

# 180 DAYS™

## Lessons and Activities

### Social Studies for Sixth Grade

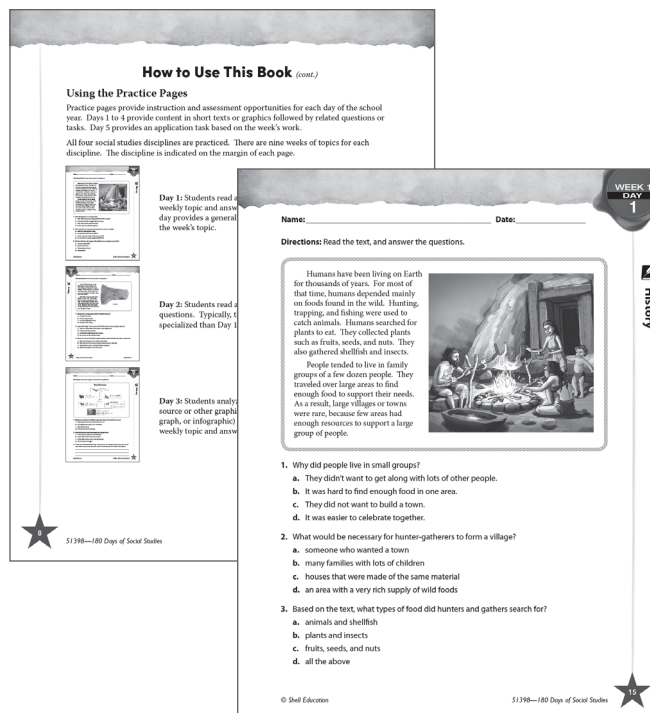
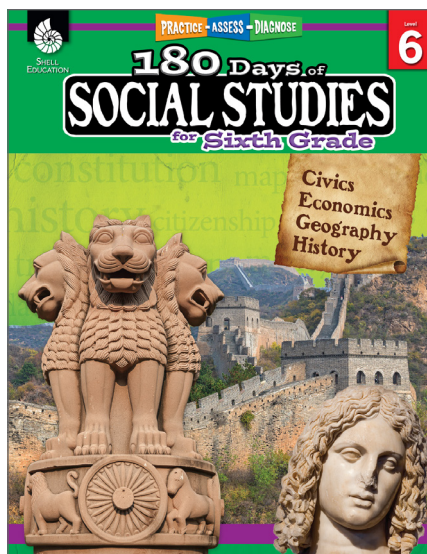
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SHELL  
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

6

# 180 Days of SOCIAL STUDIES

for Sixth Grade

Civics  
Economics  
Geography  
History





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## Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

### The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.



# Introduction *(cont.)*

## Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

## Best Practices for This Series

- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.

# How to Use This Book *(cont.)*

## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.


All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

**WEEK 1 DAY 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Humans have been living on Earth for thousands of years. For most of the time, humans depended mainly on food found in the wild. Hunting, trapping, and fishing were used to catch animals. They also used the plants in the wild. They gathered such as berries, seeds, and nuts. They also gathered shellfish and insects. People needed to live in family groups of a few dozen people. They needed very large areas to find enough food to support their needs. Some say, because the area had enough resources to support a large group of people.



- Why did people live in small groups?
  - They didn't want to get along with lots of other people.
  - It was hard to find enough food to eat alone.
  - They did not want to build a town.
  - It was easier to collaborate together.
- What would be necessary for human gatherings to form a village?
  - someone who wanted to leave
  - many families with lots of children
  - houses that were made of the same material
  - an area with a very rich supply of wild foods
- Based on the text, what types of food did hunters and gatherers search for?
  - seeds and shellfish
  - plants and insects
  - berries, seeds, and nuts
  - all the above

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**Day 1:** Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.

**WEEK 1 DAY 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Over 10,000 years ago, in the Paleolithic period, humans made tools. They used the rocks to hunt animals. They used the rocks and to prepare meat. The word "tool" was not in people's language then. Paleolithic humans made many kinds of stone tools. They made knives, spears, arrowheads, and axes. It is also clear that they used other materials like ivory, bone, and wood. However, these tools made of stone that were used to hunt animals to be hunted today.



