

Social Studies 6th Grade- Connecting Themes	
Elaborated Unit Focus	The focus of this important initial unit is themes and enduring understandings, rather than specific standards. These connecting ideas will be integrated throughout the units in the Sixth-Grade Social Studies curriculum. The understanding of these themes will be linked to students' own experiences and knowledge, as well as lay the foundation for the rest of the sixth-grade social studies course. Upon conclusion of this unit, students will be able to demonstrate effective knowledge and use of the enduring understandings and can apply them to their daily lives and curriculum content.
Connection to Connecting Theme/Enduring Understandings	<ul style="list-style-type: none"> • Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. • Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. • Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. • Location: The student will understand that location affects a society's economy, culture, and development. • Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. • Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. • Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics, Personal Finance) • Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

GSE for Social Studies (standards and elements)	<p>The focus of this unit is to teach the Enduring Understandings or themes to students to build their framework for understanding the course.</p> <p>There are no GSE selected for this introductory unit.</p>
Connection to Literacy Standards for Social Standards (reading and /or writing)	<p><u>Reading</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing</u></p> <p>L6-8WHST1: <i>Write arguments focused on discipline-specific content.</i></p> <ul style="list-style-type: none"> a. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p><u>Information Processing</u></p> <ul style="list-style-type: none"> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations <p><u>Map Skills</u></p> <ul style="list-style-type: none"> 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding Location	Why does location matter? 1. How does location affect where people live? 2. How does location affect trade? 3. How does location help or hinder a country's development?
Enduring Understanding Human Environment Interaction	Whose problem is it? 1. How can progress cause problems? 2. How does location play a part in environmental issues? 3. Why is cooperation needed for solving environmental issues?
Enduring Understanding Production, Distribution, Consumption	Do they have what it takes? 1. Why do people trade? 2. How do trade barriers impact a country? 3. What is necessary for a country to have a strong GDP?
Enduring Understanding <i>Culture</i>	How does society reflect diverse cultures? 1. How does society impact government? 2. How do one's beliefs shape a society? 3. How do traditions shape a society?
Enduring Understanding <i>Conflict and Change</i>	How can conflict cause change? 1. How can a group's beliefs cause change? 2. How is conflict good and bad? 3. Who benefits from conflict?
Enduring Understanding <i>Governance</i>	Who has the power? 1. How does growth in a society impact government? 2. How do citizen responsibilities change as governments change? 3. How does citizen satisfaction impact a government?
Enduring Understandings <i>Movement/Migration</i>	How does movement and migration affect society? 1. How does movement and migration change a country's culture? 2. Who benefits from movement and migration?

	<p>3. Why do people choose to move?</p>
Enduring Understandings <i>Gain from Trade</i>	<p>How does one gain from trade?</p> <ol style="list-style-type: none"> 1. How can individuals benefit from trade? 2. How do you get what you want? 3. Why should countries trade?
Enduring Understandings <i>Governance</i>	<p>Who has the power?</p> <ol style="list-style-type: none"> 1. How does citizen satisfaction impact a country's government? 2. How do governments of countries affect each other? 3. How does growth in a society change government?
Enduring Understandings <i>Time, Continuity and Change</i>	<p>How can some societal structures remain in place when change occurs?</p> <ol style="list-style-type: none"> 1. How can something change but remain the same? 2. What causes change? 3. How can something be strong enough to remain the same when change occurs?
Enduring Understandings <i>Scarcity</i>	<p>How does scarcity impact our choices?</p> <ol style="list-style-type: none"> 1. What is the cost for what we don't have? 2. What is the cost of making choices? 3. How does scarcity create interdependence?

Sample Instructional Activities/Assessments

Chocolate – Here is a KISS!

Note: The purpose of this activity is to introduce connecting themes, as well as determining evidence from primary/secondary sources.

