

6th Grade Annotated Pacing Guide
World History: Ancient Civilizations through the Middle Ages
Holt McDougal text

Unit I: Introduction / Geography / Social Studies / Stone Age

8/21 – 9/13 – Teacher & student introductions / School and Class Expectations / Geography & Social Studies pre-test / 5 Themes of Geography, 5 Strands of Social Studies, & Map Skills Unit / Introduce Current Events / Stone Ages and Early Cultures

NC Standards/Objectives: 6.H.2.3; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; & 6.C.1.1

- 8/21 – 8/30
- Explain classroom / school rules / class expectations / syllabus. Explain how warm-ups will be recorded, conducted, graded, and used throughout the year. 5 Themes of Geography / 5 Strands of Social Studies / Map skills pre-assessment
- Review the information from the pre-test. Identify areas that need to be taught or re-taught with the class.
- Start warm-ups on the second day. Explain to students the expectations of how and where to place them in their notebooks. Their responsibility for keeping up with them, and how they will be graded.
- Students will create a tabbed *flipbook* foldable to glue into their class notebook for the 5 Themes of Geography, 5 Strands of Social Studies, and Geography/Map terms. Students will be provided the terms and definitions from each section through a PPT. As we go through the PPT in class, the students will be required to write down the definitions as well as create a graphic/picture to help them remember the terms. Students with accommodations will receive a *flipbook* with the definitions partially completed.
- Global map activity – Students work with their seat partner and are each given a blank global map. With their maps and pencil, and without the aid of any resources must fill in the continents, oceans, equator, Prime Meridian, and the compass. Once completed they pair up with another group who are finished to compare their maps and make any changes if needed. At the end of class, teacher goes over the map with the correct information to ensure all have a correct map to study from and for future use.
- Review activity using Kahoot and their foldable. Also GEO NET as a tool for review.
- 5 Themes of Geography / 5 Strands of Social Studies / Map skills assessment.

- On Friday of the first week of school, introduce students to their yearlong weekly assignment of current events. Every Friday, unless there is a schedule conflict, students will be assigned to find a current news event that may range from local news, all the way to international news. Over the weekend students will research the current news event, and on Monday write a journal entry about it the following Monday in class. Students will have the first 10 minutes of class to journal about their article. There are three points students should focus on for each journal entry: the first is to briefly summarize the article; the second is to explain the importance or relevance of the article (the “so what”); and finally the journal entry should show either a connection to another event current or past or a personal connection on the students part. On the Friday prior to writing the journal entry students will sign up for a time slot to share their story on the following Tuesday. Each student is required to share a current events journal entry at least once throughout each trimester.
- 9/3 – 9/13
- Chapter 2: The Stone Ages and Early Cultures (pgs. 28 – 46) & 9/11 Lesson
- Have each student create a tabbed flipbook and title it The Stone Ages and Early Cultures. The foldable will be filled in as we go through the chapter.
- The first chapter from the text will be read in a whole class setting. During the reading as we come across vocabulary the students will write it in their foldable, with the definition and a picture, if applicable, to help with understanding the term. Students can volunteer to read if they wish, but all must follow along in the text. Teacher will pause regularly and ask questions to check for understanding. Students will also be required to take notes as needed throughout the text. The lesson will serve more as a model for good reading and note taking practices, rather than just a reading of the text.
- View video of Stone Age in class, students answer questions that go with the video. Video link: https://www.youtube.com/watch?v=MYbDJF_gMtw&t=180s
- Throughout the chapter, students will complete two Venn diagrams to evaluate the different chores found within the early cultures, and the differences between hunter-gatherers and agriculture. Once the Venn diagrams are complete, students will write a short summary explaining what they learned from their evaluation of the material.
- Students will complete with a partner the Comprehension and Critical Thinking questions from pgs. 45 & 46. This will help serve as a review for the chapter test that would be scheduled for 9/12. This will allow a day for students to either make up or finish the test for any stragglers.

