



**South Carolina
Alternate Assessment
(SC-Alt)**

**SC-Alt Social Studies
Assessment and Instructional
Support Guide**

Grade 6

2014

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Introduction

The South Carolina Alternate Assessment (SC-Alt): Social Studies Assessment and Instructional Support Guide document was developed to provide guidance to teachers for including students with significant cognitive disabilities in challenging academic instruction. The South Carolina social studies standards are prioritized for students participating in the alternate assessment. These prioritized standards, referred to as *essential concepts*, preserve the essence of the grade-level expectations while narrowing the depth and breadth of content students with significant cognitive disabilities are exposed to during instruction and assessment. This document is intended to make the South Carolina social studies standards accessible to students with significant cognitive disabilities for classroom instruction and assessment development. This support guide identifies essential concepts, by grade level and standard, which are important for students participating in the alternate assessment to have exposure to during instruction. Teachers should use this document in conjunction with the *Social Studies Standards Support Document*, which contains the complete list of concepts students in South Carolina are expected to be taught.

For each standard, literacy skills have also been prioritized to reflect skills that are meaningful in post-secondary life. For each literacy skill identified, an instructional activity has also been provided at the concrete symbolic communication level. The intent of providing these activities is to assist teachers in linking their instruction to the identified literacy skills and essential concepts. The activities provided are intended to serve as a model of how to braid literacy skills and social studies essential concepts into instruction. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. The activities have been provided as examples with the intent that teachers will differentiate the activities both for the diverse learning needs within the "concrete symbolic" group of students as well as to make the skills and concepts accessible and meaningful for students in the pre-symbolic and abstract symbolic levels of communication. It is important to understand that students are not expected to rote recall the specific information included in sample activities. This information provided is intended to demonstrate how the prioritized literacy skills can be reinforced through the content identified in the standard. The complete list of literacy skills for the Social Studies standards can be found in the *Social Studies Standards Support Document*.

Standard—The general education standard from which the essential concepts are derived

Essential Concepts—The narrowed scope of content for instruction to be based on

Literacy Skills Addressed—The prioritization of literacy skills, which lend themselves to being incorporated into the standard and have relevance to the student's academic and post-secondary life

Application of the Literacy Skills—Specific examples demonstrating the relationship of the skill to the essential concepts

Abstract Symbolic—Students who use *abstract symbolic* communication are those who typically use a vocabulary of pictures, picture symbols, and words to communicate. They recognize some sight words and numbers and understand abstract concepts such as yesterday and happy or sad.

Concrete Symbolic—Students at the *concrete symbolic* level of communication are beginning to use pictures or other symbols to communicate. They primarily use *concrete symbols* (e.g., eat, drink, play, more).

Pre-Symbolic—Students at the *pre-symbolic* level may not yet have a consistent system of communication. They may use gestures, an eye gaze, and purposeful movement toward objects and sounds to indicate wants or needs. For example, students may point to or hold up a cup to indicate they

are thirsty. Some students at the *pre-symbolic* level of communication may still be at the awareness level of communication and may communicate by crying or vocalizing, but they may not yet be able to demonstrate purposeful communication.

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| | |
|----------------------------------|-----------------------------------|
| Jessica Collins, Social Studies | Charleston County School District |
| Jannell Deyo, Social Studies | Dorchester District 2 |
| Sherri Morris, Special Education | Dorchester District 2 |
| Tara Nanke, Social Studies | Lexington 2 School District |
| Andy Posey, Social Studies | Lexington 2 School District |
| Jenny Quiggle, Special Education | Charleston County School District |
| Scott Thur, Special Education | Lexington 5 School District |
| Emmylou Todd, Special Education | Lexington 2 School District |

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Melissa Hudson
Elizabeth Jehangiri
Kevin Minkoff
Celine Tobal
Heather Williams

South Carolina Department of Education team members who contributed to this document:

| | |
|---|--------------------------------|
| Douglas Alexander, SC-Alt | Office of Assessment |
| Anne Mruz, Students with Disabilities | Office of Assessment |
| Leslie Skinner, Social Studies content development | Office of Assessment |
| Suzanne Swaffield, SC-Alt Program Coordinator | Office of Assessment |
| Kim Watkins, Students with Significant Disabilities | Office of Exceptional Children |

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-1: The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.

