

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Sixth Grade Social Studies Course.

Sixth Grade Unit 4 – “Europe’s Historical Influence”

Elaborated Unit Focus

In this unit, students will examine the theme of **movement and migration** through the study of European exploration, colonization, and empire building in Africa, Asia, and the Americas. Students will explore how European exploration resulted in a pattern of **conflict and change** that had world-wide impact from the late 1400s through WWI. Students will study how the years following World War I in Europe marked a time of **conflict and change** within European society.

Standards/Elements

SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.

- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
- c. Trace the colonization of Australia by the United Kingdom
- d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.

SS6H7 The student will describe the cultural characteristics of Europe.

- a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, world-wide depression, and the rise of Nazism.

Enduring Understandings/Essential Questions

CONFLICT and CHANGE: The student will understand that when there is conflict between or within societies, change is the result.

- How did the existence of large European colonial empires in Africa and Asia impact the outbreak of WWI?
- How did the Russian Revolution contribute to instability in Europe during and after WWI?
- How did the Treaty of Versailles and world-wide depression impact Europe in the years between WWI and WWII?
- How did the idea of Nazism lead to WWII?

MOVEMENT / MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.

- How did European exploration impact European development?
- What factors, including the contributions of Prince Henry the Navigator, influenced European nations to begin overseas exploration?
- Why did European nations build colonial empires in Africa, Asia, the Americas, and Australia?

*Note: Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>The students will research the contributions of Prince Henry the Navigator to European exploration and colonization.</p> <p>Using a blank map, students will use different colors to denote the empires of Portugal, Spain, England and France in Africa, the Americas, Asia, and Australia.</p> <p>After the map activity is completed, students will choose one of the European countries above and write a one paragraph analysis of the affects of empire-building on that country. The paragraph will be written in first-person as the student takes on the role of the country. For example, “I am Spain. I was a leader in empire-building during..... I established an empire in ...” Other questions can include: “If it hadn’t been for me.... And I am most like _____ , another empire- building country, because we both</p>	SS6H6a,b,c	*Constructed Response *Observation
<p>From <u>An Instructional Guide: Europe In Transition</u>. Blankenship, Brown, Kaufmann, <i>et al.</i> Southern Center for International Studies. Atlanta, GA (2002).</p> <p><u>Lesson Six / Activity 1</u>: What are the legacies of European colonialism?</p> <p>Students will examine European colonialism in major world regions and analyze the implications of this involvement.</p> <p>Between the 16th and 20th centuries, several European states rule, and lost, large empires around the world. By the end of the 1970s, almost every former European colony had gained independence. Although European states no longer control the affairs of former colonies in Africa, Asia, the Americas, the Middle East, and elsewhere, in many cases former colonial powers continue to have a strong influence in the countries they once governed. This activity allows students to examine European colonialism and analyze its implications.</p> <p>To begin this activity, divide the class into six groups, two groups for each of the following reasons: Africa, Asia, and the Americas. Distribute to each student the following:</p> <ul style="list-style-type: none"> • Worksheet 6.1, “Europe’s Colonial Empires.” 	SSH6a,b,c,d	*Constructed Response *Dialogue & Discussion *Observation

Also, distribute to the groups one copy of the following:

- Handout 6.1, “European Colonial Holdings in Around the World,”
- Handout 6.2 “Europe’s Colonial History,” and
- Handout 6.3 “Legacies of European Colonialism.”

First, have the groups use the handouts as they fill in their graphic organizers/worksheets.

Next, have each group brainstorm responses to the following question “Was European colonialism a positive or negative experience for the colonies in your region?”

Possible Differentiation To Enrich this Activity

Distribute to each group the primary document in Handout 6.4, “Historical Documents Concerning European Colonialism,” that corresponds to their region and Handout 6.2 “Questions for Historical Documents.” After the students have had a chance to review their document and fill in Handout 6.2, student groups should be encouraged to write down any additional ideas or questions they have concerning the legacies of European colonialism. Review the documents, Handout 6.2, and student questions generated in class discussion.

Teachers can conclude this part of the activity by asking the following discussion questions:

1. What are the most important legacies of colonialism in your region?
2. Given Europe’s history of involvement around the world, would you expect the European Union to play an important role around the world today?
3. How do you think immigration into Europe from colonial empires is affecting European countries?
4. How do you think the nature of Europe’s relations around the world today is different from that of the past?