1. Show a picture of a Hershey Kiss and other chocolate candy bars. (You may want to give each student a kiss.)
2. Ask them what all it took to make this kiss. Have students share out their responses and record them as they are sharing.
3. Explain to students that they are going to read an article to find out about the history of chocolate to determine what all is involved in the producing the Hershey Kiss.
4. Have students read the article *Chocolate, Effects and History* (**Appendix A**). As they are reading, have them use the selective highlighting reading strategy. They are to highlight any places other than the United States in one color. Using a different color, have them highlight any information that has to do with how it spread to different areas.
5. After students have highlighted their article assign students A, B, C in their group. Student A responds to prompt A, student B responds to prompt B, and student C responds to prompt C.
 - a. Chocolate begins...
 - b. I live in the United States so...
 - c. This shows me that...

Round 1: Give students 3 minutes to respond to their prompt.

*Rotate the papers clockwise.

Round 2: Have students read the question that their group member responded to and what the group member wrote. Give the students 2 ½ minutes to add to it.

*Rotate the papers clockwise.

Round 3: Have students read what the question that their group member responded to and what the group member wrote.

Give the students 2 ½ minutes to add to it.

*Return papers to owner.

6. As a group discuss this prompt. What does this article tell me about the world where we live? Think about as many big ideas as you can that this article represents that we might be studying this year.
 - a. Example: Cacao is grown in certain areas around the world so we must get it from other places. (Trade)
7. Introduce the connecting themes to students and explain that these will be the center of our studies this year. All of these themes will be in each unit and region we study. (**Appendix B**)

8. Have students discuss what themes they think the article's information represent. Have them place a check mark by the themes and provide evidence to support their response.

Checking understanding: Show students the diagram of the Columbian Exchange (**Appendix C**) and picture of the Aborigines in western style clothes (**Appendix D**). (The purpose of the Aborigine picture is to focus on the style of dress.) Ask students if these pictures could represent any of the same themes. Discuss students' responses.

Summary: Ask students to think how this may apply to them in their lives or something they have previously studied. This can be done as an exit ticket or sharing out with the class.

GSE Standards and Elements	
Literacy Standards Social Studies Matrices	<p><i>Reading</i></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p><i>Information Processing</i></p> <p>6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
Enduring Understanding(s)	<ul style="list-style-type: none"> • Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. • Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. <ul style="list-style-type: none"> ○ <i>This is a possible response if students pick up on the conquistadors in the article and can infer how the British changed Aborigines when they settled and colonized Australia.</i> • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

<https://www.livescience.com/61754-chocolate-facts.html>

Appendix A

Excerpts from article: Chocolate Facts, Effects & History

By Jessie Szalay, Live Science Contributor | March 27, 2018 10:25pm ET

Chocolate is the most popular sweet treat in the world. People around the world (but mostly in Europe and the United States) consume more than 3 million tons of cocoa beans a year, according to the [World Cocoa Foundation](#). And, not only does eating chocolate make you feel good, it may also be good for your heart and your brain.

What is chocolate?

Chocolate is prepared from the fruit of the *Theobroma cacao*, a tropical tree whose name means "food of the gods" in Greek, according to "[Chocolate: Food of the Gods](#)," an online exhibit by the Cornell University Library. *Theobroma cacao* trees are native to the Amazon and Orinoco river basins in South America. The trees are widely distributed from southeastern Mexico to the Amazon River. They thrive in hot, humid areas within about 20 degrees of the equator, according to Cornell. As the popularity of chocolate spread, growers established plantations in other regions, such as West Africa and South and Southeast Asia. Today, Ghana, Côte d'Ivoire, Nigeria, Indonesia and Brazil account for 79 percent of the world's cacao production.

History of chocolate

Scientists debate how long humans have been using and consuming cacao beans. Chocolate's history goes back [at least 2,000 years](#), while historians Sophie and Michael Coe, authors of "[The True History of Chocolate](#)" (Thames and Hudson, 2013), suggest that it might go back four millennia. The word chocolate can be traced back to the Aztec word "xocoatl," the name for a bitter drink made from cacao beans. This was the way chocolate was consumed until the Spanish conquistadors came to Central America.

In several pre-Columbian Latin American societies, cacao beans were used as currency, according to [Smithsonian magazine](#). Mayans and Aztecs believed the beans had mystical properties and used them during important rituals. When the Spanish arrived, sweetened chocolate came into existence. Legend has it that the Aztec king Montezuma gave conquistador Hernán Cortés a bitter chocolate drink, which he said was disgusting. But Cortés' men added cane sugar and honey to it and took it back to Spain, where it quickly became popular.