It is essential for students to know: The earliest humans were called **hunter-gatherers**. They moved from place to place to find food and shelter to survive (6-1.1). Hunter-gatherers eventually learned how to farm and began to create permanent **settlements**. In these settlements, people did different types of jobs. A **class system** began where some people had more power than others (6-1.2). Because farming required water to grow crops and for **transportation** to **trade** goods, the first major civilizations were built along rivers (e.g., Mesopotamia, Egypt, China, India) (6-1.3). In these **river-valley civilizations**, different **religions** began developing (6-1.4).

Literacy Skills Addressed by This Standard

- Explain change and continuity over time and across culture.
- Apply economic decision making to understand how limited resources necessitate choices.
- Compare the location of places, the conditions in places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Explain change and continuity over time and across cultures.

- Make a chart with two columns. In one column, list with objects, pictures, or words describing how hunter-gatherers meet their basic needs to survive. In the second column, list how people today meet their basic needs to survive. Compare and contrast how basic needs have changed over time.

Apply economic decision making to understand how limited resources necessitate choices.

The Need for Trade

- Create a picture or show a picture of what early farming along rivers looked like. Examples of photos can be located here: <http://www.sanjuan.edu/webpages/eoverholt/files/ch%203.pdf>.
- Research and discuss the importance of rivers for crops and how crops are used for trade.
- Ask students to think about why crops were a valuable resource for hunter-gatherers to use as trade.
- What types of things did they trade? What did they receive in return? (possible answers: animals, skins, weapons, food)
- Discuss how trading is a form of payment for things that people want and need.
- Invite students to think of examples when they traded with family or friends. Share the stories.

Compare the location of places, the conditions of places, and the connections between places.

Construct a Venn diagram using pictures to compare the different types of jobs there are today compared to those in early farming communities.

Building a Better City

- Explain that the goal of the lesson is to compare the student's own city or state's development over time (e.g., economic, industrial, residential).
 - Ask students to interview their parents or grandparents.
 - Provide students with a list of possible questions (e.g., How has the city changed since you were young? What has been developed? What things have stayed the same? Has the infrastructure changed?).
- Support students in identifying how changes in the economy can improve life (e.g., building larger schools, building business for jobs, paving roads for travel).

Interpret parallel timelines from different places and cultures.**Women's Roles Have Changed**

- Explain to students that they will be illustrating and comparing a woman's role in society during the 1600s through today.
- Split students into small groups. Each group should have two long pieces of butcher paper.
- Have specific times (e.g., 6:00 a.m., 12:00 p.m., 5:00 p.m., 9:00 p.m.) already outlined on the butcher paper.
- Have students illustrate a timeline describing a woman's typical day during the 1600s.
 - Tending to the farm (milking cows)
 - Cleaning the house
 - Washing clothes
 - Cooking meals
 - Taking care of the children
 - Having little to no education
- Have students illustrate another timeline describing a woman's typical day for our current society.
 - Getting ready for work
 - Entering the military
 - Going to school
 - Driving to work
 - Picking children up from school
 - Going to the grocery store
- Provide students with magazines (new and old). Let them cut out pictures to use.

Identify and explain multiple causes and multiple effects.

The Land between Two Rivers

- Introduce ancient Mesopotamia through the book *My Nine Lives by Clio* by Marjorie Priceman.
- After the introduction of Mesopotamia, provide students with a map of Mesopotamia.
- Assist students in identifying and locating specific landmarks on the map (e.g., the Tigris and Euphrates rivers).
- Have students color the outlines of the rivers blue. Shade the area between the two rivers green, illustrating the fertile area. Next, color the surrounding desert areas brown.
- Explain that Mesopotamia is known as “the land between rivers.” When people say “Mesopotamia,” they are referring to a section of land in the Middle East between and around the Tigris and Euphrates rivers.
- Discuss the following questions to guide students’ understanding of what *fertile soil* means:
 - Why do you think these rivers are important?
 - What happens to the rivers when too much rain falls?
 - Talk about why the areas by the rivers are green. Why is the area away from the rivers brown?
 - Ask students if they know what is needed for plants to grow (e.g., soil, water, sun)?
 - Which is better for planting in: sand or soil?
- Distribute two small paper cups to each student. With a marker, label one cup “soil” and the other “sand.” Each student will fill the correctly labeled cup halfway with potting soil and one with sand. Give students two or three seeds for each cup. Have students place seeds into the soil. Cover seeds lightly with soil/sand. Water.
- Place the cups in a sunny place. Water both cups regularly.
- Support students in charting the growth of each cup for one week.
- After the week is over, discuss the students’ findings with them.
 - Which seed grew more?
 - What factors contributed to the growth?
- Refer back to the map and discuss with students the causes and effects the “land between two rivers” had on Mesopotamia.
- List them on chart paper.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-2: The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.

