



# BHP AND ARKANSAS'S SOCIAL STUDIES CURRICULUM FRAMEWORK



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## Arkansas 6<sup>th</sup> Grade BHP Executive Summary

The Big History Project (BHP) curriculum provides an opportunity for Arkansas's sixth grade students to develop a well-grounded foundation for a deep understanding of science, history, geography, economics, and civics through its readings, videos, and activities. The BHP aligns with the vast majority of Arkansas's Grade 6 Social Studies Curriculum Framework. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics such as the contributions of various individuals throughout history (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli). The accompanying crosswalk provides examples of the BHP materials that are aligned to Arkansas's standards.

## BHP and Arkansas's Social Studies Curriculum Framework

While completing the BHP curriculum, students will learn historical concepts and social studies skills in an integrated manner. Additionally, Arkansas's curriculum framework emphasizes that students "develop and apply disciplinary literacy skills: reading, writing, speaking, and listening." This goal aligns well with BHP's foundational practices that target reading and writing skill development. Writing skills are scaffolded through a series of Investigation writing lessons, which help students learn to develop and articulate historical arguments. Through the analysis and evaluation of a range of primary and secondary sources, the BHP helps students develop skills in reading comprehension. For example, students will learn a systematic process for testing claims, learning to evaluate authority intuition, logic, and evidence in both primary and secondary sources. Additionally, Three Close Reads is a process used throughout the course to foster critical literacy development. The BHP places a large emphasis on developing critical thinking skills that will transfer across academic disciplines. More information about the BHP assets and their alignment to Arkansas's Social Studies Curriculum Framework can be found in the accompanying crosswalk.

Furthermore, BHP focuses on major turning points in history, and its conceptual units are anchored in thresholds of increasing complexity—moments in time when conditions are right for the emergence of new forms of development in matter or in human societies. The Arkansas Social Studies Curriculum Framework require students to "Construct compelling questions that promote inquiry around key ideas and issues" and "Construct arguments and explanations that convey ideas and perspectives to appropriate audience using print, oral, and digital technologies." BHP's driving questions and unit investigations align well with this real-world application of scientific and historical inquiry. Major concepts and skills thread throughout the course such as claim testing, research and evaluation of sources, and communicating conclusions. Finally, the debates, writing progressions, and project-based learning (PBL) require students to communicate in written, oral, and visual forms. This skill-based framework aligns well with Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies States standards that Arkansas is committed to provide in Grades K-12 social studies courses. Comprehensive information regarding the concepts and skills can be referenced in the "Big History Project Course Guide."

The BHP course meets the required historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. BHP was designed with current research in literacy and historical

thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The BHP units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop claims, create arguments, and deliver presentations in a variety of formats. These inquiry-based opportunities are reinforced through practice progressions. The BHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the “BHP Practice Progressions Guide.”

BHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments, Investigations, debates, essays, project-based learning assignments, and the comprehensive Little Big History Project.

## Conclusion

BHP provides an engaging and coherent curriculum that enables Arkansas's sixth grade students to meet the vast majority of Arkansas's standards and to develop critical thinking, reading, and writing skills. BHP will reinforce the inquiry skills, content, and knowledge that is expected from Arkansas's sixth grade social studies course.