Chocolate was a fashionable drink for rich Europeans throughout the 18th century. The Industrial Revolution allowed chocolate to be mass-produced and brought the treat to the masses. The popularity led to the development of cacao tree plantations.

Enslaved people farmed most of the plantations. Initially, Spanish colonizers forced Mesoamericans to farm the cacao plantations, according to "[The Biography of Chocolate](#)" (Crabtree Publishing Co., 2005), by Adrianna Morganelli. When the indigenous peoples

began to die in large numbers from diseases brought by Europeans, enslaved Africans were brought over to make up the labor shortage. In addition to sugarcane, indigo and other crops, enslaved Africans planted, maintained and harvested cacao trees throughout the Caribbean, Central and South America to feed the new European taste for chocolate.

In 1815, Dutch physicist Coenraad Van Houten experimented with removing varied amounts of the cocoa butter from chocolate liquor, according to Cornell University. This led to the creation of cocoa powder and soon solid chocolate.

In 1847, a Bristol, England, chocolate company, Fry's, created the first mass-produced chocolate bar when Joseph Fry added additional cocoa butter to Van Houten's chocolate, which turned it into a moldable paste, according to [Bristol Museums](#). Milk chocolate was invented soon after with the help of Henri Nestlé, who went on to found the major food company that bears his name. Major European chocolate brands Lindt and Cadbury also got their start in the 1800s; Rodolphe Lindt invented the conching machine, which gives chocolate a velvety texture.

Mass chocolate consumption hit the United States in the late 1800s when Milton S. Hershey began selling chocolate-coated caramels. He then developed his own formula for milk chocolate, purchased chocolate factory equipment and introduced mass-produced chocolate bars and other shapes, like Hershey's Kisses, in 1900.

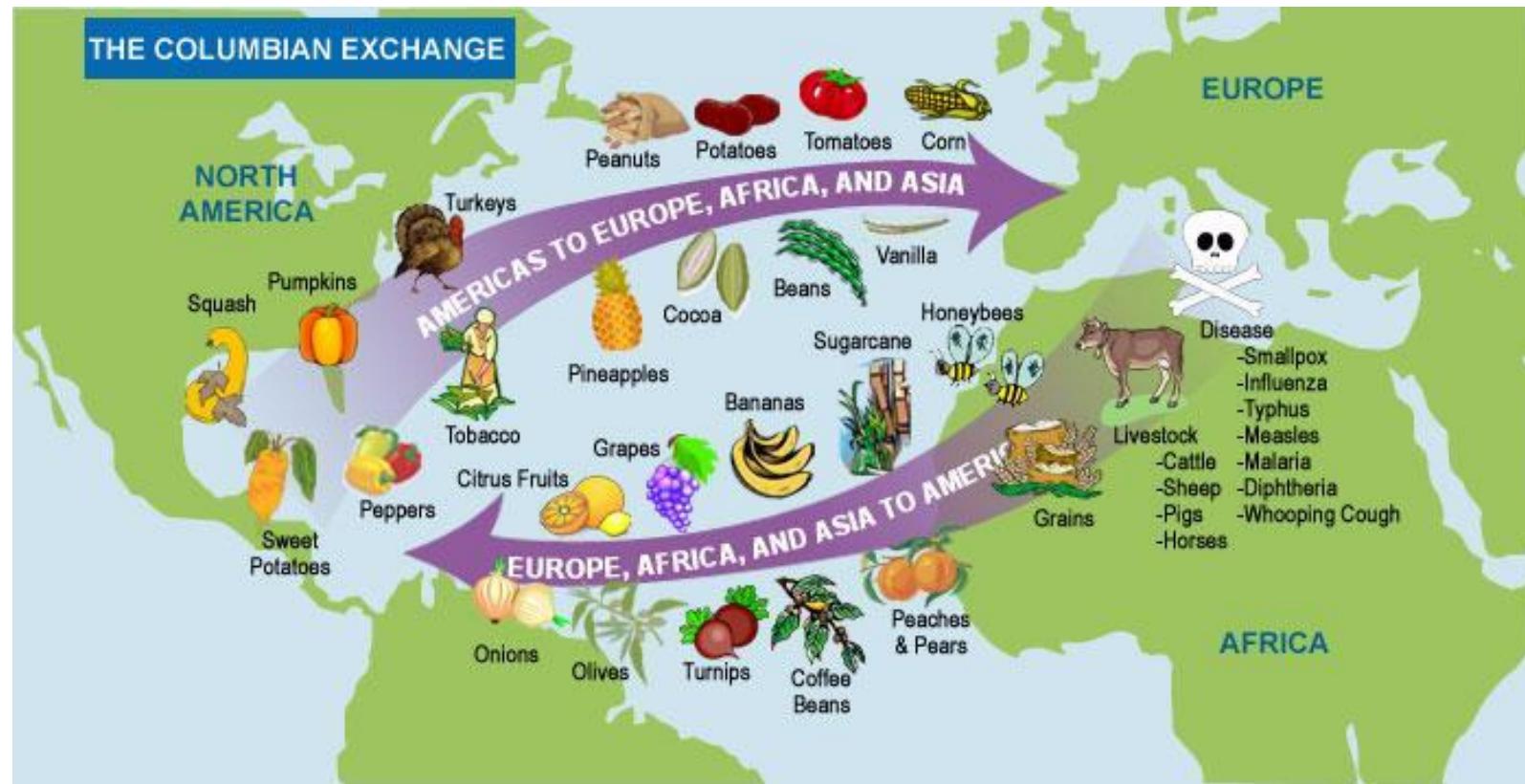
In 1923, the Mars Co. developed the Milky Way bar by putting nougat inside a chocolate bar. That same year, former Hershey employee H.B. Reese introduced Reese's Peanut Butter Cups, which later became part of the Hershey brand.

