**Grade 6 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 6 Assignment Review Protocol.](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_6_SS_Assignment_Review_Protocol.pdf)

**Overview:**

Students will investigate four River Valley Civilizations to learn about how complex societies develop. To investigate the common characteristics among River Valley Civilizations, students will examine a variety of maps to determine similarities and differences in the geography of the River Valley Civilizations. Students will then take a deep dive into one of the four River Valley Civilizations, analyzing sources to discover how the physical environment shaped its development and its origins, functions and structures. Using the information they gathered, students will create a poster on their civilization and will take part in a gallery walk to learn about the other three River Valley Civilizations. This information will support students in answering the supporting question, “What characteristics do River Valley Civilizations have in common?”

| **Compelling Question: “**How do complex societies develop?” |
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*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** “What characteristics do River Valley Civilizations have in common?” |
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***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

* 6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.
* 6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.
* 6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.
* 6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
* 6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
* 6.I.UE.1 Develop claims, citing relevant evidence, in response to compelling and supporting questions.
* 6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
* 6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.

**Sources:**

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* UShistory.org. (2019). *Early Civilization in the Indus Valley.* Ancient Civilizations Online Textbook. <http://www.ushistory.org/civ/8a.asp>.
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* Violatti, C. (2013, October 30). [*Indus Valley Civilization*](https://www.ancient.eu/Indus_Valley_Civilization/). Ancient History Encyclopedia. <https://www.ancient.eu/Indus_Valley_Civilization/>
* Mark, E. (2016, January 28). [*Shang Dynasty*](https://www.ancient.eu/Shang_Dynasty/).Ancient History Encyclopedia*.* <https://www.ancient.eu/Shang_Dynasty/>

**Task Aligned to the Supporting Question:**

| Develop a claim to respond to the supporting question: “What characteristics do River Valley Civilizations have in common?”  In your response, be sure to:   * Use your knowledge of the origins, functions and structures of River Valley Civilization governments. * Use your knowledge of how physical environments shaped the development of River Valley Civilizations. * Explain how you used maps and/or spatial thinking to determine similarities and differences among complex societies. * Cite relevant evidence that supports your claim |
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**Task Aligned to the Compelling Question:**

| **“**How do complex societies develop?”  **Part One:** Construct an explanation to answer the following question: **“**How do complex societies develop?” Be sure to cite relevant evidence, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations in your response.  **Part Two:** Using your knowledge of how complex societies develop, describe a specific problem from the development of civilizations using each of the social studies disciplines.  **Part Three:** Construct an argument, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time. |
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