## Arkansas Standards BHP Objectives Crosswalk - 6th Grade Civics

ARKANSAS SOCIAL STUDIES CONTENT STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	
<b>6TH GRADE CIVICS/GOVERNMENT STRAND</b>			
<b>CONTENT STANDARD 1: CIVIC AND POLITICAL INSTITUTIONS</b> - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.			
Structure and Function	<b>C.1.6.1</b> Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"
	<b>C.1.6.2</b> Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"
	<b>C.1.6.3</b> Compare structure of government and functions of civilizations in different times and places (e.g., patriarchal, tribe, city-state, nation)	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.	<b>Unit 7:</b> <i>Where and Why Did the First Cities and States Appear?</i> ; "Agrarian Civilizations Introduction"; Comparing Civilizations; "We're Not in Kansas Anymore"; Comparing More Civilizations
	<b>C.1.6.4</b> Compare power, rules, and responsibilities of civil societies in different times and places	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.	<b>Unit 7:</b> Comparing Civilizations; Comparing More Civilizations
<b>CONTENT STANDARD 2: PARTICIPATION AND DELIBERATION</b> - Students will analyze civic rights, roles, and responsibilities.			
Citizenship	<b>C.2.6.1</b> Compare ways in which various civilizations foster social responsibility and civic virtues	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Comparing More Civilizations
	<b>C.2.6.2</b> This SLE is specific to United States history; however, students should continue to demonstrate proper procedures for recitation of the Pledge of Allegiance and flag etiquette		
	<b>C.2.6.3</b> Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.  <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations
	<b>C.2.6.4</b> Examine civic virtues that guide government, society, and communities over time	<b>CO1</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.  <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations

**CONTENT STANDARD 3: PROCESSES, RULES, AND LAWS** - Students will analyze the sources and functions of laws as well as the process of making and amending laws.

Processes, Rules, and Laws	<b>C.3.6.1</b> Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E. (Code of Hammurabi, Justinian Code)	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p>	<b>Unit 7:</b> "Uruk"; "We're Not in Kansas Anymore"
	<b>C.3.6.2</b> Analyze ways rules and laws change society and reasons why people change rules and laws over time	<p><b>CO1</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.</p> <p><b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another.</p> <p><b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<b>Unit 7:</b> "Uruk"; "We're Not in Kansas Anymore"; Comparing Civilizations; Comparing More Civilizations
	<b>C.3.6.3</b> Explain the development of policies to address public problems in various civilizations over time	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p> <p><b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<b>Unit 7:</b> "Uruk"; "We're Not in Kansas Anymore"; Comparing Civilizations; Comparing More Civilizations