- This is a link to a Hunter-gatherer game students can play after their work is completed for the period or after the quiz/test. <https://gridclub.com/activities/stone-age-survival>
- 9/11 Mini-Lesson: This will be accomplished through the student's bi-weekly current events assignment. Students will choose from a set of teacher approved 9/11 articles to write their current events summary. Students will also provide an editorial piece on the article or a personal reflection regarding significance of the day.

Unit II: Mesopotamia, Egypt, and Kush

9/19 – 10/25

NC Standards/Objectives: 6.H.2.3; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; & 6.C.1.1

- 9/19 – 9/25 - Chapter 3: Mesopotamia and the Fertile Crescent (pgs. 54 – 80)
- Ch. 3, sections 1 & 2 (pgs. 54 – 64) Jigsaw reading activity on the Geography of the Fertile Crescent and the Rise of Sumer. The class will be divided in half, and each half will be divided into groups of 4. The groups of 4 will be the home groups. From this point, the students will be assigned a number for their expert group. The expert groups will be assigned one of the 4 blue typed sub-headings from the two sections. The expert groups will have about two class periods to read and learn the text they were assigned before returning to their home groups. Also, while they are with their expert group, each group is to create two quiz questions from the text to be used in the two-section assessment on 9/25. The students then return to their home groups to teach the other members of their group about the section they were assigned to learn. Both the expert group and the home groups will have guided notes and questions to be filled in and answered to help with understanding.
- The students will use the information from sections 3 in Ch. 3 when they create their projects later on in the unit.
- 9/26
- Ch. 3, sect. 4 student's work with a partner to read pgs. 72 – 77 and fill in a graphic organizer related to the section. The graphic organizer will cover the 5 different groups of people, who settled the Fertile Crescent, and how they arose to power, their ruler/leader, major achievements/accomplishments, and how they lost power in the region.
- 9/30 – 10/7 – Chapter 4: Ancient Egypt and Kush (pgs. 86 – 113)
- Ch. 4, sections 1, 2, 3, and 5 will be presented in a PPT with cloze or guided notes for the students to follow along with. The notes will also have questions and

activities for partner work throughout the 4 PPT's. The PPT will contain the two videos: The Gift of the Nile: Egypt – Kids Geography 6th grade and Ancient Egypt 101 by National Geographic to help with understanding and provide a visual to accompany the lesson. The week will culminate with a quiz on the PPT's and videos.

- 10/8 – 10/25 – Ch. 3 sect. 3 (pgs. 65 – 69) & Ch. 4 sect. 4 (pgs. 102 – 106)
- Achievements of Mesopotamia and the Fertile Crescent project. Section 3, Ch. 3 and section 4, Ch. 4 are not the only places in the text that students can find achievements from these civilization's; they may use the entirety of both chapters. Students will receive the project assignment sheet and rubric on 10/8, as well as begin working on the project. Students will have class time and access to the computer lab from 10/8 - 15 to work on their projects, to include the weekend of the 10/12 & 13. Projects are due and presentations of the projects start on 10/16 through 10/25. This project will count as a test for the unit.

Unit III: Civilization in India and China

10/28 – 11/20

NC Standards/Objectives: 6.H.2.3; 6.H.2.4; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; 6.C.1.1; 6.C.1.2; & 6.C.1.3

- 10/28 & 29 – Ch. 5 Geography and Early India (pgs. 124 – 129)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 10/30 – 11/4 – Ch. 5: sections 2 & 3 (pgs. 130 – 141)
- Graphic organizer covering all the religions of Ancient India, and eventually China. Topics to be covered are: origins, founder, beliefs, role in society, important people, and spread / diffusion. Students will work in a 2 or 3 person group to complete.
- 11/5 & 6 – Ch. 6 Geography and Early China (pgs. 160 – 165)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 11/7 & 8 – Ch. 6: section 2 (pgs. 166 – 171) & section 5 (pgs. 186 – 189)

