**Social Studies**

**6th Grade Social Studies Standard 1.1**

6.History.1.1 Analyze and interpret historical sources to ask and research historical questions.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What questions lead to an understanding of the development and interaction of peoples in the Western Hemisphere?</td>
<td>a. Identify ways different cultures record history.</td>
</tr>
<tr>
<td>2. How can different sources on the same topic vary and how can we determine which sources are most helpful in interpreting the past?</td>
<td>b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources interpreted should include but are not limited to: art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts.</td>
</tr>
<tr>
<td>3. What are the key primary sources that help to understand the history of the Western Hemisphere?</td>
<td>c. Critique information to determine if it is sufficient to answer historical questions.</td>
</tr>
<tr>
<td>4. How does the author or creator of a source influence the interpretation?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions (Local):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How have different cultures recorded events that have happened in the past?</td>
<td></td>
</tr>
<tr>
<td>2. How do readers tell the difference between Primary and Secondary Sources?</td>
<td></td>
</tr>
<tr>
<td>3. How can information (primary sources) be analyzed to help determine critical thinking skills by examining meaning, context, bias, purpose, and point of view?</td>
<td></td>
</tr>
<tr>
<td>4. What evidence is there that interpretations of history reflect the view points and biases of those doing the interpreting?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>1, 2, 4, 5, 9, 10, &amp; 11. Assessments are built into the lessons.</td>
</tr>
<tr>
<td>advertisement</td>
<td></td>
</tr>
<tr>
<td>artifact</td>
<td>3. An assessment worksheet is located within the lesson. It is from a primary document on a Japanese internment camp.</td>
</tr>
<tr>
<td>audience</td>
<td></td>
</tr>
<tr>
<td>authenticity</td>
<td>6. Scroll to the bottom of site and there are activity buttons. The quiz is attached below.</td>
</tr>
<tr>
<td>bias</td>
<td></td>
</tr>
<tr>
<td>census data</td>
<td></td>
</tr>
<tr>
<td>context</td>
<td></td>
</tr>
</tbody>
</table>
### Suggested Activities/Strategies:

1. Use the Primary and Secondary Sources lesson plan to teach the differences between the two types of sources.

### Resources/Technology:

- [Video Clips on Experiences of Asian Americans](#)
- [Primary Source Definition](#)
2. The History through Quilts lesson demonstrates how different cultures record history through quilts.

3. In this lesson, the history of Japanese internment camps is shared through the eyes of Japanese teenagers. Students make deductions about life in an internment camp by reading and comparing the letters written by the young internees. Have students consider the advantages of looking at an historical event from the points of view of multiple eyewitnesses.

4. The History of the Inuit People lesson contains several readings and activities to demonstrate how different cultures record history.

5. In the Differences in North American Cultures lesson, students learn that North America includes a vast variety of cultural traditions.

6. Conspiracy or Not? Have students read the two different versions of the Gunpowder Plot and determine which they believe. Have them support their answers.

7. In the Primary and Secondary Sources in History lesson, students explore the history of the world, from the time of hunter-gatherers to the Renaissance, using both primary and secondary sources to investigate historical events.

8. Students gather information and draw conclusions by examining and Understanding Primary Sources with an historical photograph.

9. In the Primary Sources lesson, students look beyond the confines of traditional sources to find answers using inquiry questions.
10. **Reading Charts and Graphs** is an online interactive lesson.

11. The **Evaluating Credible Sources** lesson demonstrates how to locate and evaluate credible sources.

1. Primary and Secondary Sources Lesson Plan
2. History through Quilts
3. Japanese Lesson
3. Japanese Graphic Organizer
3. Hirasaki Reading
3. Ishino Reading
3. Ishino Questions
3. Ogawa Reading
3. Tsumagari Reading
3. Smithsonian Link for Japanese Lesson
4. Link to Inuit Lesson
4. Inuit Lesson
5. North American Cultures Lesson
# Social Studies

## 6th Grade Social Studies Standard 1.2

### 6.History.1.2

The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why have civilizations succeeded and failed?</td>
<td>a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere.</td>
</tr>
<tr>
<td>2. To what extent does globalization depend on a society’s resistance to and adaptation to change over time?</td>
<td>b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics should include, but not be limited to: Aztec, Maya, Inca, Inuit, and early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.</td>
</tr>
<tr>
<td>3. What factors influenced the development of civilizations and nations?</td>
<td>c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.</td>
</tr>
</tbody>
</table>

### Essential Questions (Local):

1. How has the development of Canada, United States, and Latin America been related in terms of geographic, economic, and social cultural connections?

