

5/27/2004

**Civics-Government**

**Sixth Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in the democratic process.

**Benchmark 1:** The student understands the purpose of laws (rule of law) as it applies historically.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Sixth Grade**

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**Benchmark 2:** The student understands the diversity of American society and socially shared ideals and political roots.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
1. (K) recognizes the benefits of respecting the rights of others for self, community, and country.	

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**Benchmark 3:** The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Civics-Government**

**Sixth Grade**

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (A) compares and contrasts the rights of people living in Ancient Greece, Classical Rome and Modern U.S.</li> <li>2. (A) analyzes a political, social, civil or religious issue from an ancient civilization and proposes a possible solution (e.g., social issue: keeping gladiator fights in order to deter crime on Roman streets v. eliminating gladiator fights because it is cruel and unusual punishment).</li> </ol>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (K) identifies the basic features of national political systems (i.e., republic, democracy, monarchy, dictatorship).</li> <li>2. (K) describes the ways political systems meet or fail to meet the needs and wants of their citizens (e.g., republic, democracy, monarchy, dictatorship).</li> </ol>	

**Economics**

**Sixth Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (K) explains how <b>scarcity</b> of resources requires communities and nations to make choices about goods and services (i.e., what food to eat, where to locate, how to use land).</li> <li>2. (A) gives examples of international economic interdependence. (e.g., Europeans depended on the Far East for spices &amp; tea; Far Easterners got silver and gem stones in return).</li> </ol>	<ol style="list-style-type: none"> <li>1. compare the Egyptians' use of the Nile River to the Sumerians use of the Tigris and Euphrates rivers.</li> <li>2. discuss with students how European merchants made such large profits from the sale of Asian goods. Lead students to realize that because Asian goods were not readily available in Europe, the only way to get them was pay a high price.</li> <li>3. Have students pretend they are a Portuguese sailor. Write a persuasive letter to King John I, explaining why he should pay for an ocean voyage you want to make to Asia. Explain why your journey would be good for the Portuguese.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

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**Economics**

**Sixth Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 2:** The student understands how the market economy works in the United States.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Economics**

**Sixth Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) recognizes the economic conditions under which trade takes place between people across nations (e.g., students recognize that trade takes place when people have wants or needs they cannot fulfill).</li> <li>2. _ (K) recognizes barriers to trade among people across nations (i.e., treaties, war, transportation, geography).</li> </ol>	<ol style="list-style-type: none"> <li>1. Divide the class into two “nations.” Ask each group to decide on imaginary projects to trade, the products’ values, and a record keeping system. Then ask the nations to role-play a situation between the two groups. Discuss the results.</li> <li>1. Pretend you are an early trader bringing tools and weapons made of bronze to people who have never seen this metal. Write a speech to persuade these people to trade for your bronze goods.</li> <li>2. Trace the Silk Road trade route and identify physical barriers to the route (e.g., lack of water through the desert, cold, icy conditions and avalanches through the mountains) Have students consider why fast, safe trade routes are important.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

5/27/2004

**Economics**

**Sixth Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 4:** The student analyzes the role of the government in the economy.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Economics**

**Sixth Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) – (\$) determines the costs and benefits of a spending, saving, or borrowing decision.</li> <li>2. (K) – (\$) explains that budgeting requires trade offs in managing income and spending and identifies the opportunity costs that result from these trade-offs.</li> <li>3. (A) - (\$) analyzes how supply of and demand for workers in various careers affect income.</li> </ol>	<p>Note: These indicators will need to be addressed in a separate unit of study. Personal finance cannot be meshed well into ancient civilizations.</p> <ol style="list-style-type: none"> <li>1. Decide as a class on one item they would all like to have. Then divide the class into groups. Each group receives the same amount of cash per week. Have each group determine how much of their money they can save each week. Determine how long it will take to purchase the item. Then, as a class, identify the opportunity costs that result from these trade-offs for each group.</li> <li>2. Decide as a class on one item they would all like to have. Then divide the class into groups. Each group receives the same amount of cash per week. Have each group determine how much of their money they can save each week. Determine how long it will take to purchase the item. Then, as a class, identify the opportunity costs that result from these trade-offs for each group.</li> <li>4. Research a career. Find out the number of people currently in the occupation and the number of people needed (now and in the future). Predict how the supply and demand of workers affects salaries (e.g., nursing, technology careers, construction). (instructional suggestions are in development and may change)</li> </ol>