Connecting Themes – 6th Grade Social Studies.**Appendix B**

Connecting Theme	✓	Evidence
Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.		
Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.		
Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.		
Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.		
Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.		
Location: The student will understand that location affects a society's economy, culture, and development.		
Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.		
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Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.		
Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.		
Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.		

<https://www.sutori.com/item/map-of-the-columbian-exchange>

Appendix C



<https://people.howstuffworks.com/aborigine-pictures.htm>

Appendix D



After the arrival of the British in 1788, the Aboriginal population dwindled as thousands died from disease and slavery.

Sample Instructional Activities/Assessments

Name that Theme! Conflict and Change

Note: The purpose of this activity is to introduce the theme of conflict and change as well as to determine evidence from primary/secondary sources.

1. Play the song “Over There” <https://www.youtube.com/watch?v=6k9XZB6O26w>. The You Tube video of this song has images as it is played. As the song is playing show images of WWI.
2. Give them the song lyrics to “Over There” (**Appendix F**) and have them highlight key words or phrases that help them determine what the song is about. (You may project pictures on **Appendix E** as they are highlighting. Have them complete the following:
 - a. “Over There” is a song that was recorded during _____ and it is about _____.
 - b. My evidence is: (Give at least 3 pieces of evidence.)
3. Have groups share their reasons.
4. Give them the map showing the boundaries of Europe before and after WWI.
5. Have them analyze the map to determine differences they see.
 - a. Ask them to record their responses. Explain this is their evidence.
 - b. Have them respond to the statement: After analyzing this map, we notice...
6. Share their responses.
7. Have students return to their theme handout to determine what theme they think the documents supported and provide evidence.
8. Have students share their responses.
9. Discuss these as a class.

Summary: Ask students to think how this may apply to them in their lives or something they have previously studied. This can be done as an exit ticket or sharing out with the class.

GSE Standards and Elements	
Literacy Standards Social Studies Matrices	<i>Reading</i> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

	<p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p><u>Information Processing</u></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p> <p><u>Map Skills</u></p> <p>7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p>
Enduring Understanding(s)	<ul style="list-style-type: none"> • <i>Conflict and Change</i> • <i>Governance</i> (Students may not identify this one but teacher may choose to introduce it and provide the connection.)