## Arkansas Standards BHP Objectives Crosswalk - 6th Grade Economics

ARKANSAS SOCIAL STUDIES CONTENT STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	
<b>6TH GRADE ECONOMICS STRAND</b>			
<b>CONTENT STANDARD 4: ECONOMIC DECISION MAKING</b> - Students will analyze economic decision making.			
Scarcity	<b>E.4.6.1</b> Examine ways <i>trade-offs</i> have allowed <i>civilizations</i> to get the most out of scarce resources	<p><b>CO2</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</p> <p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p>	<p><b>Unit 6:</b> "Foraging"; <i>From Foraging to Food Shopping</i>; Hunter Gatherer Menu; Human Migration Patterns</p> <p><b>Unit 7:</b> "Where and Why Did the First Cities and States Appear?"; <i>Crash Course: Migrations &amp; Intensifications</i>; "The Origin of Agriculture in Africa"</p>
Costs and Benefits	<b>E.4.6.2</b> Analyze historical developments in various regions across the world to 1500 C.E. using models of <i>economic decision making</i> (e.g., nomadic vs. <i>agrarian</i> , invasions, trade)	<p><b>CO2</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</p> <p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-2</b> Identify the features of agrarian civilizations.</p> <p><b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p> <p><b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p> <p><b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p><b>Unit 6:</b> "Foraging"; <i>From Foraging to Food Shopping</i>; Hunter Gatherer Menu; Human Migration Patterns</p> <p><b>Unit 7:</b> "Where and Why Did the First Cities and States Appear?"; <i>Crash Course: Migrations &amp; Intensifications</i>; "The Origin of Agriculture in Africa"</p> <p><b>Unit 8:</b> What Caused Expansion?; <i>Why Did Civilizations Expand?</i>; <i>Crash Course: The Modern Revolution</i>; World Zone Game; "The Four World Zones"; <i>The Columbian Exchange: Crash Course World History #23</i>; <i>Jacqueline Howard: The History of Money</i>; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>; "The First Silk Roads"</p>
<b>CONTENT STANDARD 5: EXCHANGE AND MARKETS</b> - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.			
Human Resources	<b>E.5.6.1</b> Analyze ways <i>division of labor</i> and <i>specialization</i> affected the development of <i>civilizations</i>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p>	<b>Unit 7:</b> "Collective Learning: Part 2"; "Agrarian Civilizations: Introduction"; Comparing Civilizations; Early Civilization Museum Project, Comparing More Civilizations; "We're Not in Kansas Anymore"
Production and Consumption	<b>E.5.6.2</b> Analyze ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in early <i>civilizations</i> to 1500 C.E. (e.g., caravans, public works projects, Silk Road, trade routes)	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p> <p><b>U9-4</b> Explain the changes in the use, distribution, and importance of natural resources on human life.</p>	<p><b>Unit 7:</b> "Collective Learning: Part 2"</p> <p><b>Unit 8:</b> <i>Why Did Civilizations Expand?</i>; World Travelers; <i>Crash Course Big History: Why Early Globalization Matters</i>; "Ibn Battuta"; "Marco Polo"; "Zheng He"; Human Migration Patterns II; "Lion of the Sea: Ahmad Ibn Mājid"; <i>Systems of Exchange and Trade</i>; "The First Silk Roads"; "Lost on the Silk Road"</p>
Markets	<b>E.5.6.3</b> Compare effects of <i>supply</i> and <i>demand</i> on early <i>markets</i>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<b>Unit 8:</b> <i>Jacqueline Howard Presents: The History of Money</i> ; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i> ; "The First Silk Roads"
	<b>E.5.6.4</b> Evaluate the emergence of new <i>economic systems</i> and their impact on <i>civilizations</i> (e.g., manorialism, mercantilism, capitalism)	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>Unit 8:</b> <i>Jacqueline Howard Presents: The History of Money</i>; "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>; "The First Silk Roads"</p> <p><b>WHP 1200 - Unit 3:</b> Comparison - Economic Systems; "Overview of New Economic Systems"</p>

**CONTENT STANDARD 6: GROWTH AND STABILITY** - Students will evaluate economic growth and stability.

Money	<b>E.6.6.1</b> Analyze the development of currency as a medium of <i>exchange</i>	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 8:</b> <i>Jacqueline Howard Presents: The History of Money</i>
	<b>E.6.6.2</b> Examine roles of early <i>financial institutions</i> on economies in various regions worldwide	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 8:</b> "One Lump or Two? The Development of Global Economy"; <i>Systems of Exchange and Trade</i>
Public Goods and Services	<b>E.6.6.3</b> Investigate ways that governments in different regions pay for the goods and services they provide	<b>CO1</b> Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations  <b>Unit 8:</b> <i>Systems of Exchange and Trade</i>
Economic Factors	<b>E.6.6.4</b> Analyze the economic development of <i>civilizations</i> to 1500 C.E. using data	<b>CO2</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. <b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.	<b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations
	<b>E.6.6.5</b> Evaluate effects of war and conflict on <i>societies</i> and <i>civilizations</i> to 1500 C.E. using <i>economic factors</i>	<b>CO4</b> Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. <b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.	<b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; <i>Horse Power Revolution - H2</i> ; <i>Weapons - H2</i> ; "Do Civilizations Collapse?" <b>Unit 8:</b> <i>Why Did Civilizations Expand?</i> ; "Consequences of the Columbian Exchange"; "When Human Became Inhumane"; Columbian Exchange Infographic; <i>Gunpowder: A Brief Big History - H2</i> ; "Guns, Germs, and Steel: The Fates of Human Societies"