**Geography**

**Sixth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Maps and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (A) explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.</li> <li>2. (K) locates major physical and political features of Earth from memory (see Appendix 2 for assessment items).</li> <li>3. (A) identifies major patterns of world populations, physical features, ecosystems, and cultures using historic and contemporary geographic tools (e.g., maps, illustrations, photographs, documents, data).</li> </ol>	

**Geography**

**Sixth Grade**

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**Benchmark 2: Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) identifies types of regions (e.g., climatic, economic, cultural).</li> <li>2. (K) describes how places and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari).</li> <li>3. _ (K) identifies and describes the location, landscape, climate, and resources of early world civilization (i.e., Mesopotomia, Egypt, India, China, Greece, Rome, Western Europe, West Africa, Japan).</li> <li>4. (A) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).</li> <li>5. (A) traces the spread (diffusion) of something from one region or center of civilization to other regions of the world (e.g., trade, conquest, migration, government, religion, language, food, technology, customs, arts).</li> </ol>	

**Geography**

**Sixth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
1. (K) explains the distribution patterns of ecosystems within hemispheres to define climatic regions. 2. (K) identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).	

**Geography**

**Sixth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) examines reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates).</li> <li>2. _ (K) describes the forces and processes of conflict and cooperation that divide or unite people (i.e., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt, the Greek city-states, empire building, Crusades, movements for independence or rights).</li> </ol>	

**Geography**

**Sixth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Roman aqueducts, clearing the vegetation of the hillsides by the Greeks, dikes on the Nile, dikes on the Mesopotamia raising the level of the river).</li> <li>2. (K) describes the impact of natural hazards on people and their activities (e.g., floods; Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions-Mt. Vesuvius).</li> <li>3. (A) explains the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples (e.g., papyrus-paper-scribe).</li> <li>4. (A) explains the relationship between resources and the exploration, colonization and settlement patterns of different world regions (mercantilism, imperialism, and colonialism).</li> </ol>	

**Kansas, United States, and World History**

**Sixth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains the importance of the Neolithic Agricultural Revolution (nomadic vs. settled) (e.g., food production, changing technology, domestication of animals, settled village life).</li> <li>2. _ (A) compares the origin and accomplishments of early river valley civilizations (i.e., Tigris and Euphrates-cities, states, Hammurabi’s code; Nile Valley-Pharaoh, centralized government, Indus Valley-Mohenjo Daro, Huang He -Shang).</li> <li>3. (K) explains major beliefs of the world’s first religions (e.g., polytheistic, monotheistic, animism).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students create a Venn diagram comparing nomadic life in the Old Stone Age to settled life in the New Stone Age. For each difference noted, have students identify the cause of that difference. Then have students brainstorm the climatic conditions necessary to grow crops, and have them locate on a physical map the regions that they think would be most likely to be good places to grow crops. Compare those locations to a political map to determine the connection between those conditions and the growth of settlements. <b>See also:</b> Geography Benchmark 1, Indicator 3; Benchmark 4, Indicator 1; and Benchmark 5, Indicators 3 and 4.</li> <li>2. Ask students to locate their own town or city on a map. Discuss how that location encouraged settlement in terms of the landscape, climate, and resources. Divide students into groups to research the location, landscape, climate, and resources of the river valley civilizations. Discuss what they have in common and how geography encouraged settlement at those points. Create a class wall chart to compare the early river civilizations as they are studied during the year, including these headings: government, religion, major accomplishments. Fill in the chart and keep it posted as study continues. Have students create illustrations to add to the wall chart. <b>See also:</b> <b>Geography Benchmark 1, Indicator 2; Benchmark 2, Indicators 1, 3, and 4; Benchmark 4, Indicator 1; Benchmark 5, Indicator 3</b> <i>Economics Benchmark 1, Indicator 1</i></li> <li>3. Tell students that they have been appointed to create a piece of artwork that represents one of the early religions of the world. Before</li> </ol>

	<p>they create the artwork, they must research that religion to make sure that their design truly represents that religion. Divide students into groups to answer questions as to who followed that religion, what did they believe, when in time was that religion practiced, where was it practiced, and how did believers practice their religion? After students have created their artwork, they can present it to the class, explaining how their piece reflects the religion based on their research.</p> <p><b>See also:</b> Geography Benchmark 2, Indicator 4</p>
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**Kansas, United States, and World History**