It is essential for students to know: In **ancient Greek civilization**, an early form of **limited government** was created called a **democracy**. **Citizens** could participate in government decisions (6-2.1). Greek **culture** began to spread to other places through **trade** and war (6-2.2). The Romans were **influenced** by Greek ideas. Romans used the Greek ideas of democracy to develop a **representative government**, which is what the United States and most governments are based on today. A representative government is where citizens select leaders who make **laws** (6-2.3). The representative government of Rome changed to an **unlimited government** that had a ruler called an **emperor**. The Roman **Empire** took over land in Europe and Africa and spread its culture to other people (6-2.4). It was hard for the Roman Empire to control so much land. Many people did not want to be controlled by the Roman government and fought against it. Eventually, the Roman Empire divided into different parts. Some of the land became part of a new empire called the Byzantine Empire (6-2.5). The Byzantine Empire was influenced by the culture of the Greeks and Romans in many ways. People in the Byzantine Empire began following a new **religion** called Christianity (6-2.6).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use a chart to compare life, government, and religion in Greece and Rome and life today.
- Using pictures, create a T-chart to compare limited and unlimited government.

Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

- Identify Greek and Roman trade routes on a map to identify how their culture was spread. Use pictures and color-coding.

Interpret parallel timelines from different places and cultures.

Very Different Lives

- Explain to students that children from different places and countries live very different lives.
 - The food they eat (e.g., Spanish, Ethiopian, Chinese)

- Where they live (e.g., homes, apartments, different size towns or cities, country)
- Schooling (e.g., public school, private school, home school)
- Invite students to talk about their family culture and about friends or relatives who live in different countries.
- Read the book *How Children Lived* by Chris and Melanie Rice. This story compares the lives of 16 children living in different times in history.
- As a group, choose two characters and create a timeline of each child’s daily life and compare the similarities and differences.
 - Clothing they wear
 - Entertainment
 - Where and when they go to school
- Extend the activity by comparing the lives of two characters with your student’s life.

Identify and explain multiple causes and multiple effects.

Choices in Government

- Extend the previous T-chart activity comparing limited and unlimited government by creating a second T-chart listing limited and unlimited government at the top.
- Fill in the T-chart by assisting students in identifying multiple effects of having either form of government. Help the students do this by brainstorming strengths and weaknesses in each form of government.
 - Government leaders do not have to follow laws.
 - Leaders make all the decisions.
 - Citizens have the right to vote.
 - Citizens help make laws.
- On day one or week one, allow students to role play each type of government by implementing characteristics of the governments into the classroom.
- Allow students to vote on homework assignments or on a new book they want the teacher to read aloud. Make sure the students understand this is similar to a limited government.
- Discuss how they feel.
- What effects does this have on the classroom?
- On the following day or week, explain to students that a pretend classmate or student from another class (pretend so that no one gets their feelings hurt) has been chosen as the class leader. The classroom leader will make all the decisions for the day. He or she will not ask his or her classmates what they want or how they feel about the decisions being made.
- Explain to students that their classroom needs to design a new bulletin board for the upcoming festival. However, the classroom leader has already made all the decisions and decided what it will look like.
- Discuss how this made them feel.
- What effect does this have on the classroom?

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-3: The student will demonstrate an understanding of changing political, social, and economic cultures in Asia.

It is essential for students to know: The ancient Chinese **civilization** developed many valuable goods that people in Europe did not have, such as paper, silk, and gunpowder. They **traded** these goods with Europeans along a road called the **Silk Road**. The Silk Road connected Asia to Europe (6-3.1). The Japanese studied Chinese **culture** and used some Chinese ideas. They also developed many of their own ideas (6-3.2). In Ancient Indian civilization, life was based on a **class system**. This was called the **caste system**. In the caste system, some groups of people had more power than other groups. Two major world **religions**, Hinduism and Buddhism, were created in India (6-3.3). Another world religion, Islam, was created in the Middle East (6-3.4).

Literacy Skills Addressed by This Standard

- Compare the locations of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Locate China and Japan on a map or globe. Using current and past photos, identify and compare the Chinese and Japanese architectures and environments. Identify similarities and differences.