- Why was fire an important tool for Paleolithic humans?
  - to signal for others
  - to cook meat
  - to cook and preserve meat
  - to build houses
- Look at the image. How can you tell that this stone was made by a human?
  - There are marks where bits of stone were chipped off.
  - Edges are not very sharp.
  - It looks like something found in nature.
  - There are holes and other marks.
- What is one reason Paleolithic people may have made tools with ivory, bone, and wood?
  - They wanted someone to be able to make them.
  - They did not want to waste materials they hunted or collected.
  - They liked the texture and look of these materials.
  - They were harder to use than stone.

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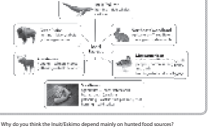
**Day 2:** Students read a text and answer questions. Typically, this content is more specialized than Day 1.

**WEEK 1 DAY 3**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the graphic, and answer the questions.

**Food Sources**



- Why do you think the food chains depend mainly on hunted food sources?
  - They preferred the taste of food from the sea.
  - They liked the taste of food from the land.
  - The hunters were very long.
  - The hunters were very long.
- How do you think people got enough meat?
  - People had the types of meat they liked.
  - People didn't have to hunt the animals.
  - People did not have to hunt for the animals.
  - The animals were big.
- People in the Northwest had large communities, even though they did not grow a lot of food. What can you infer about the amount of food found in the wild in that region?
  - There was a lot of food in the wild.
  - There was not a lot of food in the wild.
  - There was a lot of food in the wild.
  - There was not a lot of food in the wild.

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**Day 3:** Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

## How to Use This Book *(cont.)*

## Using the Practice Pages *(cont.)*

[illegible]

**Day 4:** Students analyze an image or text and answer questions. Then, students make connections to their own lives.


**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** Study the image, and complete the task.

**WEEK 1**  
**Unit 1**  
**History**

Scientists have learned a lot about ancient pyramids by looking at their paintings on the walls of caves.



1. Draw a "wall painting" that shows something important about your life.

2. Compare your life with the life of the person who created the cave painting above.

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**Day 5:** Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 212) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 213). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 214–215). These charts are also provided in the Digital Resources as PDFs, *Microsoft Word*® files, and *Microsoft Excel*® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 216 for more information.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Humans have been living on Earth for thousands of years. For most of that time, humans depended mainly on foods found in the wild. Hunting, trapping, and fishing were used to catch animals. Humans searched for plants to eat. They collected plants such as fruits, seeds, and nuts. They also gathered shellfish and insects.

People tended to live in family groups of a few dozen people. They traveled over large areas to find enough food to support their needs. As a result, large villages or towns were rare, because few areas had enough resources to support a large group of people.



1. Why did people live in small groups?
  - a. They didn't want to get along with lots of other people.
  - b. It was hard to find enough food in one area.
  - c. They did not want to build a town.
  - d. It was easier to celebrate together.
2. What would be necessary for hunter-gatherers to form a village?
  - a. someone who wanted a town
  - b. many families with lots of children
  - c. houses that were made of the same material
  - d. an area with a very rich supply of wild foods
3. Based on the text, what types of food did hunters and gathers search for?
  - a. animals and shellfish
  - b. plants and insects
  - c. fruits, seeds, and nuts
  - d. all the above

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Before civilizations could grow, people had to develop agriculture fully. This allowed farmers to grow surplus food. This meant they had to create new technology, including water control. Many early civilizations were located in river valleys that experienced flooding. At the same time, they were often in hot, dry places. This meant irrigation was important.

New engineering and building skills were needed. For example, the Mesopotamians designed a system to bring water where it was needed. People were also needed to build and repair the system. This was new work for people.