**Sixth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (K) describes key characteristics of classic Greek government (i.e., Athens vs. Sparta, Athenian Democracy). (i.e., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city’s needs come first)</li> <li>2. (K) describes the significant contributions of ancient Greece to western culture (e.g., Philosophy: Socrates, Plato, Aristotle, literature/drama: Homer, Greek Plays, architecture, sculpture).</li> <li>3. (K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire).</li> <li>4. _ (K) describes key characteristics of classical Roman government (i.e., Roman Republic: senate, consuls, veto, written law – Roman Empire: emperors, expansion).</li> <li>5. (A) analyzes the reasons for the decline and fall of the Roman Empire.</li> <li>6. (A) compares and contrasts the beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.</li> <li>7. _ (K) describes key cultural accomplishments of Classical India (i.e., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism).</li> <li>8. _ (K) describe key accomplishments of ancient China (i.e., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service).</li> <li>9. (K) lists the cross-cultural connections between Han China and Imperial China (e.g., Silk Road, government of systems, concept of empire).</li> </ol>	<ol style="list-style-type: none"> <li>1. As a class, construct a Venn diagram comparing life in Athens to life in Sparta. Divide students into two groups to write diary entries. Have half the students write as if they were a child in Athens and half write as if they were a child in Sparta. Have them describe their day from when they wake up in the morning until they go to bed at night and include information about family members in their entries. Have students share their entries with a partner from the other city-state and then try to convince each other why their way of life is best. See also: Geography Benchmark 2, Indicator 4; and Benchmark 4, Indicator 2</li> <li>2. Have students perform an actual Greek drama or comedy. Translations of several Greek plays can be found online at: <a href="http://ancienthistory.about.com/library/bl/blGreekPlays.htm">http://ancienthistory.about.com/library/bl/blGreekPlays.htm</a></li> <li>3. Have students use maps to compare the sizes of the Qin and Han Empires in China and the empire of Alexander the Great. Have students read to find details about the Qin and Han Empires and the Hellenistic kingdoms to support the statement: Empires unify the culture of their people. See also: History Benchmark 2, Indicators 8 and 9; Benchmark 5, Indicator 1; Geography Benchmark 1, Indicator 2 and 3; Benchmark 2, Indicators 4 and 5</li> <li>4. Create a wall chart to compare the characteristics of the governments in ancient Greece, ancient Rome, and the modern United States. Have students write statements based on the wall chart that compare and contrast the forms of government. See also: History Benchmark 2, Indicator 1; Civics-Government Benchmark 4,</li> </ol>

	<p>Indicator 1</p> <p>5. Before reading about the fall of the Roman Empire, have students create a graphic organizer with three categories: economics, geography, and government. As they are reading about the fall of the Roman Empire, direct students to identify and write down causes of the fall in the appropriate category. In small groups, have students share their graphic organizers and decide as a group which of the three categories of causes was the most important cause of the fall of the Roman Empire with at least two specific reasons why. Have each group present their findings to the class.</p> <p>See also: Civics-Government Benchmark 4, Indicator 2; Benchmark 5, Indicator 2; Geography Benchmark 2, Indicator 3; Benchmark 4, Indicator 2; Economics Benchmark 1, Indicator 1</p> <p>6. Provide each student with a folder labeled with the name of one of the five religions to be studied. Inside each folder, have four pockets (library check-out pockets work well) attached to the folder. Have students label each pocket with one of the following questions: How did the religion develop? What are the role(s) of god(s)? What are the basic beliefs? What are the duties of a follower of this religion? As students research their assigned religion, they will take notes on note cards that can then be placed into the appropriate pocket based on the question that the note helps to answer. When research is completed, have students write an essay on their assigned religion with each pocket being the basis for a paragraph. Share the essays as a class and create a class wall chart based on their research.</p> <p>See also: Geography Benchmark 2, Indicators 4 and 5</p> <p>7. Prepare a list of key cultural accomplishments of classical India. Have students go on an Internet treasure hunt to locate pictures and information about these items. When students have completed finding the items, have them put the pictures and information together in a PowerPoint to share with other students.</p> <p>See also: History Benchmark 2, Indicator 6; Benchmark 5, Indicator 3; Geography Benchmark 1, Indicator 3; Benchmark 2, Indicators 4 and 5</p> <p>8. Provide students with a chart of the dynastic cycle in China (e.g., 1. A new dynasty rises, 2. The new dynasty rules, 3. The dynasty grows weak, 4. The dynasty falls, and 5. A period of violence follows). Have</p>
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	<p>students read about the Qin and Han dynasties to find details that describe each of the phases in the dynastic cycle.</p> <p>See also:            History Benchmark 2, Indicator 9; Benchmark 5, Indicator 1; Civics-Government Benchmark 5, Indicator 2; Geography Benchmark 2, Indicator 4</p> <p>9. Have students create a chart with two columns, one marked "China" and the other "the West". As they read about the Silk Road, have them list products traded along the Silk Road on the chart in the proper columns. Have students trace the Silk Road on a map and then place illustrations on the map of the products near to their point of origin. As students do so, point out that international economic interdependence means that people rely on products and trade from other countries. Also, as students look at the map, have them determine which portions of the journey appear to be the most difficult. Ask students to brainstorm what the benefits are to trading on the Silk Road to those involved.</p> <p>See also:            Economics Benchmark 1, Indicator 2; Benchmark 3, Indicators 1 and 2; Geography Benchmark 1, Indicator 2; Benchmark 2, Indicator 5; Benchmark 5, Indicator 3</p>
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**Kansas, United States, and World History**