2. How have the key geographic and environmental characteristics of nations and regions in the Western Hemisphere affected the history, economies, and cultures of its nation?

3. What changes in the population of the Western Hemisphere Nations have taken place across time and place, and what has been the effect of these changes?

4. What historical experiences have nations of the Western Hemisphere shared? How have different people and nations seen these similar or shared experiences?

5. How has religion played a role politically in the development of the western hemisphere?

### Academic Vocabulary:

civilization
Columbian Exchange
cultural development

### Assessment:

1. There are worksheets included in the lesson that can be used as assessments.
### Social Studies
#### 6th Grade Social Studies Standard 1.2

<table>
<thead>
<tr>
<th>culture</th>
<th>economic development</th>
<th>interconnected</th>
<th>nation</th>
<th>perspective</th>
<th>political development</th>
<th>product</th>
<th>social development</th>
<th>Western Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. &amp; 7. Assessments are located within the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. &amp; 4. This lesson is interactive, so teachers can choose which items are to be used as assessment.</td>
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<tr>
<td>5. The lesson has questions built into the sites the students search. Teachers can use the questions as assessment or create a rubric to grade the final product.</td>
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</tr>
<tr>
<td>6. Create a rubric to assess.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Suggested Activities/Strategies:

1. In the linked lesson, students examine several maps and learn about the role that Native Americans played in European and early American mapmaking. (The lesson includes resources and assessments.)

2. In the Canadian and American Tension lesson, the War of 1812's impact on the relationship between Canada and the USA is explored. (The lesson includes resources and assessments.)

3. Follow the link for an interactive lesson about the Early Settlement of the Americas.

4. This link is for an interactive lesson about the Native American Cultures of the Americas. (The lesson includes resources and assessments.)

5. Have students conduct a research project on the Columbian Exchange. The link includes the project, resources, and assessment.)

6. In this lesson, students use Google Earth to study great explorers.

#### Resources/Technology:

- Globalization Resource
- Primary Resources of Early Settlers and Native Americans
- USA/Latin America Foreign Policy Resource
- Columbian Exchange
- Interactive Map of North America
- Native Americans and US History
- Worksheets and PowerPoints for Western History
- Worksheets and PowerPoints for South American
- Advances in Technology and the Age of Exploration
- Teacher Jet
- Blank Rubric Templates for Teachers
- I-Civics

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7. In the Bringing the Future to People lesson, three videos share stories of people on the frontiers of technology working in developing countries.

1. Native Americans in European Maps
2. Canadian and American Tension Lesson
3. Interactive Lesson on Early Settlement in North America
4. Native Americans Culture Interactive Lesson
5. Research Project
6. Great Explorers Lesson
7. Bringing the Future to People Lesson
# Social Studies

## 6th Grade Social Studies Standard 2.1

**6.Geography.2.1** Use geographic tools to solve problems.

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. How can geographic tools be used to solve problems in the future?
2. How does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How has land been acquired by countries?
5. How have geographic factors influenced human settlement and economic activity?

### Essential Questions (Local):

1. What are the five themes of Geography?
2. What factors unify a region?
3. What are the five elements of any map?
4. What are some of the different types of maps and for what are they used?

### Evidence Outcomes:

- Use longitude, latitude, and scale on maps and globes to solve problems.
- Collect and analyze data to interpret regions in the Western Hemisphere.
- Ask multiple types of questions after examining geographic sources.
- Interpret and communicate geographic data to justify potential solutions to problems.
- Distinguish different types of maps and use them in analyzing an issue.