- Graphic organizer covering all the religions of China. Topics to be covered are: origins, founder, beliefs, role in society, important people, and spread / diffusion. Students will work in a 3 or 4 person group to complete.
- 11/11 – 14 – Ch. 5 sect. 4 (pgs. 142 – 145) & Ch. 6 sections 2, 3, & 4 (pgs. 166 – 183)
- Graphic organizer covering all of India’s and China’s empires or dynasty’s. The graphic organizer will cover topics such as: founding date / region, rise to power, political system, leader, social classes, form of religion (if applicable), and decline / loss of power. Students will work in a 3 or 4 person group to complete.
- 11/15 & 18 – Ch. 5 sect. 5 (pgs. 147 – 151) & throughout Ch. 6
- With a partner, students will create either a Venn diagram or a T-chart to compare and contrast the achievements of both Ancient India and Ancient China. Students need to compare a minimum of 4 different items from both countries. After the comparison chart is completed, students will write two paragraphs explaining the significance of one item from both countries.
- 11/19 – 20 – Chapters 5 & 6 review and open notes test
- The final assessment for the unit will be an open note test on the last day of the unit.

Unit IV: The Three Monotheistic Religions

11/21 – 12/20

NC Standards/Objectives: 6.H.2.3; 6.H.2.4; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; 6.C.1.1; 6.C.1.2; & 6.C.1.3

- 11/21 – 22 Ch. 7 sect. 1 The Early Hebrews (pgs. 202- 207)
- Students will be given a graphic organizer on the first day of the unit that will go with the unit as a whole. The graphic organizer will have space for all three religions, and will cover the following topics: founder, relative date when founded, place/region founded, sacred books, basic teachings followers must believe, significant rituals or practices, and symbols. The teacher will get students started on the graphic organizer, but will turn responsibility of the graphic organizer over to the students for the remainder of the unit. The teacher will remind students periodically, and have at least two check-in dates throughout the unit to ensure progress is being made on the graphic organizer. The graphic organizer will culminate with a paragraph summary for each religion, and one other paragraph summarizing what they learned/gained from completing the graphic organizer. The students will turn-in the graphic organizer with the four paragraphs at the end of the unit for a test grade.

- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 12/2 – 3 Ch. 7 sections 2 & 3 (pgs. 208 – 219)
- Teacher created PPT on Jewish Beliefs and Texts, and Judaism over the Centuries. Students will have cloze notes to go with the presentation, along with a small group work activity to help facilitate learning. Teacher check-up on Three Religions Graphic Organizer. The PPT will culminate with a short quiz.
- 12/4 – 5 Ch. 11 sect. 2 The Roman Empire and Religion (pgs. 332 – 338)
- Students pre-read the section, followed by a teacher led PPT with cloze notes to go with the PPT. Short quiz at the end of the PPT and notes.
- 12/6 Ch. 12 sect. 1 The Roots of Islam (pgs. 354 – 357)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 12/10 – 13 Ch. 12 section 2 (pgs. 358 – 361) and section 3 (pgs. 362 – 367)
- Jigsaw reading activity will cover Islamic Beliefs and Practices, and Islamic Empires. The class will be divided in half, and each half will be divided into groups of 5. The groups of 5 will be the home groups. From this point, the students will be assigned a number for their expert group. The expert groups will be assigned one of the 5 blue typed sub-headings from the two sections. The expert groups will have about two class periods to read and learn the text they were assigned before returning to their home groups. Also, while they are with their expert group, each group is to create two quiz questions from the text to be used in the two-section assessment on 12/7. The students then return to their home groups to teach the other members of their group about the section they were assigned to learn. Both the expert group and the home groups will have guided notes and questions to be filled in and answered to help with understanding. Teacher check-up on Three Religions Graphic Organizer.
- 12/16 – 20 Ch. 12 sect. 4 Cultural Achievements (pgs. 368 – 371)
- Students pre-read the section on their own, then choose 5 inventions / achievements and briefly explain why they feel have had the most impact on the world as a whole. Once each student has their own list of inventions / achievements, they then find a partner to compare their list with. There they will see if they have any similarities or discuss any differences. Finish the lesson with a short video from You tube titled

Top 5 Muslim Inventions that Changed the World
<https://www.youtube.com/feed/library>.