**Sixth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the governmental/political, social, and economic institutions and innovations of Byzantine Empire.</li> <li>2. (K) describes the political and economic institutions of medieval Europe (e.g., feudalism, Magna Carta, Christendom, rise of towns and trade).</li> <li>3. (K) describes Japanese feudalism and compare to European feudalism.</li> <li>4. (A) map and discuss the expansion of Islam into Europe, Asia, and Africa.</li> <li>5. (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).</li> <li>6. (K) explains the impact of Mongol Empires (e.g., trade routes, "Silk Road", horse, Ghengis Khan).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students work in groups to write a television script about the fall of the Byzantine Empire. In the script, they should provide background information about what the Byzantine Empire was like before its downfall, and then provide information about the causes of its decline. Have students conduct their interviews for the class, using maps and other visual aids in their presentations. See also: Economics Benchmark 1, Indicator 2; Benchmark 3, Indicators 1 and 2; Civics-Government Benchmark 5, Indicator 2; Geography Benchmark 1, Indicator 2; Geography Benchmark 2, Indicators 2, 3, 4, and 5</li> <li>2. Tell students that they are to become troubadours. Their job is to write a song or a poem that tells what it is like to live in Medieval Europe. Students can be assigned to certain roles about which to write their songs, e.g., a serf, a craftsman, a lord, a crusader, etc. See also: Geography Benchmark 4, Indicator 2; Economics Benchmark 1, Indicator 1</li> <li>3. After reading about Medieval and Japanese feudalism, work as a class to construct a Venn diagram comparing medieval and Japanese feudalism. See also: Civics-Government Benchmark 5, Indicators 1 and 2; Geography Benchmark 2, Indicator 4</li> <li>4. Have students map the spread of Islam by 1500 AD. Have students create a cause and effect diagram to explain why Islam spread so quickly. Students should identify at least one each of a geographic, economic, and political reason for the spread of Islam. See also:</li> </ol>

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	Geography Benchmark 1, Indicators 2 and 3; Benchmark 2, Indicators 1, 2, 4, and 5, Benchmark 4, Indicator 2; Economics Benchmark 1, Indicator 2, Benchmark 3, Indicator 1
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5/27/2004

**Kansas, United States, and World History**

**Sixth Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 4:** The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the emerging global age (1400-1600).

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Kansas, United States, and World History**

**Sixth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 5:** The student engages in historical thinking skills.

Sixth Grade Knowledge and Application Indicators	Sixth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect.</li> <li>2. (A) examines a variety of different types of primary sources in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).</li> <li>3. (A) uses at least three primary sources to interpret a person or event from World history to develop a historical narrative.</li> <li>4. (A) compares different descriptions of the same event in World history to understand how different people might interpret historical event differently.</li> </ol>	<p>Note: Topic for assessment of indicator 1 to be drawn from other "tested" indicators.</p>