**CONTENT STANDARD 7: GLOBAL ECONOMY** - Students will analyze economic interdependence within a global economy.

Economic Interdependence	<b>E.7.6.1</b> Identify barriers to trade and ways those barriers influence trade among <i>civilizations</i>	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.	<b>Unit 7:</b> <i>Mountains - H2</i>  <b>Unit 8:</b> World Zones Game; "The Four World Zones"; Human Migration Patterns II; "Lost on the Silk Road"
	<b>E.7.6.2</b> Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and <i>societies</i> (e.g., prestige, wealth, conflict, competition, alliances)	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.	<b>Unit 8:</b> Personal Supply Chain



## Arkansas Standards BHP Objectives Crosswalk - 6th Grade Geography

ARKANSAS SOCIAL STUDIES CONTENT STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	
<b>6TH GRADE GEOGRAPHY STRAND</b>			
<b>CONTENT STANDARD 8: GEOGRAPHIC REPRESENTATIONS</b> - Students will use geographic representations and skills to become geographically informed citizens.			
Spatial Views of the World	<p><b>G.8.6.1</b> Analyze locations of various <i>societies</i> and their cultural and <i>environmental characteristics</i> to 1500 C.E. using a variety of <i>geographic representations</i></p>	<p><b>CO8</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p> <p><b>U7-1</b> Define agriculture and describe where it emerged.</p> <p><b>U7-2</b> Identify the features of agrarian civilizations.</p> <p><b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p><b>Unit 6:</b> <i>Historos Cave; How Did the First Humans Live?; "Foraging"; Hunter Gatherer Menu; Human Migration Patterns</i></p> <p><b>Unit 7:</b> <i>Why Was Agriculture So Important?; Biography of a Crop; Agriculture and Civilization; "What's for Dinner Tonight?"; Crash Course: Migrations &amp; Intensifications; Mountains - H2</i></p> <p><b>Unit 8:</b> <i>World Zones Game; "The Four World Zones"; Human Migration Patterns II; Columbian Exchange Infographic; Comparing Maps</i></p>
	<p><b>G.8.6.2</b> Explain relationships between <i>physical</i> and human characteristics in various places using a variety of <i>geographic representations</i></p>	<p><b>CO8</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p> <p><b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p><b>Unit 6:</b> <i>Hunter Gatherer Menu; Human Migration Patterns</i></p> <p><b>Unit 7:</b> <i>Why Was Agriculture So Important?; Biography of a Crop; Agriculture and Civilization; "What's for Dinner Tonight?"; Crash Course: Migrations &amp; Intensifications; Mountains - H2</i></p> <p><b>Unit 8:</b> <i>World Zones Game; "The Four World Zones"; Human Migration Patterns II; Columbian Exchange Infographic; Comparing Maps</i></p>
	<p><b>G.8.6.3</b> Synthesize information from a variety of sources to construct maps and other <i>geographic representations</i> to ask and answer <i>compelling questions</i></p>	<p><b>CO4</b> Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.</p> <p><b>CO8</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p> <p><b>U6-6</b> Show early human migration on a map.</p> <p><b>U7-5</b> Understand what scholars from multiple disciplines know about agriculture and civilization and the information they can derive from them using an integrated perspective.</p>	<p><b>Unit 6:</b> <i>Human Migration Patterns</i></p> <p><b>Unit 7:</b> <i>Human Migration Patterns II</i></p> <p><b>Unit 8:</b> <i>Comparing Maps</i></p>
<b>CONTENT STANDARD 9: HUMAN-ENVIRONMENT INTERACTION</b> - Students will analyze the interaction between humans and the environment.			
Place, Region, and Culture	<p><b>G.9.6.1</b> Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.</p>	<p><b>CO8</b> Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</p> <p><b>U6-8</b> Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another.</p> <p><b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 6:</b> <i>Human Migration Patterns</i></p> <p><b>Unit 7:</b> <i>Crash Course: Migrations &amp; Intensifications; "Teotihuacan: City of Water, City of Fire"; "Do Civilizations Collapse?"</i></p> <p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution; World Zone Game; "The Four World Zones"; Causation - The Modern Revolution; Crash Course Big History: Why Early Globalization Matters; Human Migrations II; Issues of Colonization Mini Project; Columbian Exchange Snap Judgment; The Columbian Exchange: Crash Course World History; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic</i></p>

