MASTERING THE GRADE 6 SOCIAL STUDIES LEARNING TARGETS
GRAPHIC ORGANIZERS

COLUMBUS CITY SCHOOLS
SOCIAL STUDIES DEPARTMENT
Using the Learning Target Graphic Organizers

The graphic organizers in this resource are designed to help students unpack the main concepts for each learning target. The learning targets are derived from the Content Statements in the Grade 6 standards.

There are many possible ways to complete each organizer. In some cases, a sample completed organizer is provided; others remain blank. The completed organizers represent just one possible model, typically at a very broad level. For each unit, the organizers can be adapted to the specific region of focus, as students unpack various “case studies” that illustrate the broader Content Statements.

Gathering and Organizing Information Strategies (Completing Graphic Organizers)

A. **Student Investigation** – Have students work in pairs to research the questions/categories using the textbook, reference materials, and the Internet. Students use their research to complete the graphic organizer. This approach provides students with practice at obtaining information from a variety of sources and checking sources for accuracy (Learning Target 9).

B. **Interactive Slide Lecture** – Present a series of images, graphs, or charts on the screen and ask spiral questions (from basic to critical thinking) for each one. Have students record key ideas on the graphic organizer.

C. **Gallery Walk** – Create a series of placards or posters with a short reading (or quote) and visual on each one. Place the placards around the room. Have students work in pairs to analyze each placard and record key ideas on the graphic organizer.

D. **Guided Organizer** – Use an adapted organizer by providing possible answers on a separate sheet of paper. Students can cut out each answer and paste it in the appropriate place on the graphic organizer.

Processing Information and Demonstrating Understanding Strategies (Using Graphic Organizers)

A. **Written Responses** – Students can write poems to describe a person, place, or event, journal entries that recount a person’s feelings and experiences, eulogies that praise the virtues of a prominent historical figure or civilization, or design and write messages on postcards to summarize information about places or events.

B. **Visual Displays** – Students can design advertisements, plaques or commemorative markers, draw posters to emphasize key points, or create mosaics to synthesize information from a broad content area.

C. **Illustrations** – Students can explain key terms by making their own illustrated dictionary entries or designing illustrated analogies that metaphorically explain abstract concepts.

D. **Discussion** – By taking a position along a spectrum (strongly agree to strongly disagree), students can show their understanding of multiple perspectives on a topic or express an opinion about an issue.
Learning Target 1: I can apply the conventions of B.C.E and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.

Students can construct timelines for each of the early civilizations as they study each unit. A multi-tier timeline can be used for comparing two civilizations. Evenly-spaced intervals are included on the blank timeline. Students can label the timeline with appropriate conventions and practice placing dates in chronological order with appropriate spacing.

Learning Target 2a: I can describe the influence of geography on the development of unique civilizations in India, Egypt, China, and Mesopotamia.

The completed organizer presents one broad way to outline the importance of rivers. As students study each civilization, they can complete a blank organizer indicating the influence of the rivers in each civilization (Indus—India; Nile—Egypt; Yellow/Huang He—China; Tigris and Euphrates—Mesopotamia).

Learning Target 2b: I can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

Students can complete a graphic organizer for each region using any combination of the strategies above. Students are expected to be able to cite, from memory and without a stimulus, some examples of these characteristics and their enduring influence.

Learning Target 3: I can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

This set of world and regional maps provides a blank template for students to locate and map physical and human features of each region—natural resources, population patterns, climate types, topography, trade routes, etc. Rivers are shown on the maps; national borders are not. Students should label the various regions, but students are not expected to recall, from memory, the names of all of the countries within a given region.

Learning Target 4: I can use latitude and longitude coordinates to identify absolute location.

Students can practice locating places using latitude and longitude coordinates from a list on the board or separate sheet.

Learning Target 5: I can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

The completed chart shows one general way of classifying regions. As students study each region, they can use region-specific information and examples to complete the chart. The Venn diagram may be used to identify similarities and differences between any two regions in the Eastern Hemisphere.

Learning Target 6a: I can explain how variations among physical environments in the Eastern Hemisphere influence human activities.

The completed organizer shows one general way of indicating the relationship between climate, settlement patterns, and other human activities. As students study each region, they can use region specific examples to complete the organizer. Maps showing climate, topography, and population density can be used a stimulus materials as part of the strategies listed above.
Learning Target 6b: I can explain how human activities have altered the physical environments of the Eastern Hemisphere.

This t-chart asks students to identify positive and negative effects of human modification of the environment. Negative effects may also be considered unintended consequences. Photographs with captions can be used as engaging stimulus material as students complete the organizer using examples from each region. After completing the chart, students can engage in a spectrum discussion about whether the benefits of a particular modification outweigh the negative unintended consequences.

Learning Target 7a: I can explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.