- Short quiz on Muslim Cultural Achievements, and student's turn in their Three Religions Graphic Organizer for a test score.
- **CHRISTMAS BREAK 12/23 – 1/3**

Unit V: Foundations of Western Ideas

1/6 – 1/24

NC Standards/Objectives: 6.H.2.3; 6.H.2.4; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; 6.C&G.1.4; 6.C.1.1; 6.C.1.2; & 6.C.1.3

- 1/6 – 10 Chapters 8, 9, 10, and all of the sections in these chapters, and the remaining sections of 11
- Students with a partner will be assigned a section from one of the chapters to learn and create a presentation for the class on that section. Presentations can be PPT, poster, website, skit, or a position paper that they present to the class. Appropriate rubrics will be provided for the different forms of presentations. Students will have approximately 4-5 class periods to work on their projects, plus the weekend, with check-in dates to ensure work is being completed and for any questions from the students. At the same time the students are preparing their projects, they are also completing several geography activity sheets or vocabulary lessons. These can also be used to prepare for the quizzes.
- Students will also have 4 pre-scheduled quiz days throughout the project workdays and presentations. There will be 4 quizzes, one quiz from each chapter. The lowest score of them will be dropped.
- 1/13 – 23 Chapters 8, 9, 10, & 11 Student Presentations
- The students will present their work to the class. Each presentation will have a minimum of 3 takeaway points the class needs to make note of. Presentations will be assessed with a rubric provided to the students. Student's notes on the presentations will be checked for a completion grade. Student presentations will serve as a project grade.

Unit VI: Empires of Africa, China, Japan, and The Early Americas

- **1/27 – 3/20**
- NC Standards/Objectives: 6.H.2.3; 6.H.2.4; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; 6.C.1.1; 6.C.1.2; & 6.C.1.3

- 1/27 – 28 Ch. 13 sect. 1 Geography and Early Africa (pgs. 380 – 383)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 1/29 – 31 Ch. 13 sections 2 & 3 The Empires of Ghana and Later Empires (pgs. 386 – 395)
- Using just a copy of the text from the class textbook and a blank map of Africa, students will work with a partner to read and plot the empires of Africa and their trade routes. Map must have a key and be color-coded. Each student will fill in their own map and turn it in for a grade.
- 2/3 – 5 Ch. 13 sect. 4 Historical and Artistic Traditions (pgs. 396 – 399)
- On 2/3 students are asked to bring in the following day a current form of art that has a connection to Early African art or culture. On 2/4 at the beginning of class, the teacher will read the text, with guided notes to go along with the text. After the reading, the students will share their piece of art with the class.
- 2/6 – 7 Ch. 14 China (pgs. 410 – 413)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 2/10 – 13 Ch. 14 sections 2, 3, & 4
- Jigsaw reading activity on the Tang and Song Achievements, Confucianism and Government, and The Yuan and Ming Dynasties. The class will be divided in half, and each half will be divided into groups of 4. The groups of 4 will be the home groups. From this point, the students will be assigned a number for their expert group. The expert groups will be assigned one of the 4 blue typed sub-headings from the two sections. The expert groups will have about two class periods to read and learn the text they were assigned before returning to their home groups. Also, while they are with their expert group, each group is to create two quiz questions from the text to be used in the two-section assessment on 1/31. The students then return to their home groups to teach the other members of their group about the section they were assigned to learn. Both the expert group and the home groups will have guided notes and questions to be filled in and answered to help with understanding.
- 2/14 – 18 Chapters 13 and 14 Review Test
- Review with study guide on 2/14 and the test on 2/18.