### Academic Vocabulary:

- absolute location
- compass
- economic activity
- formal
- functional
- geographic data
- geographic information system (GIS)
- geographic source
- global positioning system (GPS)
- goods
- grid
- human environment interaction
- human settlement
- idea
- interpret

### Assessment:

1. Use the scores from the Game for assessment.
2. Worksheets and questions are built in throughout the lesson and can be used as assessment.
3. Assessments are located within each individual lesson.
4. This lesson is interactive, so select some aspect of the module to use as assessment.
5. Assessments are built into the lessons.
### Social Studies
**6th Grade Social Studies Standard 2.1**

<table>
<thead>
<tr>
<th>Key</th>
<th>Resources/Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>latitude</td>
<td>Free Geography Worksheets</td>
</tr>
<tr>
<td>location</td>
<td>Social Studies Maps</td>
</tr>
<tr>
<td>longitude</td>
<td>100th Meridian</td>
</tr>
<tr>
<td>movement</td>
<td>Latitude and Longitude Matching Game</td>
</tr>
<tr>
<td>physical feature</td>
<td>Latitude and Longitude Tutorial</td>
</tr>
<tr>
<td>place</td>
<td>27 Ideas for Teaching with Topographical Maps</td>
</tr>
<tr>
<td>population</td>
<td>Map Skills and Higher Order Thinking</td>
</tr>
<tr>
<td>region</td>
<td>Free PowerPoints</td>
</tr>
<tr>
<td>relative location</td>
<td>Map Skills Foldable</td>
</tr>
<tr>
<td>resource</td>
<td>The World Factbook</td>
</tr>
<tr>
<td>scale</td>
<td>Teaching with Google Earth</td>
</tr>
<tr>
<td>title</td>
<td>Story Telling with Maps</td>
</tr>
<tr>
<td>Western Hemisphere</td>
<td>ILike2Learn</td>
</tr>
</tbody>
</table>

- **6.** Assessment is located under #8 in the lesson.
- **7.** Assessments are located at the bottom of the lesson.

#### Suggested Activities/Strategies:

1. Use the Latitude and Longitude Message in a Bottle Game. Break students into pairs and let them play the game, checking each other as they progress.

2. Students use their knowledge of latitude and longitude to answer real-world questions in the Latitude and Longitude Activity.

3. [Share My Lesson](#) has multiple lesson plans to teach Latitude and Longitude.

4. Use this interactive lesson on the physical geography of the Americas.

5. In the Climate Regions of Western Hemisphere Lesson, students distinguish between weather and climate.

6. The Changing Face of America Lesson contains resources and assessment on population and demographic changes in the US.

7. The Geography of the Western Hemisphere Lesson combines the themes of location and place. Students use a wide variety of maps of the Western Hemisphere to analyze spatial patterns and answer geographic questions.
8. The Interpreting Population Statistics lesson introduces students to population statistics such as birth, death, and literacy rates.

9. The World Population Activities provide access to data on the world, regions, and individual countries.

10. Use the Changing Face of America Lesson for students to examine patterns of diversity in Colorado.

11. Geography Bingo- Students find one related article, editorial, graphic, or photo example in the New York Times (or any other newspaper) for each item listed in the bingo play card. Once they have filled in a diagonal, horizontal, or vertical row of examples, they have "BINGO!"

12. The link contains a list of Ten Ways to Teach Geography using the New York Times and the National Geography Standards.

13. Faces of America Lesson Plan- Students will explore the history of immigration in America. In the Introductory Activity, students will identify their own countries of heritage, as well as those of their classmates.

1. Message in a Bottle Game
2. Latitude and Longitude Activity
4. Interactive Activity on Physical Geography of Americas
5. Climate Regions of Western Hemisphere
6. The Changing Face of America Lesson
7. Geography of the Western Hemisphere
9. World Population Activities
10. The Changing Face of America Lesson
11. Geography Bingo
12. Ten Ways to Teach Geography
13. Faces of America Lesson Plan
### Social Studies

**6th Grade Social Studies Standard 2.2**

**6. Geography.2.2** Human and physical systems vary and interact.

<table>
<thead>
<tr>
<th>Essential Questions - 21st Century Skills and Readiness Competencies:</th>
<th>Evidence Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are some different ways to define the Western Hemisphere based on human and physical systems?</td>
<td>a. Classify and analyze the types of connections between places.</td>
</tr>
<tr>
<td>2. How have people interacted with the environment over time in a positive or negative way?</td>
<td>b. Identify physical features and explain their effects on people in the Western Hemisphere.</td>
</tr>
<tr>
<td>3. How has globalization affected people and places?</td>
<td>c. Give examples of how people have adapted to their physical environment.</td>
</tr>
<tr>
<td>4. In what ways are places on Earth interdependent?</td>
<td>d. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere.</td>
</tr>
</tbody>
</table>

### Essential Questions (Local):

1. How have economic issues driven the political climate to impact the environment? Show examples both positive and negative.