	<p><b>G.9.6.2</b> Analyze ways <i>cultural characteristics</i> influenced population distribution in various <i>civilizations</i> up to 1500 C.E.</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U7-2</b> Identify the features of agrarian civilizations.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p> <p><b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p> <p><b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>Unit 6:</b> Human Migration Patterns</p> <p><b>Unit 7:</b> <i>Crash Course: Migrations &amp; Intensifications</i></p> <p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution</i> ; World Zone Game; "The Four World Zones"; Causation - The Modern Revolution; <i>Crash Course Big History: Why Early Globalization Matters</i> ; Human Migrations II; Issues of Colonization Mini Project; Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History</i> ; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic</p>
	<p><b>G.9.6.3</b> Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment in various <i>civilizations</i> up to 1500 C.E.</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p> <p><b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p> <p><b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>Unit 6:</b> Human Migration Patterns</p> <p><b>Unit 7:</b> <i>Why Was Agriculture So Important?</i> ; Biography of a Crop; Agriculture and Civilization; "What's for Dinner Tonight?"; <i>Crash Course: Migrations &amp; Intensifications</i> ; "Where and Why Did the First Cities and States Appear?"; Comparing Civilizations; "The Origin of Agriculture in Africa"; The Rise Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; <i>Mountains - H2</i> ; "Do Civilizations Collapse?"</p> <p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution</i> ; World Zone Game; "The Four World Zones"; Human Migrations II</p>
<b>CONTENT STANDARD 11: GLOBAL INTERCONNECTIONS</b> - Students will compare global places and regions and the connections between them.			
Changing Spatial Patterns	<p><b>G.11.6.1</b> Compare ways <i>spatial patterns</i> of economic activities in a place change over time because of interactions with nearby and distant places</p>	<p><b>CO2</b> Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</p> <p><b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>Unit 6:</b> Human Migration Patterns; <i>Migrations and Technological Creativity</i></p> <p><b>Unit 7:</b> The Rise Fall, and Collapse of Civilizations</p> <p><b>Unit 8:</b> <i>Why Did Civilizations Expand?</i> ; World Zone Game; "The Four World Zones"; "China: The First Great Divergence"; "An Age of Adventure"; An Age of Adventure; Explorers Mini Project; Human Migration Patterns II; "Consequences of the Columbian Exchange"; "The First Silk Roads"</p>
	<p><b>G.11.6.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war)</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 8:</b> Issues of Colonization Mini Project; "Consequences of the Columbian Exchange"; Investigation 8; <i>Gunpowder: A Brief Big History - H2</i> ; <i>Guns, Germs, and Steel: The Fates of Human Societies</i></p>