The completed organizer identifies some possible general factors in the movement of people, products, and ideas. Students could complete this chart using actual historical or contemporary situations as they study each region. Fictional short stories, vignettes or scenarios about people who moved could also be used as stimulus materials with the strategies above.

Learning Target 7b: I can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

The diffusion of Islam in the Eastern Hemisphere represents one example the impact of cultural diffusion. Additional examples could include the spread of Christianity, Hinduism, or Buddhism or the role of international trade in spreading language and popular culture.

Learning Target 8a: I can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.

As students study each region, they can give examples of traditions (religion, customs, holidays, social status systems, etc.) that are still evident today. They can also cite specific examples of cultural change in each region as a result of trade, transportation, technology, and missionary activity.

Learning Target 8b: I can describe the influence of religious diffusion in the modern world.

The large dots indicate the place of origin for Buddhism, Hinduism, Christianity, and Islam. Students can draw arrows to show the direction of the spread of each religion.

Learning Target 9a: I can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.

Students can use this web diagram to help identify possible sources of information for short research projects completed throughout the course. Research projects provide a good opportunity for students to demonstrate mastery of the Common Core Literacy in History/Social Studies Standards in Reading and Writing.

Learning Target 9b: I can examine a variety of sources for accuracy.

As students gather sources for research projects, they can complete the organizer by answer the questions provided. Common Core Reading Standards for Literacy in History/Social Studies can also be integrated into this analysis of sources.
Learning Target 10a: I can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

The completed organizer identifies the general characteristics of each type of government. As students study each region, they can identify specific examples, past and present of each type of government. Short quotes or excerpts from various constitutions, political cartoons about elections and civil liberties, and structures of government graphics can be used as stimulus material with the strategies above. Students can also analyze historical (or hypothetical) examples of transitions from one type of government to another.

Learning Target 10b: I can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

The t-chart on the government of the United Kingdom illustrates the fact that some countries may use a combination of two governmental systems. The UK is considered a constitutional monarchy, but is in practice much closer to a democracy. Another approach to completing this organizer is to have students identify governments that are called democracies (or republics), but have practices that are inconsistent with this label and resemble a dictatorship or theocracy.

Learning Target 11: I can compare economic data sets to identify relationships and draw conclusions.

These blank organizers provide a template for students to create bar graphs, line graphs, and circle graphs. Students can use data provided in text or chart format and convert the data to graphs. Then, they can complete questions that require them to compare the data sets.

Learning Target 12: I can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.

Student can use this blank organizer analyze potential consequences of any economic decision or even activities in their daily lives (e.g. consequences of purchasing/not purchasing a desired good, doing homework/not doing homework, etc.)

Learning Target 13: I can explain how individuals and societies answer the fundamental questions of economics.

The completed organizer reflects the general factors that are considered in answering each question. As stimulus material, students can be presented with historical or hypothetical examples of how nations or businesses use various types of information to address these economics questions.

Learning Target 14: I can explain how specialization leads to global trade.

The completed chart presents a hypothetical table of products. Students can analyze the information to determine which countries would be likely to engage in trade based on their specialization in products and goods needed to import. Students can complete the organizer using specific real-world examples from each region of study.

Learning Target 15: I can explain how supply, demand and competition interact to determine price and influence quantities of inputs and outputs.

The completed organizers illustrate the relationship among price, demand, supply, competition, and inputs/outputs. Students can be provided with hypothetical situations (e.g. what will happen to price if a new gas station opens in the same area…) to apply these concepts.
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Importance of Rivers in Ancient Civilizations
Learning Target 2a: I can describe the influence of geography on the development of unique civilizations in India, Egypt, China, and Mesopotamia.
Learning Target 2b: I can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.
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**Mesopotamia**

**Government**
City-states with local rulers united under a single ruler; developed monarchy; Code of Hammurabi (written code of law)

**Economic System**
Specialization in work – weavers, potters, priests, metal workers

**Culture**
Polytheistic religion; rulers of city-states were often priests

**Technology**
Sumerians – wheel, irrigation, bronze tools/ weapons, cuneiform writing system; Babylonians – number system based on 60

**Agriculture**
Irrigation from Tigris and Euphrates Rivers led to crop and food surplus
Learning Target 2b: I can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

**Government**
- Pharaoh ruled as representative of the gods on earth; monarchy in which pharaoh inherited power from his father

**Economic System**
- Farm surplus allowed for trade – exported gold, wheat and barley; imported horses, cattle, livestock, silver, copper, etc. from Palestine

**Culture**
- Class system – pharaohs → priests & nobles → warriors, scribes, merchants → peasants & slaves; polytheistic religion; pyramid construction

**Technology**
- Hieroglyphics writing; papyrus sheets for writing; embalming bodies; pyramid construction; 365 day calendar

