

NAME:

DATE:

Table of Contents

Mr. Clendenning

- 1. Table of Contents.....
- 2. Units of Study.....
- 3. Social Studies Contract & Emergency Contact Information Sheet
- 4. Practice routine for Day One.....
- 5. Classroom Procedures and Laws.....
- 6. Jobs for classroom.....
- 7. Unit One Overview.....
- 8. - 11. What is Social Studies?
- 12. What is History?
- 9. History Is Subjective!
- 10. Exit Ticket



NAME:

DATE:

2

Units of Study



All major topics will be done thematically through the lense of looking at past and present civilization's history, economy, technology, religion, culture, values, education, arts, government structures and cause and effect.

Unit One: *Introduction of Social Studies*

Unit Two: *Geography & Features of civilization*

Unit Three: *Neolithic Revolution*

Unit Four: *Early River Valley Civilizations*

Unit Five: *World Religions*

Unit Six: *Classical Civilizations & Forms of Government- Greece*

Unit Seven: *Rise and fall of civilization- Rome*

Unit Eight: *Conflict- Middle Ages*

Unit Nine: *Cultural Interactions*

NAME:

DATE:

6th Grade Social Studies Contract

GRADE BREAKDOWN

- o Tests 30%
- o Projects 30%
- o Quizzes 20%
- o Homework 10%
- o Classwork 5%
- o Portfolios 5%

PROJECTS:

- o Students will be given class time to work on their projects.
- o Time Travel project and entries will be throughout the year.
- o Late projects: Points are deducted if projects are not handed in on time.

TESTS:

- o Will be given after completion of unit of study.
- o Students will use their classwork, quizzes and homework to prepare

QUIZ:

- o Vocabulary quizzes will be given as needed (dates may vary)

HOMEWORK:

- o Is assigned as needed to review class material
- o If a student is absent, they must complete the work and it must be shown to the teacher one day after the day(s) they were absent- **All missing work can be placed in the Black bin behind Mr. Clendenning's desk.**

CLASSWORK AND PARTICIPATION

- o Students earn a possible 5 points each day for classwork AND participation

Directions: Sign the agreement below and have your parent and/or guardian sign below and fill out contact information. You can sign digitally by simply changing the font or taking a picture of the signature and putting it on the doc.

Student's signature:

Parent's signature:

6th Grade Contact Information

Student Name: _____

- o Parent and/or Guardian Name: _____

- o Best phone number to reach parent/guardian: _____

NAME:

DATE:

4

o Best email to reach parent or guardian: _____

Practice routine for Day One;

1. Line up in two lines outside the classroom_____

2. Sit in your assigned seat _____

3. Homework:

4: Date_____

5. AIM:(copy form the board) :

6. **DO NOW:** Copy the aim, date and then sit and wait silently for the teacher to begin.

NAME: _____

DATE: _____

5

Classroom Procedures and Rules

Classroom Procedures

Below is a list of classroom procedures:

1. Come to class prepared with green notebook, 2 green folders and a pen_____
2. Get into two lines outside the classroom_____
3. Sit in your assigned seat _____
4. Homework: **(copy into planners)**
5. Write down today's date
6. Write down today's AIM
7. Do the Do NOW

Classroom Rules

1. Never get out of your seat without permission. (this rule will get taken away after we build trust, but perhaps not under new restrictions)
2. Never talk when someone is addressing the class whether on zoom or in person
3. Never talk back.

Directions: When told to do so, answer the questions below in complete sentences using the classroom laws and the classroom procedures.

1. What is the difference between a classroom procedure and a classroom rule?
2. There are _____ number of classroom rules.
3. Out of all the rules which one do you think is unfair and why? If you think all of them are fair you can say that as well
4. Is there any class rule you think should be added or changed and why? This will be taken into consideration

NAME:**DATE:****6**

Jobs for classroom-

All jobs will be chosen by Mr. Clendenning. People who give a written reason why they deserve a job will be placed higher than does who do not. Jobs will typically last one quarter but that is up to Mr. Clendenning

Phone operator- Answer the phone.

Laptop monitor- Call the tables up to get their laptops.

Smartboard Helper- Assist in putting up a slideshow and other tasks to support the learning environment.