Appendix E



<https://www.friendsofbocagrande.org/happenings/americas-conflicts/wwi-symposium/>



<https://www.history.com/topics/world-war-i/world-war-i-history/pictures/world-war-i-trench-warfare/british-tank-rolling-over-trench>



<https://www.theworldwar.org/amateurradio>



<https://www.historyonthenet.com/world-war-one-weapons/>



<https://britannicalearn.com/blog/veterans-day-activity-trench-poetry/>

Over There

Johnnie, get your gun,
Get your gun, get your gun,
Take it on the run,
On the run, on the run.
Hear them calling, you and me,
Every son of liberty.
Hurry right away,
No delay, go today,
Make your daddy glad
To have had such a lad.
Tell your sweetheart not to pine,
To be proud her boy's in line.

(chorus sung twice)

Johnnie, get your gun,
Get your gun, get your gun,
Johnnie show the Hun
Who's a son of a gun.
Hoist the flag and let her fly,
Yankee Doodle do or die.
Pack your little kit,
Show your grit, do your bit.
Yankee to the ranks,
From the towns and the tanks.
Make your mother proud of you,
And the old Red, White and Blue.

(chorus sung twice)

Chorus

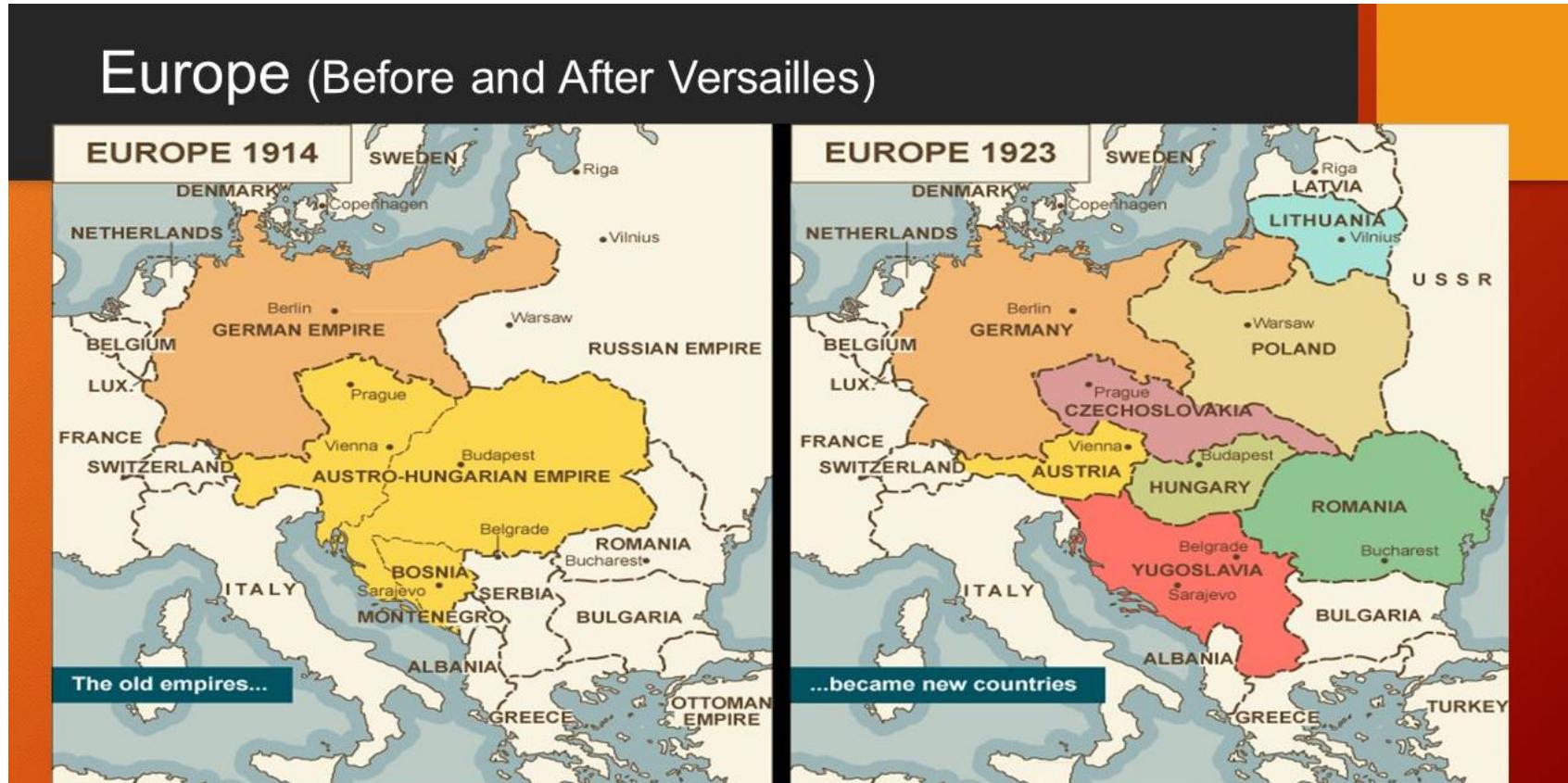
Over there, over there,
Send the word, send the word over there -
That the Yanks are coming,
The Yanks are coming,
The drums rum-tumming
Ev'rywhere.
So prepare, say a pray'r,
Send the word, send the word to beware.
We'll be over, we're coming over,
And we won't come back till it's over
Over there.