**Agriculture**
- Farming was the main economic activity; long growing season and fertile soil from flooding of Nile created farm surplus
Learning Target 2b: I can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

India

**Government**
Independent cities/small kingdoms with a king; developed a Caste system with Brahmins in highest positions of government

**Economic System**
Trade by Harrappans – archaeologists have discovered small clay seals used for trade and kilns for making pottery

**Culture**
Hinduism – belief in karma and reincarnation influenced the development of the Caste system; Buddhism also began here

**Technology**
Urban planning - draining systems, wells, indoor plumbing; cotton cloth

**Agriculture**
Farmers grew wheat, rice, barley; production of cotton
Learning Target 2b: I can describe the governments, cultures, economic systems, technologies, and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.

**Government**
Shang dynasty (ruling family) ruled as military leaders and served as high priests; later rulers claimed to rule by the “Mandate of Heaven”

**Economic System**
Traded with various regions – silk was the most valuable export (Silk Road)

**Culture**
Confucianism – philosophy that placed an emphasis on traditional social roles and the family

**Technology**
Developments in astronomy; made silk textiles from threads of silkworm cocoons

**Agriculture**
Periodic flooding of Yellow (Huang He) River; planting in rows for more effective irrigation
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Learning Target 4: I can use latitude and longitude coordinates to identify absolute location.
Learning Target 5: I can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.

<table>
<thead>
<tr>
<th>Types of Regions</th>
<th>Landform</th>
<th>Climate</th>
<th>Population</th>
<th>Culture</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
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<tr>
<td>Characteristics</td>
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<tr>
<td>Examples</td>
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<th>Population</th>
<th>Culture</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Form or nature of physical feature of earth’s surface</td>
<td>Long-term trends in weather elements and atmospheric conditions</td>
<td>includes data about the people who live in a selected area</td>
<td>learned behavior of people, including belief systems and languages</td>
<td>how a society decides ownership, allocation and use of resources</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>deserts, mountains, plains, plateaus</td>
<td>average temperature, average rainfall</td>
<td>Population density, birth rates</td>
<td>Religion, tradition, ethnicity, language</td>
<td>Natural resources, agricultural products, levels of income</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td>Sahara Desert, Himalayas</td>
<td>Tropical, Temperate, Polar regions</td>
<td>Rural, Urban Dense, Sparse</td>
<td>Western Europe</td>
<td>Developed, Developing Trade Agreements</td>
</tr>
</tbody>
</table>
Learning Target 5: I can use various criteria to describe, classify and compare regions within the Eastern Hemisphere.
Learning Target 6a: I can explain how variations among physical environments in the Eastern Hemisphere influence human activities.
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**Climate**

Long-term trends in weather and conditions in the atmosphere of an area

- Tropical, Dry, Moderate, Continental, Polar

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**Settlement Patterns**

People typically settle where climate is comfortable

- Regions with harsh climate (e.g. Antarctica) are less populated than other places

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**Human Activities**

Types of clothing worn and buildings constructed vary with climate and settlement patterns

- Occupations and ways of life vary with climate and settlement patterns (e.g. agriculture)
Learning Target 6b: I can explain how human activities have altered the physical environments of the Eastern Hemisphere.

Human Modification of the Environment
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Human Modification of the Environment

- Irrigation increases agricultural production.
- Terrace farming creates level steps in hills and mountains for growing rice.
- Construction of canals links waterways together for trade and travel.
- Construction of dams prevents floods, stores drinking water, and generates electric power.
- Growth of industry leads to increased air and water pollution.
- Creation of cities and suburbs reduces available farmland
- Construction of highways leads to disruption of natural habits of animals.
- High energy consumption leads to depletion of natural resources and pollution.
Learning Target 7a: I can explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.
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Factors that Influence Diffusion of Cultures

**Political**
- Changes in political leadership (e.g. military coup)
- Civil war
- Limits on civil rights and liberties of citizens (especially for minorities)

**Environmental**
- Harsh climates
- Natural disasters (earthquakes, droughts, floods)

**Social**
- Cultural ties with people in other places
- Family connections in other places
- Discrimination and intolerance
- Religious freedom

**Economic**
- Availability of resources
- Changes in employment opportunities
- Changes in trade patterns
**Learning Target 7b:** I can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.
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Diffusion of Islam in the Eastern Hemisphere

- Islam established in the city of Mecca
- Communities along the Silk Road trading routes converted to Islam
- Sea travel technology allowed Muslim traders to reach Southeast Asia
- Conquest and missionary activities spread Islam to Africa, Eastern Europe, China, and South Asia
Learning Target 8a: I can explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere.