To conclude the activity, teacher will reassign the original six student groups so that there is one group assigned to each of the following regions or countries: Africa, the Middle East/SW Asia, Asia, Latin America, Russia, and the United States. As the newly assigned groups watch the footage from the SCIS DVD/videotape “Europe in Transition: Part 6, Europe in World Affairs,” have them list the examples of Europe’s relationship today with their region. After the student groups have had a chance to discuss the relationships they wrote down, wrap-up this activity by holding a class discussion on Europe’s relationships around the world.

<p>The student (individually or in small groups) will create a propaganda poster focusing on either (Teacher assigned or student selected) the Russian Revolution or the Rise of Nazism. Teacher may use Internet http://www.iisg.nl/exhibitions/chairman/sovintro.php to show students examples of posters that need to be created.</p>	<p>SS6H7a</p>	<p>Constructed Response *Observation</p>
<p>Students will be divided into groups. The groups will create a documentary about the causes, course, and consequences of the Holocaust, the collapse of the Soviet Union, or reunification of Germany. The group's documentary may be in the form of a poster, PowerPoint, story board, Moviemaker, Photo story, photographic time line. The groups will share their documentary with the rest of the class. They will explain their understanding of the event and its impact on the modern world.</p>	<p>SS6H7b</p>	<p>Constructed Response *Dialogue and Discussion *Observation</p>
<p>Students should complete an end of unit assessment which may include matching, multiple choice, fill-in the blank, short answer, and essay.</p>	<p>SS6H6a,b,c,d SS6H7a</p>	<p>*Selected Response *Constructed Response</p>

Sample Performance Task

The class will produce two journals collecting the experiences of different people in Russia prior to the Russian Revolution and in Germany after World War I. First, students will participate in the RAFT (Role, Audience, Format, Topic) writing activity below. The teacher should either organize the class by dividing the students into two equal groups (Russia & Germany) or allow students to select their group. Once grouped, students are assigned (or select) one of the five available roles and one of two writing formats in which they will complete the assignment. All writings will be collected into a journal documenting the experiences of Russians and Germans during these important events.

RUSSIA

Part 1: Students will be assigned (or select) roles and produce a written assignment explaining the political, economic, and social conditions in Russia in the early 1900s and the events of the Russian Revolution.

Role Options

1. Infantryman in the Russian military
2. Russian factory worker in Moscow
3. Russian noble & landowner
4. Member of the Russian royal family / Romanov family
5. Russian farmer / peasant

Audience

1. *Please see format below for audience.*

Format

1. Journal / Diary Entry
2. Letter to a family member

Topic:

1. Describe conditions in Russia in the years immediately preceding the Russian Revolution (1900s-1917) and events surrounding the Russian Revolution.

GERMANY

Part 1: Students will be assigned (or select) roles and produce a written assignment explaining the political, economic, and social conditions in Germany in the early 1920s after the signing of the Treaty of Versailles, and the events leading to the rise of Nazism.

Role Options

1. Unemployed German World War I veteran
2. German teenager living in Munich
3. German Jewish shop owner in Berlin
4. Weimar Republic official on Chancellor Otto von Bismarck's staff
5. German living in the province of Alsace-Lorraine (ceded to France in the Treaty of Versailles)

Audience

1. *Please see format below for audience.*

Format

1. Journal / Diary Entry
2. Letter to a family member

Topic:

1. Describe conditions in Germany in the 1920s immediately preceding the rise of Adolph Hitler and the rise of the Nazi Party in Germany in 1933.

Grouped by country & role, students will present letters/journal entries to their group (i.e. all students who wrote letters as Russian army infantrymen), and discuss what they have written and evaluate the writing using the attached rubric. After this discussion and evaluation, each of these smaller groups will select one letter/journal entry that provides the best description of conditions & events, and presents the letter/journal entry to the entire class.

After the presentations, the teacher will lead the entire class in a discussion comparing & contrasting the economic, social & political conditions in Russia before the Russian Revolution in 1917 and in Germany before the Nazis took control of the German government in 1933. The discussion will be documented using a graphic organizer (ex—Venn Diagram, chart, table, or other as appropriate).