## Arkansas Standards BHP Objectives Crosswalk - 6th Grade History

ARKANSAS SOCIAL STUDIES CONTENT STANDARDS	BIG HISTORY COURSE OBJECTIVES (CO) AND UNIT OBJECTIVES (U#-#) THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	RELEVANT BHP UNITS, ACTIVITIES, AND RESOURCES THAT SUPPORT ARKANSAS SKILLS AND STANDARDS	
<b>6TH GRADE HISTORY STRAND</b>			
<b>CONTENT STANDARD 13: WORLD HISTORY BEGINNINGS OF CIVILIZATION THROUGH 1500 C.E.</b> - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.			
Era 1: Beginnings of Human Civilization to 4000 B.C.E.	<p><b>H.13.6.1</b> Compare hunter-gatherer and <i>agrarian societies</i> (e.g., tools, shelter, diet, use of fire, cave paintings, <i>artifacts</i>, clothing, rituals, daily life, gender roles)</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U6-3</b> Describe how early humans lived.</p> <p><b>U7-3</b> Understand the similarities and differences between the lifestyles of hunter-gatherers and farmers.</p>	<p><b>Unit 6:</b> Disciplines - What Do You Know? What Do You Ask?; Historos Cave; <i>How Did the First Early Humans Live?</i>; "Foraging"; Hunter Gatherer Menu</p> <p><b>Unit 7:</b> Investigation 7</p>
	<p><b>H.13.6.2</b> Construct arguments about lasting achievements of early <i>civilizations</i> using multiple sources</p>	<p><b>CO4</b> Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.</p> <p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>CO6</b> Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p>	<p><b>Unit 6:</b> <i>Threshold 6: Humans and Collective Learning</i>; <i>Intro to Anthropology</i>; <i>Intro to Archaeology</i>; Historos Cave; Collective Learning Snap Judgment; "Collective Learning (Part 1)"; <i>Crash Course Big History: Why Human Evolution Matters</i>; <i>Common Man - H2</i>; <i>Early Evidence of Collective Learning</i>; Culture and Collective Learning Debate; Causation - Alphonse the Camel; Investigation 6</p> <p><b>Unit 7:</b> Comparing Civilizations; Early Civilization Museum Project; Comparing More Civilizations; "Recordkeeping and History"; "Teotihuacan: City of Water, City of Fire"; Teotihuacan: Artifacts and Symbols</p>
Era 2: Early Civilizations 4000-1000 B.C.E.	<p><b>H.13.6.3</b> Analyze early river valley <i>civilizations</i> to determine similarities and differences, using a variety of sources (e.g., <i>artifacts</i>, Epic of Gilgamesh, hieroglyphics, oracle bones)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p><b>Unit 7:</b> <i>Threshold 7: Agriculture</i>; Agriculture and Civilizations; "Agrarian Civilizations: Introduction"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; Early Civilization Museum Project; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"</p>
	<p><b>H.13.6.4</b> Construct arguments about characteristics necessary for a <i>civilization</i> using multiple sources (e.g., writing systems, government, religion, <i>specialization</i> of labor, technology, <i>economic systems</i>, education)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U7-4</b> Describe how early civilizations formed and their key features.</p>	<p><b>Unit 7:</b> <i>Threshold 7: Agriculture</i>; Agriculture and Civilizations; "Agrarian Civilizations: Introduction"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; Early Civilization Museum Project; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"</p>
	<p><b>H.13.6.5</b> Compare characteristics, contributions, and achievements of early river valley <i>civilizations</i>: Mesopotamia, Egypt, Indus River Valley, China</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U7-6</b> Describe how agrarian civilizations formed and analyze their key similarities and differences.</p>	<p><b>Unit 7:</b> <i>Threshold 7: Agriculture</i>; Agriculture and Civilizations; "Agrarian Civilizations: Introduction"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; Early Civilization Museum Project; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"</p>