*ancient water system in the Middle East*

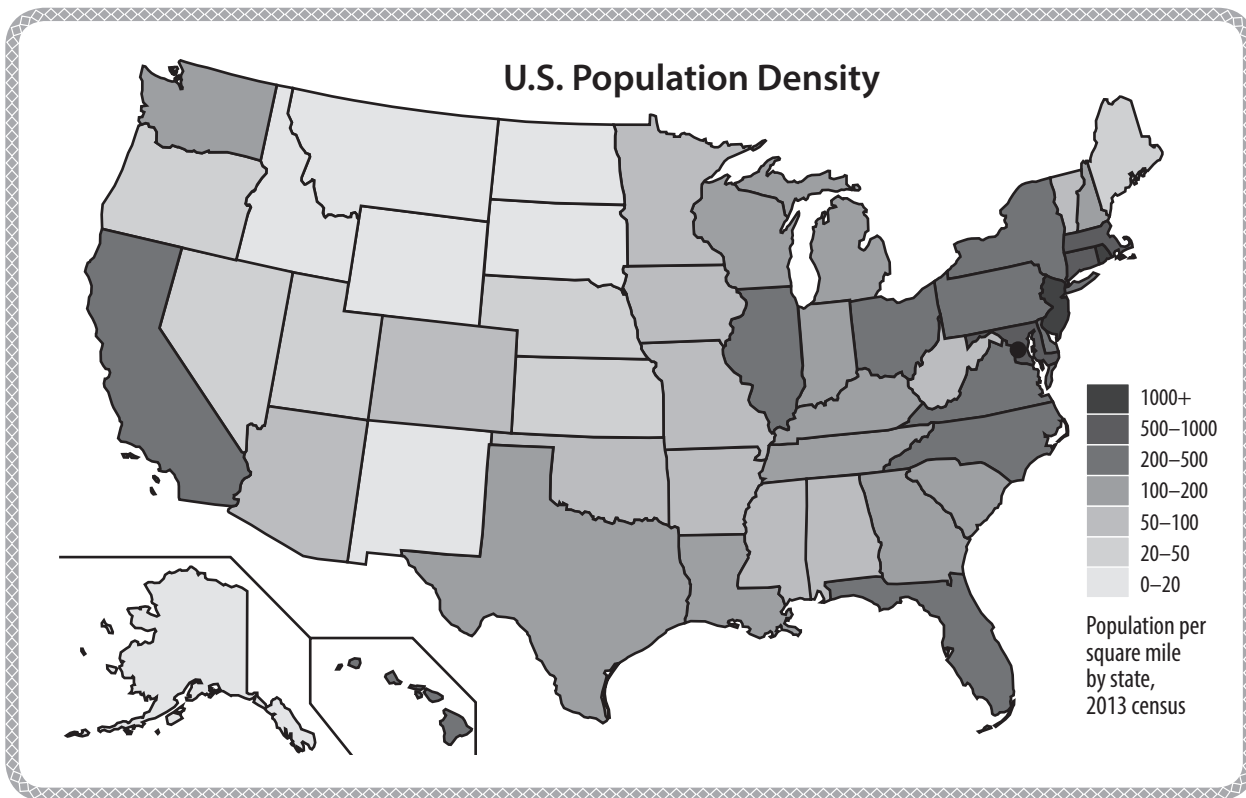
1. Why was water control necessary?
  - a. to make sure there was water in the river
  - b. to make sure dry fields had enough water
  - c. to collect rain water
  - d. to keep people dry during the rainy season
2. Why were engineers important?
  - a. They drove the farm engines.
  - b. They had jobs in the cities.
  - c. They designed water systems.
  - d. They kept the builders busy.
3. The government in the United States looks after large projects. These projects are important for the growth of the U.S. economy. Circle projects that help many people in the United States.
  - a. the interstate highway system
  - b. someone's house
  - c. a local church and parish hall
  - d. a local school



Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Directions:** Study the map, and answer the questions.