<table>
<thead>
<tr>
<th>Tradition</th>
<th>Diffusion</th>
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</tr>
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<table>
<thead>
<tr>
<th>Tradition</th>
<th>Diffusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Handing down of beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice</td>
<td>• Spread of people, ideas, technology and products among places</td>
</tr>
<tr>
<td>• Long-established or inherited way of thinking or acting</td>
<td>• Systems of trade and transportation developed – people traveled and migrated across continents, spreading their cultural practices and products</td>
</tr>
<tr>
<td>• Resistance to Change – often the older members of society are reluctant to change their established ways</td>
<td>• Influence on modern cultural practices and products – silk was a prized good in Ancient China and continues to be a luxury product today</td>
</tr>
<tr>
<td>• Religion – set of beliefs about the nature of the universe, the existence of one God or several gods, the meaning of life, and moral codes of behavior</td>
<td>• Religion is a key example of the diffusion of cultural practices and products – Buddhism, Christianity, Hinduism, Islam and Judaism have had a lasting influence on the world</td>
</tr>
<tr>
<td>• Internal (Deep) Culture – less likely to change quickly (religion, values, interpretation of language, social status system)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Target 8b: I can describe the influence of religious diffusion in the modern world.
Learning Target 9a: I can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic.
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Sources of Information

- Original documents & artifacts (primary sources)
- Magazine or scholarly journal articles (secondary sources)
- Print or online encyclopedias (Secondary Sources)
- Textbooks or monographs (Secondary Sources)
Learning Target 9b: I can examine a variety of sources for accuracy.
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Determining the Accuracy of a Source

- Can the information be verified in other sources?
- What are the author’s sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?
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**Democracy**
- People retain the supreme power and authority in government
- Power of government in limited by consent of the governed (people)
- Broad citizen liberties and responsibilities

**Dictatorship**
- Absolute power is held by a single ruler or small group
- Power is often maintained through force (military, secret police, etc.)
- Strict limits on citizens' liberties

**Monarchy**
- Ruler inherits power; Authority is maintained through tradition of allegiance
- Some monarchs have absolute power; others are limited by a constitution
- Extent of citizens' liberties depends on the extent of the monarch's power

**Theocracy**
- Authority is held by religious leaders who claim to represent divine power
- Religious beliefs determine who holds authority
- Citizens' liberties, especially freedom of religion, are usually limited
**Learning Target 10b:** I can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.
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Government of the United Kingdom

<table>
<thead>
<tr>
<th>Monarchy</th>
<th>Democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monarch is the head of state, but not the head of government</td>
<td>Prime Minister is the head of government and the leader of the political party with the largest number of seats in the elected House of Commons</td>
</tr>
<tr>
<td>Monarch has a ceremonial role</td>
<td>Legislative authority is held by Parliament (House of Lords and House of Commons)</td>
</tr>
<tr>
<td>Monarch retains the right to be consulted, the right to advise and the right to warn</td>
<td>The House of Commons is an elected chamber of Parliament</td>
</tr>
<tr>
<td>Monarch appoints Prime Minister</td>
<td></td>
</tr>
</tbody>
</table>
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Learning Target 13: I can explain how individuals and societies answer the fundamental questions of economics.
**Learning Target 13:** I can explain how individuals and societies answer the fundamental questions of economics.

<table>
<thead>
<tr>
<th>What to Produce</th>
<th>How to Produce</th>
<th>For Whom to Produce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of productive Resources (everything needed to produce goods and services):</td>
<td>Availability of productive Resources (everything needed to produce goods and services):</td>
<td>Demand – how much of a good or service consumers are willing to buy at a particular price</td>
</tr>
<tr>
<td>- Human Resources – work done by people</td>
<td>- Human Resources – work done by people</td>
<td>Means of Distribution – how goods and services will be delivered and at what cost</td>
</tr>
<tr>
<td>- Natural Resources – found in nature (plants, minerals, water)</td>
<td>- Natural Resources – found in nature (plants, minerals, water)</td>
<td></td>
</tr>
<tr>
<td>- Capital Goods – used to make other goods or perform other services (tools, machines, buildings)</td>
<td>- Capital Goods – used to make other goods or perform other services (tools, machines, buildings)</td>
<td></td>
</tr>
</tbody>
</table>
Learning Target 14: I can explain how specialization leads to global trade.
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<table>
<thead>
<tr>
<th>Country</th>
<th>Specialization</th>
<th>Needs to Import</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country A</td>
<td>Agricultural products</td>
<td>Fuel and Mining products</td>
</tr>
<tr>
<td>Country B</td>
<td>Manufactured goods</td>
<td>Agricultural products</td>
</tr>
<tr>
<td>Country C</td>
<td>Fuel and Mining products</td>
<td>Agricultural products</td>
</tr>
<tr>
<td>Country D</td>
<td>Fuel and Mining products</td>
<td>Manufactured goods</td>
</tr>
</tbody>
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