NAME:

DATE:

7

Unit One: Introduction of Social Studies

Unit Description

This unit introduces students to the historical thinking skills and argumentative writing style that they will employ in all future units. Students will be introduced to the concepts of corroboration, perspective, contextualization, sourcing, and motive as they learn how to construct academic arguments using claim, reasons, evidence, analysis, and counterclaims.

Unit Compelling Questions

- What are the Social Sciences.
- What is History
- How is history written?

Unit Supporting Questions

- What is history?
- How do historians construct historical narratives?

Unit Conceptual Understandings

To interpret the past, historians use analytical techniques like corroboration, contextualization, and sourcing, and they weigh the perspectives and motives of historical actors.

Historians use research questions to guide their investigation of the past and answer these questions by constructing academic arguments comprised rooted in a claim that is supported by reasons and evidence. They address counterclaims to strengthen their argument and to anticipate readers' questions and objections.

Objectives:

- **Students will be able to define: The Seven Social Sciences.**
- **SWBAT (Students will be able to) define history.**
- SWBAT identify components of historical thinking
 - SWBAT define history.
 - SWBAT explain why history is subjective.
 - Students will understand 5 themes of geography

NAME:

DATE:

8

What is Social Studies?

- Line up in two lines outside the classroom_____
- Sit in your assigned seat _____
- **Homework:** Get class supplies : Green Folder, Green Notebook, Green Three Ring Binder (copy into planners)
- Put your name and date on the paper

AIM(copy from the board):

Do Now: After copying the board sit silently.

Anthropology:

History:

Sociology:

Psychology:

Political Science:

Economics:

Geography:

NAME:

DATE:

9

What is Social Studies?

Can the above question even be answered?

SOCIAL STUDIES is about understanding human behavior. It is a field that is dedicated to knowing the truth of human existence in the past and present more accurately. The subject attempts to understand causal relationships (**how one thing leads to another**) in order to understand the direction that our species is heading. Social Studies is much broader than the one field (**subject**) known as *HISTORY* which is profound in its own right. Social studies is understanding *ECONOMICS*; how people produce goods (**make things**), how people (distribute goods) get things, and how people utilize those goods (**get things that they need**). *SOCIAL STUDIES* is seeking an understanding of *POLITICAL SCIENCE*; the study of how completely different governments arise and the values they impose on their people and vice versa. *SOCIAL STUDIES* is *Geography*; how human beings interact with their environment and utilize and adapt to their surroundings. *SOCIAL STUDIES* is seeking an understanding of the complex human mind in the study of *PSYCHOLOGY*. *SOCIAL STUDIES* is understanding the origin of human life (**where human beings came from**) in the study *ANTHROPOLOGY*. *SOCIAL STUDIES* is understanding cultures, civilizations, and religions in the field of *ARCHAEOLOGY*. In addition but certainly not to make whole, *SOCIAL STUDIES* is seeking the true nature of the physical universe and human beings place in it, while also acknowledging that everyone's human conscious experience is subjective (every person only sees the world through their experiences and understandings) which begs those who study *PHILOSOPHY* if the question about what social studies could even be answered in just one way.

In sixth grade, you will seek these answers even if they are difficult. We will examine the writings, drawings, records, artifacts, and numerous sources to think not just like a *HISTORIAN* but a *SOCIAL SCIENTIST* who is trying to uncover the truth of the world. This is why I attached some famous quotes below that I think will be good for you to try and grapple within your mind so that you can start to think like a *SOCIAL SCIENTIST*.

Directions: Attempt to interpret the quotes below. It is important that you attempt to grapple with this quotes and at the very least give your

NAME:

DATE:

opinion of the quote in a full complete sentence. It may also be help if you annotate when you read the quote to get a better understanding.

The fool who thinks he is a fool is for that very reason a wise man; But the fool who thinks he is a wise man is rightly called a fool. - Buddha

Wise men speak because they have something to say; Fools because they have to say something. -Plato

*"I think that tastes, odors, colors, and so on reside in **consciousness**. Hence if the living creature were removed, all these qualities would be **annihilated**. "-Galileo.*

NAME:

DATE:

For there can be no Religion more true or just, than to know the things that are; and to acknowledge thanks for all things, to him that made them, which thing I shall not cease continually to do.

- The Corpus Hermetica -Ancient Egypt 1st Century

Gain your point by persuasion, not by force."

-Bias of Priene, 6th century B.C (B.C.E)

"Be fond of learning rather than unwilling to learn."

