. In addition to reading and class discussion, partners will create a globe with the equator and Prime Meridian, and each continent along with the continents' topography. This globe will be added to throughout the year as we progress through the chapters.

Expect both group and individual assignments of worksheets and games; individual work will be assessed for a grade. Credit will be given for completed class work.

Ch 1 Prehistory

The students will observe as Prehistoric Man evolves from a nomadic lifestyle to a farming (settled) lifestyle. As the population increases, students can trace cause and effect from farming to the formation of governments and social classes.

Ch 2 Fertile Crescent (Mesopotamia)

These chapters take the students through the rise of the Mesopotamian empires as we trace the beginnings of formal laws, and the religions of Christianity and Judaism.

Higher order thinking skills will be implemented such as comparisons, predictions, and the analysis of the effect of various laws. We will utilize the mrdowling website to supplement the material available in the textbook.

Ch 3 Egypt

This is always an exciting chapter for students as they have had much exposure to Egyptian concepts through the media. We will uncover the true Egypt, separate from the movies, and learn the skills of mummification, papermaking, and hieroglyphics. Students will appreciate the effect of the Nile River on the development of this region.

Ch 4 Indus Valley

Students will explore the subcontinent of India, and will be able to describe how the shifting of the tectonic plates contributed to the formation of the Himalayas. The Hindu religion and the philosophy of Buddhism enter into our studies.

Expect students to be writing essays as they pull together the techniques they have been exposed to up to this point.

Binder: World Religions

The religions of Judaism, Christianity, and Hinduism, and the philosophy of Buddhism will be reviewed. The third major religion, Islam, will be introduced. We will be making use of the mrdowling website to enhance instruction.

The students will create many Venn diagrams and comparison essays as they explore the differences and commonalities of these religions. They will be able to choose between a point-to-point comparison versus a paragraph-to-paragraph comparison. In addition, students will create a small poster depicting the Five Pillars of Islam in a creative manner.

Governments

Throughout the year the students have been exploring the need for government and the development of various types of governments. In this unit they will compare and contrast the major forms of government such as democracy, monarchy and dictatorship. They will complete the online government webquest. In addition, with a partner they will synthesize all that they have learned to create a new ‘ideal’ government pulling the best aspects from all they have studied.

World Natural Resources

Students will return to extensive map study as they identify the seven continents and understand how at one point in time, the southern continents were once connected in an area known as Gondwanaland. Resources will be classified as renewable and nonrenewable. Students will work with a partner to list the natural resources found on each continent. They will then observe how an imbalance of natural resources leads to trade.

Students will be answering the higher order thought questions at the end of each chapter using their essay writing skills. They will make predictions on how trade will occur, based on the three-dimensional resource model we will create in class.

Trade

This unit flows directly from the prior one, and studies world trade in

depth. Students will be introduced to the law of supply and demand and competition and the effect of these on prices. My website contains an IMF trade scenario game where students take the role of a country and enact trade deals with a goal towards maximizing profits or resources.

This year takes the students from prehistory to current trade between nations! They will have come a long way towards understanding the impact of geography on the growth of civilizations. They will have honed their reading skills and will be able to distinguish important information in the readings. The students will then be able to successfully express their knowledge in clear and concise essays. Ready to go for 7th grade!

Hayes Jacobs, Heidi et al. History of Our World. Prentice Hall: Needham, MA, 2005.