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Performance Task Content Rubric

CRITERIA / SCALE	1--Below Standard	2--Needs Work	3--Meets Standard	4--Exceeds Standard
Quality / Accuracy of Facts	The letter no accurate ideas/facts related to the assigned topic/subject.	The letter/journal contains few ideas and facts relating to the assigned topic/subject. The reader gains no new insight into the topic/subject or events.	The letter/journal contains general facts and ideas that relate to the topic/subject. The reader gains new insight into the topic/events in a general sense.	The letter/journal contains specific, accurate facts and ideas that provide deep insight and understanding into the topic and many of the specific events related to the topic.
Role	The letter/journal entry is not written from the perspective of one of the identified roles for the task.	The letter/journal entry is written from the perspective of one of the identified roles for the task, but does not include sufficient detail for the reader to describe the writer's background accurately.	The letter/journal entry is written from the perspective of one of the identified roles for the task, and includes sufficient detail for the reader to describe the writer's background accurately.	The letter/journal entry is written from the perspective of one of the identifies roles for the task, but does not include sufficient detail for the reader to describe the writer's background accurately and explain their relationship to the events/topic.

Problem/Conflict	It is not clear from the letter/journal entry what problem/conflict/main issue the writer is facing. No solution to the main conflict is attempted.	It is clear from the letter/journal entry what problem/conflict/main issue the writer is facing, but it is not clear why it is a problem. No solution to the main conflict is attempted.	It is clear from the letter/journal entry what problem/conflict/main issue the writer is facing, and why the problem is an issue for the writer. The writer does propose a solution to the main conflict/problem that makes sense.	It is clear from the letter/journal entry what problem/conflict/main issue the writer is facing, why the problem is an issue for the writer, and the writer's plans of resolving the problem/conflict are clear and logical.
Setting	The reader cannot ascertain when, where, or by whom the letter/journal entry was written.	The letter/journal entry provides only general language describing generally when, where and by whom the letter/journal entry was written.	The letter/journal entry provides some detailed language that describes to the reader when, where, and by whom the piece was written--but most of the piece only provides general information.	The letter/journal entry provides thorough and detailed language that describes the to reader when, where, and by whom the piece was written.

Performance Task Product Rubric

CRITERIA SCALE	1 = Below Standard	2 = Needs Work	3 = Meets Standard	4 = Exceeds Standard
Organization of Ideas	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.
Sentence & Paragraph Structure	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.	Most sentences are complete and well-constructed. Paragraphing needs some work.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Sentences and paragraphs are complete, well-constructed and of varied structure.

Resources for Unit

CIA - The World Factbook – (Central Intelligence Agency)

- This site provides a [reference maps page](#), a [notes and definitions page](#) which provides hundreds of definitions for frequently used social studies terminology, and profiles of every country. The [country profiles page](#) include background information, Geography, People, Government, Economy, Communications, Transportation, Military, and Transitional Issues. These sub-categories list information such as major historic events and current trends, geographical coordinates, birth/death rates, major infectious diseases, literacy rates, national holidays, GDP, number of telephones in use, international disputes, etc. This site also has a [Rank Order page](#) which allows you to rank 46 different categories which allow you to see which countries have the highest public debt or which countries have the lowest unemployment rate.

Flags of All Countries - (Theodora.com)

- This site shows you colored flags of all of countries of the world. There is also a [symbolism and meaning of flags page](#) which briefly explains the meaning of flag design, symbolism and color.

Europe Maps - (WorldAtlas.com)

- This site provides interactive maps. You can click on a continent and then choose a country. When you click on the country a map of that country will appear along with a brief description and links to famous natives, fast facts, flag and symbols, islands and regions, landforms, land statistics, latitude and longitude, maps, time, timeline of history, travel information and weather. [Europe map and facts page](#).

Maps of Europe-

- Bodies of Water.
- Capital Cities.
- Topographical Map.
- Dependencies and Territories.
- Landforms.
- Rivers.
- Blank outline map of Europe.
- Blank outline map of Eurasia.
- Balkan Peninsula.
- Baltic States.
- Iberian Peninsula.
- Mediterranean Sea.
- Scandinavia.
- Scandinavian Peninsula.
- Strait of Gibraltar.

Europe Map Test - (WorldAtlas.com)

- Blank outline map quiz of Europe.

Answers to the blank outline map quiz of Europe.

**This unit was created by Pam Knauer and Shaun Owen with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, and Sara Brown. It was reviewed and approved by the Social Studies Advisory Council 9/07/07.*

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