2. What technological advances have impacted the physical environment?

### Academic Vocabulary:

- acquisition
- co-adaptation
- co-evolution
- ecosystem
- globalization
- human system
- interdependent
- mutual adjustment
- outpost
- physical environment
- physical feature
- physical system
- production
- trade
- trade route
- Western Hemisphere

### Assessment:

All assessments are built into the lessons.
### Suggested Activities/Strategies:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In the Regions of the United States: A Geographic Perspective lesson, students explore regions of the USA using a geographic perspective. They select a specific regional feature and apply a geographic perspective to explore it across a variety of contexts.</td>
<td></td>
</tr>
<tr>
<td>2. In the Understanding Geography lesson, students use geography skills to create neighborhood maps, and identify connections between geography, culture, and the economy in their local area.</td>
<td></td>
</tr>
<tr>
<td>3. The Ten Ways to Teach Geography is a web site with multiple ideas on how to teach geography. For example, use it to fit &quot;How people have changed or modified the environment&quot; and &quot;How physical systems such as Hurricane Sandy have impacted society.&quot;</td>
<td></td>
</tr>
<tr>
<td>4. The Climate Change Lesson Plan is a two week plan on how climate change has impacted the interconnectedness of the social, economic, and political aspects of life in our region.</td>
<td></td>
</tr>
<tr>
<td>5. The Studying Africa lesson focuses on key environmental relationships and issues in Africa.</td>
<td></td>
</tr>
<tr>
<td>6. The site Social Studies/Geography for Life has multiple geography and human interaction lesson plans. Additional links and worksheets go with the lessons.</td>
<td></td>
</tr>
<tr>
<td>7. The Geography of the Western Hemisphere unit begins with a lesson combining the themes of location and place in which students use a wide variety of maps of the Western Hemisphere to analyze spatial patterns and answer geographic questions.</td>
<td></td>
</tr>
</tbody>
</table>

### Resources/Technology:

- **I-Civics.org**
- **Ten Ways Life Has Adapted to Its Environment**
- **Article on Human Adaptations and the Environment**
- **Human Actions of Asia**
- **Fun Social Studies**
- **27 Ideas for Teaching with Topographical Maps**
- **pwn.org**
- **Article on Ten Ways to Teach Geography**
- **Free Lesson Plans**
- **100 People Global Issues through Our Lens**
- **Geography of the Mississippi**
- **Unveiling the Mysteries of the Incas**
- **Hurricane Hazards**
- **Indian Responses to Environmental Challenges**
- **New England Fishing Community**
- **Multiple Lesson Plans From Greely School District**
8. In the We Have A Story To Tell lesson, students learn about the forces behind the eradication of some tribes and the reasons why others survived. Students also participate in small group projects to understand issues of critical importance to Chesapeake Native communities today.

9. In the Five Themes of Geography of Ecuador lesson, students organize and use information from the text, pictures, and maps to discover the geography of Ecuador.

1. Regions of the United States Lesson
2. Understanding Geography Lesson
3. Ten Ways to Teach Geography
4. Climate Change Lesson Plan
5. Study of Africa Lesson
6. Social Studies/Geography for Life
7. Geography of the Western Hemisphere
8. We Have a Story to Tell
9. Five Themes of Geography of Ecuador
### Essential Questions - 21st Century Skills and Readiness Competencies:

1. How do different systems address the production of goods?

2. How are scarce resources distributed in different types of economic systems?

3. How do different economies control the means of production and distribution of goods and services?

### Essential Questions (Local):

1. How could a group's background contribute in determining a choice they would be comfortable in adopting?

2. How are politics connected to the economy?

3. What are the differences between basic and non-basic industries?

4. What are the differences amongst traditional, command, market, and mixed economic systems?

5. How do the different economic systems affect jobs, career options, and the population's standards of living?

6. What are factors that contribute to certain careers being more common in one region than in another?

### Evidence Outcomes:

a. Describe the characteristics of traditional, command, market, and mixed economic systems.

b. Explore how different economic systems affect jobs, career options, and the population’s standards of living.