	<b>H.13.6.6</b> Identify social and cultural effects of militarization and the emergence of new <i>kingdoms</i> on early <i>civilizations</i> (e.g., chariot transport, warfare, invaders)	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U7-4</b> Describe how early civilizations formed and their key features. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>Unit 8:</b> What Caused Expansion?; <i>Why Did Civilizations Expand?</i> ; <i>Gunpowder: A Brief Big History - H2</i> ; "Collective Learning (Part 3)"
Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E. - 300 C.E.	<b>H.13.6.7</b> Compare reasons for the rise and decline of major <i>empires</i> and <i>civilizations</i> using a variety of sources: Greece, Gupta, China, Rome, Olmec	<b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.	<b>Unit 7:</b> The Rise Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; "Do Civilizations Collapse"
	<b>H.13.6.8</b> Analyze the significance of contributions made by major <i>empires</i> and <i>civilizations</i> of the world (e.g., concept of zero, crossbow, architecture, government, calendar)	<b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U7-4</b> Describe how early civilizations formed and their key features.	<b>Unit 7:</b> <i>Threshold 7: Agriculture</i> ; Agriculture and Civilizations; "Agrarian Civilizations: Introduction"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; Early Civilization Museum Project; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"
	<b>H.13.6.9</b> Examine causes and effects of conflict within and among the major <i>empires</i> (e.g., Persian War, Punic Wars, Greek city-states)	<b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>Unit 8:</b> What Caused Expansion?; <i>Why Did Civilizations Expand?</i> ; <i>Gunpowder: A Brief Big History - H2</i> ; "Collective Learning (Part 3)"
	<b>H.13.6.10</b> Examine key concepts and influences of major belief systems on <i>societies</i> : Buddhism, Christianity, Confucianism, Hinduism, Judaism	<b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>Unit 7:</b> "The Origin of World Religions"  <b>WHP Origins - Unit 3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Buddhism"; "Why Do Belief Systems Spread? How China Made Buddhism Its Own"; <i>Christianity from Judaism to Constantine: Crash Course #11</i> ; Comparison - Belief Systems; "Judaism"; "Christianity"; "Hinduism"; "Islam"; "Syncretism"; <i>Cultural Syncretism in Central Asia</i>
	<b>H.13.6.11</b> Analyze the rise and contributions of major <i>empires</i> and <i>civilizations</i> of the world using a variety of sources (e.g., decimal, art, literature, Code of Justinian, Li Bo, Al Bakir): African <i>Kingdoms</i> , Byzantine <i>Empire</i> , Muslim <i>empires</i> , Tang China, Maya	<b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>Unit 7:</b> <i>Threshold 7: Agriculture</i> ; Agriculture and Civilizations; "Agrarian Civilizations: Introduction"; Comparing Civilizations; "Uruk"; "Mesoamerica"; "Jericho"; "East Asia"; "Greco-Roman"; "Aksum"; "Ghana"; Early Civilization Museum Project; Comparing More Civilizations; "Teotihuacan: City of Water, City of Fire"
Era 4: Expanding Zones of Exchange and Encounter 300 C.E. - 1000 C.E.	<b>H.13.6.12</b> Examine causes and effects of conflict within and among the major <i>empires</i> and <i>civilizations</i>	<b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments. <b>U8-6</b> Analyze a complex historical event through the lens of causality.	<b>Unit 8:</b> What Caused Expansion?; Why Did Civilizations Expand?; <i>Gunpowder: A Brief Big History - H2</i> ; "Collective Learning (Part 3)"