Appendix F

<http://www.firstworldwar.com/index.htm>

<http://roundtripticket.me/map-of-europe-before-and-after-ww1.html/germany-map-before-and-after-treaty-of-versailles-world-map-within-of-europe-before-and-after-ww1>

Appendix G



Sample Instructional Activities/Assessments

Name that Theme! *The Lorax*

The Lorax is the resource to use for this activity. If you or your media center has a copy you may choose to read it. If not the following link can be used. <https://www.youtube.com/watch?v=xzf6dQyNN7s>

1. Explain to students that they are going to listen to a Dr. Seuss story, *The Lorax*. This story has many themes that we will use this year in our social studies class.
2. Have students listen to the story.
3. As a group, have them complete the Cause/Effect chain. (**Appendix H**)
4. Check the completed chain.
5. Have students use their theme handout sheet to determine the themes that they think the story represents.
6. Have students rank order their themes – Number 1 theme they think it is representing, 2nd theme it could represent and 3rd theme it represents.
7. Put signs for the following themes around the room.
 - a. Human Environment interaction
 - b. Scarcity
 - c. Production, Distribution and Consumption
 - d. Other
8. Have students go stand under the sign that represents what they consider the number one theme.
9. Discuss their responses by giving evidence to support their choice.
10. Have students move to their 2nd choice and discuss their evidence. Share out as a large group.
11. Have students move to their 3rd choice and discuss their evidence. Share out as a large group.

Summary: Have students create a # statement that reflects their understanding. They can put an illustration with it.

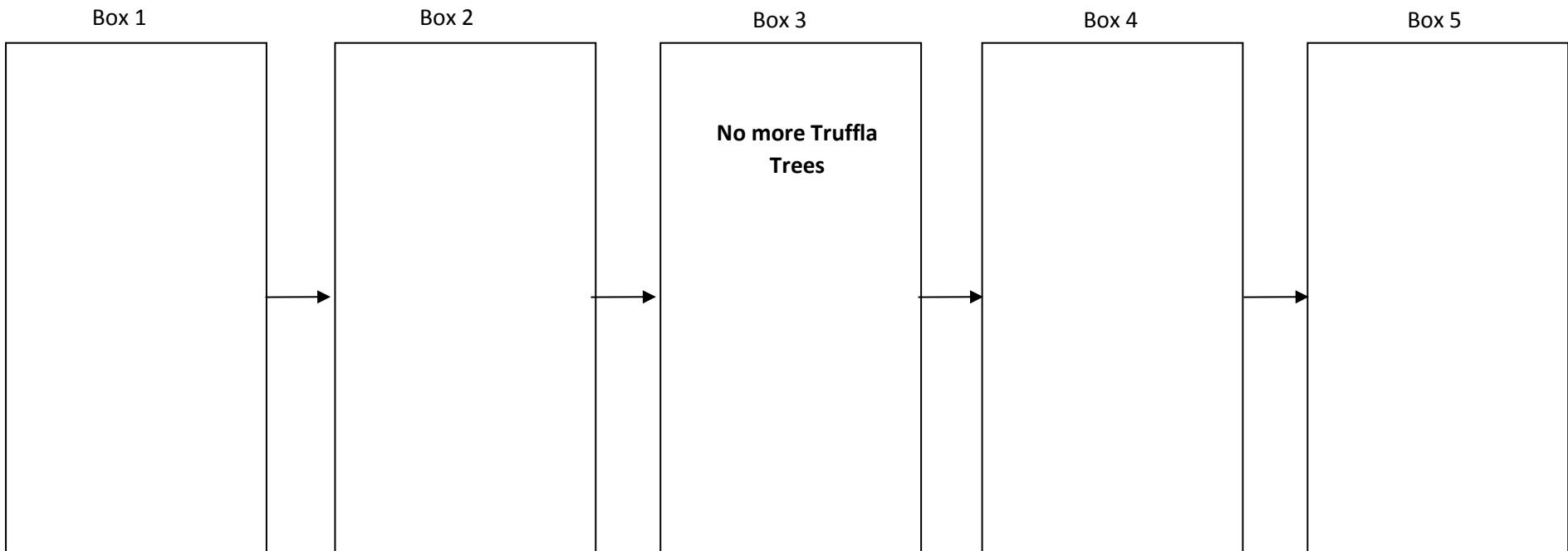
Example: #ourstoprotect, #usetoomuchyoulose