c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

### Academic Vocabulary:

- allocation
- career
- capitalism
- choice

### Assessment:

All assessments are built into the lessons.
### Social Studies

**6th Grade Social Studies Standard 3.1**

<table>
<thead>
<tr>
<th>communism</th>
<th>consumer</th>
<th>distribution</th>
<th>economic development</th>
<th>economic system</th>
<th>economy</th>
<th>goods</th>
<th>income</th>
<th>interdependence</th>
<th>market interaction</th>
<th>producer</th>
<th>production</th>
<th>public policy</th>
<th>scarce</th>
<th>service</th>
<th>socialism</th>
<th>society</th>
<th>specialization</th>
</tr>
</thead>
</table>

**Suggested Activities/Strategies:**

1. In the lesson on Economic Principles, students demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.

2. Use the link for Comparative Economic Systems to conduct a lesson wherein students work cooperatively in learning groups to examine the similarities and differences in capitalism, socialism, and communism. Have them research to create and share a presentation as described in the lesson.

3. The Productive Blues (Jeans) lesson teaches students to identify examples of productive resources; categorize productive resources as human resources, capital resources, and natural resources; explain that an entrepreneur is a special type of human resource; and identify examples of intermediate goods.

**Resources/Technology:**

- [I-Civics.org](#)
- [The World Factbook](#)
- [Currency Converter](#)
- [Comparative Economic Systems](#)
- [PBS Teachers Economics](#)
- [Comparative Economic Systems](#)
- [Fun with Economic Systems](#)
4. In the Children Around the World lesson, students determine that the privileges and responsibilities of childhood vary from culture to culture.

5. Students research the Inuit economy, then compare and contrast it with the market economy of the United States.

6. Students discover the role of the Federal Trade Commission and explain how competition encourages producers to produce more of what consumers are willing and able to buy.

7. In Why Nations Trade, students read and discuss a narrative about international trade that focuses on opportunity cost and the principle of comparative advantage. They engage in a simulation that assesses the skills available within their countries and each country then decides on an area of specialization.

1. Lesson on Economic Principle
2. Comparative Economic Systems
3. The Productive Blues (Jeans)
4. Children Around the World
5. Traditional Economies and the Inuit
6. Competition Works in Our Favor
7. Why Nations Trade
# Social Studies

## 6th Grade Social Studies Standard 3.2

**6.Economics.3.2** Saving and investing are key contributors to financial well-being (PFL).

### Essential Questions - 21st Century Skills and Readiness Competencies:

1. Why is it important to save and invest?
2. What types of items would an individual wish to save money for instead of purchase outright?
3. What are risky investments and why would someone choose to make a risky investment?
4. Why is it important to research and analyze information prior to making financial decisions?

### Essential Questions (Local):

1. How can saving and investing improve financial well-being?
2. What is the impact of financial goal setting (short and long-term)?
3. What is an emergency fund and why would that be an important thing to maintain?
4. What is the difference between saving and investing?

### Evidence Outcomes:

a. Differentiate between saving and investing.
b. Give examples of how saving and investing can improve financial well-being.
c. Describe the advantages and disadvantages of saving for short- and medium-term goals.
d. Explain the importance of an emergency fund.
e. Explain why saving is a prerequisite to investing.
f. Explain how saving and investing income can improve financial well-being.

### Academic Vocabulary:

- allocation
- buyer's remorse
- budget
- common good
- credit
- earnings
- emergency fund
- expenditure
- financial well-being
- impulse spending
- income
- individual choice
- interest

### Assessment:

All assessments are built into the lessons.
### Social Studies
#### 6th Grade Social Studies Standard 3.2

<table>
<thead>
<tr>
<th>Investing</th>
<th>Investment</th>
</tr>
</thead>
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<td>Market interaction</td>
</tr>
<tr>
<td>Medium-term goal</td>
<td>Public policy</td>
</tr>
<tr>
<td>Purchase</td>
<td>Responsible</td>
</tr>
<tr>
<td>Risky investment</td>
<td>Saving</td>
</tr>
<tr>
<td>Scarce resource</td>
<td>Short-term goal</td>
</tr>
</tbody>
</table>

### Suggested Activities/Strategies:

1. To explore the concept that people invest in themselves through education, the students work in two groups and participate in a mathematics game.