Interpret parallel timelines from different places and cultures.

Holiday Timeline

- Research Buddhist and Hindu holidays with students.

Note: Students should not be expected to have prior knowledge or understanding pertaining to these holidays.

- **Buddhist Holidays**
 - Buddhism New Year
 - Vesak (Buddha Day)
- **Hindu Holidays**
 - **Holi**—festival of colors and spring (February to March)
 - **Rama Navami**—birthday of Lord Rama (April)
 - **Diwali**—festival of lights and Laksmi (September to October)
- Assist students in creating a parallel timeline representing important holidays for each religion that was researched together.

Identify and explain multiple causes and multiple effects.

What Is Your Role?

- Research the India caste system with your students.
<http://www.mtholyoke.edu/~epandit/page2.html>
 - *Brahmana* or *Brahmin* consist of those people engaged in scriptural education and teaching essential for the continuation of knowledge.
 - *Kshatriya* take on all forms of public service, including administration, maintenance of law and order, and defense.
 - *Vaishya* engage in commercial activity as businesspeople.
 - *Shudra* work as semi-skilled and unskilled laborers.
- Provide students with an illustration by creating a pyramid outlining each level and describe how some groups have more power than others.
- Discuss with students the effects each level has on people (e.g., role in marriage, social implications, occupation).
 - Support your students in identifying limits or the effects within each class.
- Draw a comparison by extending the activity. Create examples using our current government system or the students' school system.
- Assist students in creating a pyramid focusing on our current government and how it relates to the caste system (e.g., president, vice president, Speaker of the House).
- Draw a comparison by relating the caste system levels to local governments or the students' school officials (principal, vice principal, dean, secretary, custodian, teacher).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-4: The student will demonstrate an understanding of the changing political, social, and economic cultures in Africa and the Americas.

It is essential for students to know: Like other **civilizations**, different African civilizations were **trading** goods and **natural resources**. The main items traded in Africa were salt and gold. These items were carried along rivers and land routes. They were traded between people living in Africa and also traded with people living in other parts of the world. As a result of trading, Islam spread from the Middle East to Africa (6-4.1 and 6-4.2). In the Americas, different civilizations were also developing based on farming and trade. Like other world civilizations, these American civilizations had **class systems** (6-4.3 and 6-4.4).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the locations of places, the conditions of places, and the connections between places.

- Use a map of West Africa to show the land and water routes. Place salt and gold (use real objects or pictures) on the map to show where the products were going on the route. Talk about why salt and gold were important then and today.
- Using the same map, show how trade from the Middle East to Africa spread Islam.

Interpret parallel timelines from different places and cultures.

Do You Want Salt or Gold?

- Create two parallel timelines for students with pictures depicting early African trade of salt and gold.
 - The first timeline will demonstrate how Africans traveled in large caravans to trade salt and gold.
 - The second timeline will demonstrate how they began trading by sea with Europeans.
 - Use a graphic organizer with “First,” “Next,” and “Last” boxes to illustrate how the goods were traded.
- The first timeline should include pictures of early African trading of salt and gold on land.
 - Identify how these goods were carried and delivered on land.
 - Locate pictures of camels and camel caravans trekking through the desert:
<http://www.the153club.org/salt.html>.

- After reviewing the picture timeline with your students, provide students with a map of Africa to support them in locating the trade routes.
http://www.metmuseum.org/toah/hd/gold/hd_gold.htm#/06/Africa.
- Project the map, and trace the salt and gold routes with a marker (e.g., use red for the salt trade routes and yellow for the gold routes).
- Use an interactive map as an alternative way to indicate trade routes:
http://www.classzone.com/webquest/MC_interactives/MT_03_traroutes/MT_03_087_traroutes.html.
- After locating a number of trade routes that crossed the Sahara desert from western and west-central Africa into north-central and northwest Africa, explain to students that goods from the interior of Africa were exchanged across the Mediterranean Sea with southern Europe.
- Create a second picture timeline, in the same format, but this time indicating the trade of goods and slaves to the Europeans by water (e.g., pigeons, chickens, bananas, oranges, red peppers, tobacco, guns, gunpowder, tools)
- After reviewing the picture timeline, trace the European trade routes for your students on a map.
- Use a map (such as this one http://exploringafrica.matrix.msu.edu/images/slave_routes.jpg) to show what this route may have looked like
- Discuss how these two timelines are similar and different.
- Identify benefits of trading by land and/or by sea.