1. Population density is the average number of people living in an area. Which of the following states has one of the highest population densities?
  - a. Nevada
  - b. New Jersey
  - c. Alabama
  - d. Washington
2. Why do the central northern states have fewer people per square mile?
  - a. They are larger states with a lot of people.
  - b. They are smaller states with lots people.
  - c. They are larger states with fewer people.
  - d. They are smaller states with fewer people.
3. Locate your state. What is the population density there? Which states have population densities similar to your state's?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the photos, and answer the questions.

*An entrepreneur wants to provide a new service.*



*Workers are needed to produce goods and services.*

- Which of the following is not an example of labor to produce goods and services?
  - chef
  - parent
  - factory worker
  - garbage collector
- Enterprise requires the entrepreneur to take risks and make decisions in business. What are some risks for a new business?

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- Think of your own interests and talents. What type of labor or enterprise interests you? Why?

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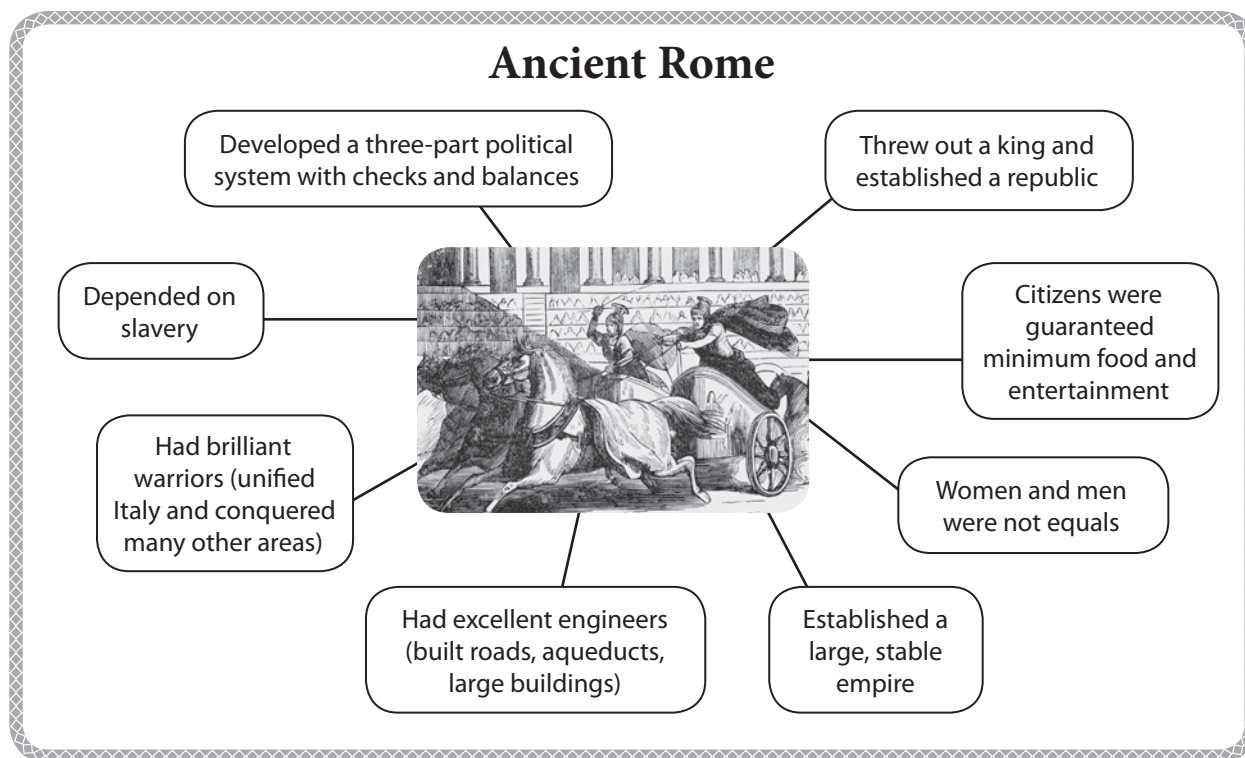
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the web, and answer the question.



1. Use a Venn diagram to compare ancient Rome and the modern United States.