2. With Money Math Lessons for Life, students learn how saving helps people to become wealthy. This lesson assumes that students have worked with percents and decimal equivalents.

3. The What are Stock Markets? lesson introduces the conditions necessary for market economies to operate. Students learn concepts needed to understand the stock market, such as primary and secondary markets, the role of investment banks, and initial public offerings (IPOs).

4. Using the lesson Under the Bed or In the Bank?, students learn about savings, simple interest, compound interest, and the function of banks.

5. After reading The Hundred Penny Box, students compare how people save money in financial institutions; analyze the advantages of regular saving and how savings grow with compounding. (This lesson can be used with or without reading the book.)

### Resources/Technology:

- I-Civics.org
- Civics Sites for Teachers
- Kids.gov
- Middle School World History
- The Emergency Fund
- Money Instructor
- Basic Investing Lessons
6. In Building Wealth over the Long Term, students are introduced to the case of Charlayne, a woman who accidentally becomes a millionaire, but whose fortune is actually explained by three widely understood rules for building wealth over the long term: saving early, buying and holding, and diversifying.

7. The Savings Accounts and U.S. Savings Bonds lesson introduces savings accounts and the concept of interest through a math activity.

8. Using the Financial Wizard, students learn about income, taxes, and costs as they relate to setting a savings goal for making a significant purchase.

9. The Planning Your Financial Future lesson provides students with a review and an opportunity to apply many of the concepts presented in earlier lessons. The students examine different sorts of risk that come with various investments, and they learn about their own tolerance for risk. They apply their knowledge in an activity in which they act as financial advisers, offering financial advice in four cases.

1. Invest in Yourself
2. Money Math Lessons in Life
3. What are Stock Markets?
4. Under the Bed or In the Bank?
5. The Hundred Penny Box
6. Building Wealth over the Long Term
7. Savings Accounts and U.S. Savings Bonds
8. Financial Wizard
9. Planning Your Financial Future
Social Studies
6th Grade Social Studies Standard 4.1
6.Civics.4.1 Analyze the interconnectedness of the United States and other nations.

Essential Questions - 21st Century Skills and Readiness Competencies:

1. What does it mean to live in an interconnected world?

2. How can you be a productive member of the global community and a contributing citizen of the United States?

3. Why are there greater challenges and opportunities when multiple groups interact?

4. Why are national and global viewpoints sometimes different?

Essential Questions (Local):

1. What are the accepted human rights that the United Nations has agreed upon? How would adhering to these make the world a more productive place?

2. How can individual citizens impact other citizens across the world?

3. How are political issues from a national and/or global perspective the same or different?

4. How can groups and individuals influence the government and other nations? Give examples.

Evidence Outcomes:

a. Discuss advantages and disadvantages of living in an interconnected world.

b. Examine changes and connections in ideas about citizenship in different times and places.

c. Describe how groups and individuals influence the government and other nations.

d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations.

e. Analyze political issues from both a national and global perspective over time.

f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues

Academic Vocabulary:

agency
citizenship
condition
contribute
diverse background
global community
global perspective
government
human rights

Assessment:

All assessments are built into the lessons.
### Suggested Activities/Strategies:

1. Students explore the nuances of diplomacy and decide which diplomatic tools work best in different situations.

2. In the NAFTA lesson plan, students begin with a discussion about trade between the United States and Canada. They learn about the North American Free Trade Agreement through research and discussion.

3. Using the Citizen Me lesson plan, students learn that they are citizens at/in their home, school, city, state, and nation. Students create a graphic organizer to diagram rights and responsibilities at these different levels of citizenship.

4. In the Interconnected World lesson, students describe the cultural impact of foreign imports, react to news about global issues, and discuss the economic impact of globalization and the role of English in international business.

### Resources/Technology:

- What is Terrorism Lesson
- I-Civics
- NAFTA PowerPoint
- Free Lesson Plans on Citizenship
5. In the Divided We Fall lesson plan, students choose to describe (in an essay, short story, or group skit) what might happen if one of the ten amendments that make up the Bill of Rights were eliminated.

6. With the Hurricane Lesson Plan, students come to see what individuals and communities can do before, during, and after a hurricane, and they begin to understand the importance of people working together in times of disaster.