	<p><b>H.13.6.13</b> Evaluate how the fall of the Roman <i>Empire</i> affected Europe (e.g., Norse invasions, rise of the power of the Roman Catholic Church, Frankish <i>Kingdoms</i>, Charlemagne)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 7:</b> "Greco-Roman"; The Rise, Fall, and Collapse of Civilizations; Were They Pushed or Did They Jump?; "Do Civilizations Collapse"</p>
	<p><b>H.13.6.14</b> Examine key concepts and influences on major belief systems and <i>societies</i>: Buddhism, Christianity, Confucianism, Hinduism, Judaism, Islam</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 7:</b> "The Origin of World Religions"</p> <p><b>WHP Origins - Unit 3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Buddhism"; "Why Do Belief Systems Spread? How China Made Buddhism Its Own"; <i>Christianity from Judaism to Constantine: Crash Course #11</i>; <i>Islam, the Quran, and the Five Pillars: Crash Course #13</i>; Comparison - Belief Systems; "Judaism"; "Christianity"; "Hinduism"; "Islam"; "Syncretism"; <i>Cultural Syncretism in Central Asia</i></p>
Era 5: Global Interactions 1000 C.E. - 1500 C.E.	<p><b>H.13.6.15</b> Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan)</p>	<p><b>CO3</b> Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 8:</b> An Age of Adventure; "Ibn Battuta"; "Marco Polo"; "Zheng He"; "Lion of the Sea: Ahmad Ibn Mājid"; "Thank You for Algebra: Muhammad Ibn Musa al-Khwarizmi"</p> <p><b>WHP Origins - Unit 4:</b> "Sorqoqtani Beki - Graphic Biography"; "Rashid al-Din (Graphic Biography)"; "Rumi (Graphic Biography)"; "Zheng He (Graphic Biography)"; "Macuilzochitl (Graphic Biography)"</p>
	<p><b>H.13.6.16</b> Examine effects of invaders from various regions on <i>societies</i> (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs)</p>	<p><b>Unit 8:</b> Issues of Colonization Mini Project; "Consequences of the Columbian Exchange"; Investigation 8; <i>Gunpowder: A Brief Big History - H2</i>; <i>Guns, Germs, and Steel: The Fates of Human Societies</i></p> <p><b>U8-1</b> Analyze what propelled the expansion and interconnection of agrarian civilizations.</p> <p><b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p>	<p><b>Unit 7:</b> The Rise, Fall, and Collapse of Civilizations; "Do Civilizations Collapse?"</p> <p><b>Unit 8:</b> World Zone Game; "The Four World Zones"; Issues of Colonization Mini Project; Columbian Exchange Snap Judgment; <i>The Columbian Exchange: Crash Course World History #23</i>; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic; "Guns, Germs, and Steel: The Fates of Human Societies"; Investigation 8</p>
	<p><b>H.13.6.17</b> Analyze long-term effects of technological innovations on <i>civilizations</i> (e.g., Zheng He's war ships, printing press, Maya calendar, Great Zimbabwe)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>Unit 2:</b> "Nicolaus Copernicus"; "Galileo Galilei"</p> <p><b>Unit 8:</b> "Zheng He"; Issues of Colonization Mini Project; "Lion of the Sea: Ahmad Ibn Mājid"; "Guns, Germs, and Steel: The Fates of Human Societies"</p>
	<p><b>H.13.6.18</b> Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives (e.g., <i>empire</i> building, Humanism, isolationism, education)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U8-3</b> Explain how new networks of exchange accelerated collective learning and innovation.</p>	<p><b>Unit 7:</b> Disciplines - What Do You Know? What Do You Ask?; Comparing Civilizations</p> <p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution</i>; World Zone Game; "The Four World Zones"; Causation - The Modern Revolution; Explorers Mini Project; Issues of Colonization Mini Project; "One Lump or Two? The Development of Global Economy"</p>

	<p><b>H.13.6.19</b> Analyze effects of cultural interactions and connections among <i>societies</i> over time (e.g., art, literature, religion, architecture, music, science, technology)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U8-6</b> Analyze a complex historical event through the lens of causality.</p>	<p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution</i> ; World Zone Game; "The Four World Zones"; Causation - The Modern Revolution; Explorers Mini Project; Issues of Colonization Mini Project; <i>The Columbian Exchange: Crash Course World History #23</i> ; "Consequences of the Columbian Exchange"; "When Humans Became Inhumane"; Columbian Exchange Timeline; Columbian Exchange Infographic; "Collective Learning (Part 3)"; <i>How Did the World Become Interconnected</i></p>
	<p><b>H.13.6.20</b> Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years' War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes)</p>	<p><b>CO5</b> Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</p> <p><b>U8-2</b> Investigate the implications of interconnected societies and regions by looking at spread of people, plants, animals, disease, goods, and ideas.</p> <p><b>U8-4</b> Describe the changing characteristics of societies in the four world zones before and after oceanic travel and the thickening of global networks.</p>	<p><b>Unit 8:</b> <i>Crash Course: The Modern Revolution</i> ; World Zone Game; "The Four World Zones"; Causation - The Modern Revolution; Explorers Mini Project; Issues of Colonization Mini Project; "Consequences of the Columbian Exchange"; Investigation 8; "Guns, Germs, and Steel: The Fates of Human Societies"; <i>How Did the World Become Interconnected</i></p>