Identify and explain multiple causes and multiple effects.

Who Has the Greatest Effect?

- Create a card game similar to Go Fish.
- Develop cards containing either a cause or an effect statement on each (multiple decks may be needed depending on the size of your class).
- Each cause and effect should be related to the trade of salt and gold. Possible examples include:
 - The northern desert regions of Africa contained large amounts of salt.
 - The southern region of Africa contained large amounts of gold.
 - Salt is a valuable resource used for health reasons.
 - Salt is used to preserve food.
 - Gold is a precious metal.
 - Gold can be used to make things.
 - Northern Africans did not have easy access to gold.
 - Southern Africans did not have easy access to salt.
- Provide each student with a graphic organizer. The organizer may look like a T-chart with “Cause” and “Effect” at the top.
- Allow students to work in teams or small groups.
- As they draw a card, they will place it in the corresponding column, identifying whether it is a cause or an effect.

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-5: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states in Europe.

It is essential for students to know: In Europe during the **Middle Ages**, there was a **class system** called the **feudal system**. There were many different **kings** who controlled areas of land. Each king **protected** people who lived on their lands. In return, the people had to help the king with work and war if necessary (6-5.1). The feudal system gave more power to the kings. In England, people wanted to limit the power of the king, which later led to the creation of **representative government** in England (6-5.2). During this period, the **Roman Catholic Church** led all Christians in Europe. The church wanted to spread Christianity and take over land controlled by people who followed the **religion** of Islam. The Europeans fought with people in other areas to do this. This was known as the **Crusades** (6-5.3 and 6-5.4). At this time, an **illness** called the **Black Death** was killing many people in Europe. This changed the feudal system because people who survived moved to **cities** to find jobs (6-5.5).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Identify and explain multiple causes and multiple effects.
- Interpret parallel timelines from different places and cultures.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use simple a map of Europe and Middle East. Place a picture or structure to represent the Roman Catholic Church in center of Europe. Discuss the fact that this church was very powerful and wanted to spread Christianity throughout Europe and the Middle East.

Ring Around the Rosy

- Provide students with a two copies of the popular nursery rhyme “Ring around the Rosy.”
 - The original version
 - The American version
- Explain that the origin of the rhyme describes one of the most devastating epidemics in history. It was called the “Black Death” or “Bubonic Plague.”
- Read the nursery rhyme aloud to students, allowing them to follow along.
- Explain how the rhyme describes the horrible conditions during this time. Point out the slight variation in the original medieval version compared to the American version.
- Describe each line and how it relates to the Bubonic Plague.

Original Version

- “Ring-a-ring o’ roses” describes the red rash that people would get from the disease.
“A pocket full of posies” describes the bundles of herbs that people would carry in their pockets to try and ward off the disease.
“A-tishoo! A-tishoo!” describes the sneezing that would accompany the disease.
“We all fall down.” describes the masses of people who died from the plague in such a short period of time.

American Version

- “Ring a-round the rosy
Pocket full of posies
Ashes, ashes!
We all fall down!”

Identify and explain multiple causes and multiple effects.

- Draw arrows on the previously mentioned map to places that the crusaders went to take over more land. Talk about how Christianity spread because of their travel.
- Identify the effects of the following causes:
 - The Roman Catholic Church wanted to spread Christianity. As a result, the crusades were fought over land and religion.
 - The Black Death killed many people in Europe. As a result, the feudal system was changed because survivors could do new jobs.

A Journey Through Europe

- Discuss how the Bubonic Plague led to the end of one era and to the beginning of another. Explore the Black Death. <http://www.history.com/topics/black-death>.
- Explain to students that they are going to be pretending they are taking a journey through Europe during the time of the Bubonic Plague. This plague was so deadly that it wasn’t until the 1800s that the population again rose to the level it had attained before the plague. This is almost 500 years.
- Each child or group must imagine he or she is traveling to a variety of towns and villages on a trading voyage.
- Create stations that will represent different towns or cities throughout your classroom:
 - London
 - Paris
 - Barcelona
 - Rome
- Each station will represent a town the travelers visit.
- Each station will have a brown bag with an assortment of 100 to 200 beans (e.g., pinto, red, black) in it. Some of the beans should be white; others should be red, and others black. Ensure there are a greater number of red beans in the bag because they will represent the plague. (The students cannot see the beans.)