7. The United Nations and Reform activity is designed to be conducted in two class periods, one period for each part. The first part provides students with a broad overview of the history, structure, and accomplishments of the United Nations. In the second activity, students review a detailed examination of the structural and operational problems the United Nations has experienced in the past 60 years.

8. Students explore what the United Nations Organization does, identify the aims and purposes of the United Nations, and recognize the seven key areas of the Millennium Declaration.

9. With the Foundations of American Government lesson, students identify reasons why Americans need to have government, describe early efforts at American government, and compare American government with other forms of government using history and current events.

10. In the Identity, Assimilation, and the Résumé lesson, students consider the practice of individuals reworking their résumés to avoid discrimination and then create two versions of résumés.
11. In the The Global You game, students play international detective as they read accounts of international pollution issues. They then complete an activity tracing ocean currents and discussing the paths of pollution.

<table>
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<th>1. Diplomatic Lesson Plan</th>
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<td>2. NAFTA Lesson Plan</td>
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<td>10. Identity, Assimilation, and the Resume Lesson</td>
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<td>11. The Global You</td>
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### Essential Questions - 21st Century Skills and Readiness Competencies:

1. How is good government defined?

2. What evidence (past or present) is there to demonstrate the differences between effective and ineffective governments?

3. What features and practices would a government have if you created it?

4. What would be the consequences if a government did not provide for the common good? Give examples.

### Essential Questions (Local):

1. What is the difference between a communist dictatorship and a fascist dictatorship?

2. Is a Democracy able to affect change in an expedient way or would an authoritative system have the advantage? Explain.

3. What are the differences between civil liberties and civil rights?

4. What are the different forms of government and how do they compare and contrast with one another?

5. How do economic components compare across types of government?

### Evidence Outcomes:

a. Describe different forms of government.

b. Identify how different forms of government relate to their citizens, with topics including but limited to democracy and authoritarian government.

c. Compare the economic components of different forms of government.

d. Compare various governments and the liberties of their citizens.

### Academic Vocabulary:

- anarchy
- authoritative
- balance of power
- bi-cameral
- citizen
- common good
- democracy
- dictatorship

### Assessment:

All assessments are built into the lessons.
# Social Studies

## 6th Grade Social Studies Standard 4.2

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<tr>
<th>direct democracy</th>
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<tr>
<th><strong>Suggested Activities/Strategies:</strong></th>
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<tr>
<td>1. In Who Rules?, students learn about different forms of government, including democracy, autocracy, oligarchy, and others. They compare and contrast these forms, and they look at real-life examples in the world today.</td>
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<td>2. With the Federal in Federalism lesson, students examine topics such as where the federal government gets its power and how government power in the United States is split between the states and the federal government. They distinguish between express and implied powers, as well as federal, state, and shared powers. Further, students contrast the federalist system of government with other choices the Founders might have made.</td>
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<td>3. The Banks, Credit, and the Economy lesson presents the relationship between money, banks, and lending in our economy. Students first learn the basics about money and banks. Then they learn about banks’ roles as lenders and find out why lending plays such a huge role in our economy.</td>
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<td>4. Students research to find and create political cartoons about several types of government.</td>
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5. Students gain a greater understanding of Capitalism and Socialism and identify the advantages and disadvantages of both. They also identify the differences between socialism and communism.

6. In Limiting Government, students learn five basic limits on government and the answer to "What keeps government from having too much power?"

7. The Balance the Budget lesson plan allows students to work as different parts of Congress to balance part of the budget, from resolutions to appropriations.

8. In A Trip Around the World, students learn about the rights and responsibilities held by citizens in several countries around the world and compare them to the rights held by U.S. citizens.

9. In the Give Me Liberty or Give Me Freedom lesson, students examine the ways in which the terms liberty and freedom have been used in the United States in various historical, cultural, and political contexts. After researching and analyzing quotations from the past and present, students create an illustrated timeline.

10. In An introduction to the First Amendment, students come to understand that America’s first freedoms belong to them — as they belong to everyone.

1. Who Rules?
2. The Federal in Federalism
3. Banks, Credit, and the Economy
4. Types of Government
5. Capitalism and Socialism
6. Limiting Government
| 7. Balance the Budget |
| 8. A Trip Around the World |
| 9. Give Me Liberty or Give Me Freedom |
| 10. An Introduction to the First Amendment |