GSE Standards and Elements	
Literacy Standards Social Studies Matrices	<u>Reading</u>

	<p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p><u>Information Processing</u></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
Enduring Understanding(s)	<ul style="list-style-type: none">• Human Environment Interaction• Production, Distribution, Consumption• Scarcity

Cause – Effect Chain

- In Box 2, write an event that caused the destruction of the Truffla Trees, box 3. Include a short explanation (at least one complete sentence) about the event.
- In Box 1, write an event that led to the cause in box 2. Include a short explanation (at least one complete sentence) about the event.
- In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
- In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.

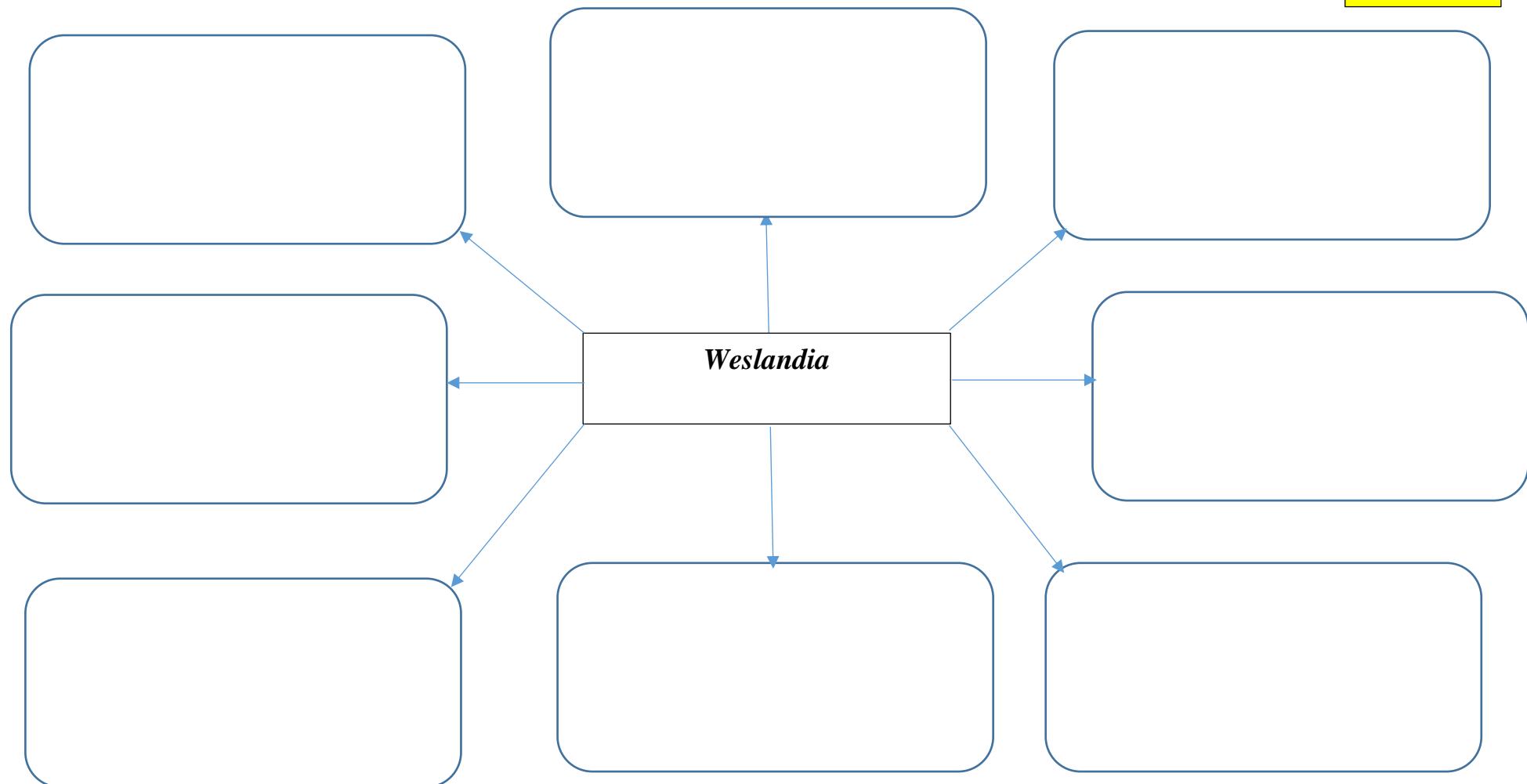


Sample Instructional Activities/Assessments	
Name that Theme: <i>Weslandia</i>	
<p>The book <i>Weslandia</i> is the resource to use for this activity. If you or your media center has a copy you may choose to read it. If not the link, https://www.youtube.com/watch?v=42bJCm_uOAE, has the story.</p> <p>For this activity students may need to view the video 2 times. You may want to read it once and then show the video and stop at certain places for students to record their thoughts. OR If you choose to show video one time, be sure to stop along the way and discuss.</p> <ol style="list-style-type: none"> As students are listening to the story being read or through the video, have them complete the graphic organizer about the story. (Appendix I) After students have listened to this and recorded their responses on their organizer have them get with 2 other students and compare their responses. Explain to students that they can add to their responses as they share with other classmates. Working in their groups of 3 have students determine which themes this could represent. Be sure they give evidence to support their reason. Have students share one theme and their reason. Go around the room and allow each group to share. 	
<p>Summary:</p> <ol style="list-style-type: none"> Have students think about the United States and its citizens. For the themes that students shared have them provide examples from their lives and the United States. Have them share their responses. 	
GSE Standards and Elements	
Literacy Standards Social Studies Matrices	<p><i>Reading</i></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