- 2/19 – 18 Ch. 15 Japan (pgs. 440 – 459)
- 2/19 & 20 Geography and Early Japan (pgs. 440 – 445)
- Teacher led reading of the text, with guided notes to go along with the text. Focus on vocabulary, geographic features, and early civilizations. Students may read aloud if they wish. Short quiz at the end of the piece of text and notes.
- 2/20 – 25 Ch. 15 sections 2 & 3 (pgs. 446 – 459) Japan Project workdays
- Students choose one or two items of Japanese art or culture they find the most intriguing / interesting to create a small presentation on. Students may create a PPT, website, model, poster, or a video skit on their topic. Students will have 4 days in class to work on the project. Rubric will be provided on the day it is assigned.
- 2/26 – 3/4 Ch. 15 Japan Project Presentation's
- The students will present their work to the class. Each presentation will have a minimum of 3 takeaway points the class needs to make note of. Presentations will be assessed with a rubric provided to the students. The presentation will count as a project score. Student's notes on the presentations will be checked for a completion grade.
- 3/5 – 10 Ch. 16 sections 1 – 3 The Maya, The Aztecs, and The Inca (pgs. 468 – 483)
- Students will complete this chapter using a graphic organizer. Students will work with a partner on the graphic organizer, but with a different partner for each civilization. At the end of each civilization, students will write a short summary of their understanding of the civilization. Each student will turn in a completed graphic organizer for a classwork grade.
- 3/11 – 13 Students create a written analysis of the 3 Ancient American civilizations. The students will complete the following writing process of rough draft, peer edit, and a final draft to be submitted to Turnit-in.com.
- 3/16 – 20 Empire's Unit Wrap up and Test
- Students will receive a study guide that will include the entire unit and will be given two class periods to complete it. The third day will be a class review for the test, and the test will take place on the fourth day. The last day of the week will be for any students who need to finish the test or who were absent the day prior.

Unit VII: The Early and Later Middle Ages

- **3/24 – 5/21**
- NC Standards/Objectives: 6.H.2.3; 6.H.2.4; 6.G.1.1; 6.G.1.4; 6.G.2.2; 6.C&G.1.3; 6.C.1.1; 6.C.1.2; & 6.C.1.3
- 3/24 – 4/23 Ch. 17 The Early Middle Ages (pgs. 496 – 518)
- 3/24 – 3/25 Students read Sect. 1 (pgs. 496 – 499). With a partner, students re-create the chart on pg. 499. Use the text to fill in the different sections. Finally, use the physical map in the text to summarize the information gathered from the graphic organizer.
- 3/26 – 4/8 Sections 2 & 3 (pgs. 500 – 511) will be a combination of teacher led reading and some individual student reading. Students will create a timeline on the significant events from the era with a partner. Students will be encouraged to share out with the class to hear other perspectives. Students will also read and research the Vikings to create newspaper headlines on topics of warfare, exploration, ships society, and mythology.
- **Spring Break 4/4 – 17**
- 4/20 – 22 Section 4 (pgs. 512 – 515) students work at their table group to read and discuss the text. From their reading, each table will create a Venn diagram to fill in. On the second day students will finish up their Venn diagram at their table, and then the whole class will create a Venn diagram on the board to discuss.
- 4/23 Short test on the chapter to tie it all together.
- 4/24 – 5/28 Ch. 18 The Later Middle Ages (pgs. 524 – 549)
- This chapter will be covered using a PPT. Each section will have different activities, such as T-charts, timeline or timeline sorts, before and after charts, a Role Chart for the Church, categorizing events, and other work activities that may be appropriate to enhance student participation, understanding and comprehension. Some activities are whole group or small group, and most activities have a graded piece to them. The bulleted dates that follow are explain the activity and which ones are graded.
- 4/28 – 29 Section 1 (pgs. 524 – 527) With their seat partner students will create a T-chart to compare and contrast the roles of Popes and Kings. Once the T-chart is completed, the seat partners will find another group to compare their T-chart with. The culminating assessment will be each individual student writes a one-paragraph analysis of what they learned from the T-chart. The analysis paragraph will be turned in for a grade.

- 5/4 – 5/5 Section 2 (pgs. 528 – 532) Students, with their seat partner will complete a timeline sort from the Crusades. An assignment will be to complete a before and after diagram of the Crusades, with a one paragraph summary of the diagram.
- 5/12 – 5/13 Section 3 (pgs. 533 – 539) Students will fill in a graphic organizer on the church's roles.
- 5/14 – 21 Section 4 (pgs. 540 – 545) Students will work with a partner to evaluate which event was the most significant during the Middle Ages, the Magna Carta, the Hundred Years War, or the Black Death.
- 5/26 – 27 Section 5 (pgs. 546 – 549) Students will work on their own to write a description of Christians' reactions to the following groups during the Later Middle Ages: Heretics, Moors, and Jews.
- 8/28 – 29 Review and final test on the Later Middle Ages.