-Cleobulus, 6th century

B.C (B.C.E)

NAME:

DATE:

12

WHAT IS HISTORY?

AIM:

SWBAT **define** history.

SWBAT **explain** why history is subjective.

DO NOW: What is history?

CLASS NOTES
<div data-bbox="493 1312 1128 1627" data-label="Text"><p>History is...</p></div>

NAME:

DATE:

13

HISTORY IS SUBJECTIVE

SUBJECTIVE MEANS....



DIRECTIONS

Imagine that you are the principal of a school and you just found out that there was a food fight in the lunchroom during lunch. You've asked many students and teachers who witnessed the food fight what they saw so you can figure out who started it. Unfortunately, you have received many different accounts that disagree about who started the food fight, who was involved, and when it started. It's important to remember that NO ONE is lying.

Questions

(1) How could there be different stories of the event if no one is lying?

**(2) Who are the different people who might have seen this food fight?
(Example: friends of those involved; people who don't know the kids who were fighting; those who were fighting; teachers; students.)**

(3) What might make one person's story more believable than another person's?

NAME:

DATE:

14

Exit Ticket FOR WHAT IS HISTORY

Why is there no such thing as just “one” history?

NAME: _____

DATE: _____

15

Primary and Secondary Sources

Identify whether the following sources are a primary or secondary source. You may reference your notes if you need assistance.

- _____ 1. textbook
- _____ 2. letter from WWI soldier about trench life
- _____ 3. video footage of the fall of the Berlin Wall
- _____ 4. Lesson on the Vietnam War
- _____ 5. biography written by a college professor about Henry VIII
- _____ 6. a painting by Leonardo da Vinci
- _____ 7. a website about the Holocaust
- _____ 8. a tape recording of an interview with a former slave about slavery
- _____ 9. movie about Pearl Harbor
- _____ 10. a vase from ancient Greece

11. Which of the following is the study of issues related to government?

- | | |
|----------------------|-----------------|
| a. economics | b. sociology |
| c. political science | d. anthropology |

12. Which of the following is the study of people, their environment, and their resources?

- | | |
|-------------|--------------|
| a. history | b. geography |
| c. irrigate | d. sociology |

Bonus question: Explain why either secondary or primary sources are more reliable when studying history.

NAME:

DATE:

CORROBORATION & SOURCING

AIM:

SWBAT **define** corroboration and sourcing.

PUT THE AIMS (LESSON OBJECTIVES) IN YOUR OWN WORDS

DO NOW: If there was a war between the United States and Germany, why might a historian want to look at both sides of an event before they decide what happened?

What do you think a German historian might say about who started the war? Why? What do you think an American historian might say about who started the war? Why?

Document 1

This lesson is about the skill of corroboration. **Corroboration is the act of comparing pieces of evidence and seeing where they agree and disagree.** When you have multiple pieces of evidence that say the same thing, your argument is stronger. When you only have one perspective on an event, you risk that it might be incomplete or maybe even wrong.

Historians corroborate evidence when they try to figure out what happened in the past. If they find multiple pieces of evidence that support their initial hunch, their case

NAME:

DATE:

17

becomes stronger. If they can't find enough evidence to support a particular argument about what happened in the past, they consider other explanations or interpretations.

Because the goal of corroboration is to build a strong argument, it also involves sourcing. You want to source for two reasons: (1) you want each piece of evidence to be reliable; and (2) you want to see if people with different perspectives agree about what happened. It's always more convincing when two people who usually disagree happen to agree.

For example, a famous painting of the Battle of Lexington shows the American colonists standing their ground and fighting while the British fired on them. If you read the primary sources about the event, the Americans say the British fired first, and the British say the Americans fired first. So they disagree about who shot first. But both say the colonists scattered and ran away once the shooting started. So although we might not know who shot first, we can say with some confidence that the colonists did not stand their ground, despite the portrayal in the painting, because both sides agree on that point.

Source: Stanford History Education Group. Introductory Lesson: Make Your Case! California: Stanford University, 2013.

1. How can a historian strengthen their argument through corroboration?

2. Identify two reasons why historians source.

(1)

(2)

3. What can historians say with confidence happened during the Battle of Lexington? Why are they able to say this with confidence? What are they unable to say with confidence? Why are they unable to say this with confidence?