Connection to Social Studies Matrices (information processing and/or map and globe skills)	<p><u>Information Processing</u></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p>
Enduring Understanding(s)	<ul style="list-style-type: none"> • Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. • Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. • Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics, Personal Finance)

Task: Create an organizer to answer the question: What did Wes create for his civilization?. Be sure to describe it in a few words.

Appendix I



Culminating Unit Performance Task	
What is Social Studies?	
<p>Have students create a poster to answer the question <i>What is Social Studies?</i> Students need to include information of the themes and supporting evidence or examples. They may use information from the previous activities, they can use examples from their lives or both. The following is a sample list of requirements.</p> <ul style="list-style-type: none"> • Themes: Include at least 5 themes • Connections: Make connections between the themes • Graphics: Graphics to support your theme • Slogan or Title: • Overall Appearance: Neat, Colorful 	
GSE Standards and Elements	
Literacy Standards (Standards used depend upon the choice of the activity.)	<p><u>Reading</u></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing</u></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
Social Studies Matrices (Standards used depend upon the choice of the activity.)	<p><u>Information Processing</u></p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p><u>Map Skills</u></p> <p>7. use a map to explain impact of geography on historical and current events</p>

	<p>8. draw conclusions and make generalizations based on information from maps</p> <p>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</p>
Enduring Understanding(s)	<ul style="list-style-type: none"> • Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. • Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. • Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. • Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. • Location: The student will understand that location affects a society's economy, culture, and development. • Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved. • Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. • Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society. • Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics, Personal Finance) • Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.