Rules of the Journey

- Each student or group will be a traveler on a journey as a trader, traveling mostly by sea. The plague was spread by trading and pilgrim routes as people went from town to town.
- When the students visit a town or village (set up in your room), they will roll one numbered cube to see how many nights they will spend at that location before moving on. Have students pick a number (representing the nights lodging and meals) out of the bag; the number of beans is equal to the number of nights they will be staying.
- If students get a red bean, they have contracted the plague bacterium. If they have not contracted the plague, they may continue on their journey.
- Put the beans the students have drawn back into the bag for the next traveler.
- Using this interactive map to show student how quickly the plague spread:
http://wadsworth.cengage.com/history_d/templates/student_resources/0534627218_spielvogel/spielvogel_maps/swfs/map11_1.html

Interpret parallel timelines from different places and culture.

The Roman Catholics Versus the Feudal System

- Using graphic organizers, work with students to fill in a Venn diagram comparing the Roman Catholic Church and the feudal system during the Middle Ages.
- Compare the people, the government, the family, education, medicine, and entertainment in both worlds (e.g., the pope is the leader in the Catholic Church; the king is the leader in the feudal system).

South Carolina Alternate Assessment (SC-Alt) Social Studies

Grade 6: Early Cultures to 1600

Standard 6-6: The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

It is essential for students to know: After the Middle Ages, people in Europe had a new interest in ideas based on the **cultures** of **ancient** Greece and Rome (6-6.1). What people learned had an effect on what they thought and believed. Ideas spread even more quickly because of a new **invention** called the **printing press**, which made books easier to produce and therefore available to more people. New ways of thinking led people to want to make changes in the **Catholic Church** (6-6.2). The changes led to the Catholic Church dividing into different branches of Christianity (6-6.3). During the same time period, Europeans began **exploring** the world in search of new **wealth** (6-6.4). Europeans began exploring to the Americas, Africa and Asia and **trading** goods and **natural resources** with the people in these places (6-6.5 and 6-6.6).

Literacy Skills Addressed by This Standard

- Compare the location of places, the conditions of places, and the connections between places.
- Interpret parallel timelines from different places and cultures.
- Identify and explain multiple causes and multiple effects.

Application of Literacy Skills at the Concrete Level—Instructional/Assessment Strategies

Compare the location of places, the conditions of places, and the connections between places.

- Use a picture of a large church (e.g., the Vatican) and then show smaller churches around it to demonstrate the changes in Christianity from the single Catholic Church to other branches of Christianity.

Life During the Middle Ages

- Read the book *Merry Ever After: The Story of Two Medieval Weddings* by Joe Lasker.
 - Use a graphic organizer, such as a Venn diagram, to compare the connection between the two weddings.
 - One couple is wealthy.
 - One couple is poor.
 - Help students identify how the couples are similar even though there are many differences:
 - Both couples have arranged marriages.
 - Both couples have lots of good food and drinks.
- Assist students in comparing the architecture of mediaeval Europe with that of the Renaissance by building or creating a structure (e.g., the church from the story).
 - Provide students with a variety of media sources (e.g., construction paper, clay).
 - Resources and information can be found on this website: <http://www.medieval-life-and-times.info/medieval-art/medieval-architecture.htm>.

- Have students dress up and host an arts festival in their classroom. They can dress up as people who were famous during the Renaissance. Each student will have to learn what his or her character was famous for (e.g., Da Vinci was an inventor and painter; Shakespeare was a playwright) and create a piece of art using a variety of media (e.g., a paintbrush, a painting, a puppet).
- Reinforce student learning by creating a two-column chart (on a SMART board or overhead).
- Have students identify what made each Renaissance person famous (e.g., a student could match a paintbrush to a picture of Da Vinci; the student could match a picture of a theater stage to Shakespeare).

Interpret parallel timelines from different places and cultures.

- Assist students in creating a timeline of events leading up to Europeans exploring to find wealth.

Identify and explain multiple causes and multiple effects.

Identify the effects of the following causes:

- People began to have new ways of thinking. This thinking led people to want the church to change, resulting in the church dividing into two.
- Europeans began exploring in search of wealth. Therefore, Europeans traveled to the Americas and created new settlements there.

Telephone

- Review the invention of the printing press. Discuss how the invention spread information more quickly.
 - News spread more quickly and accurately.
 - More people were literate.
- Ask students to brainstorm ways in which the printing press affects their daily lives.
- Provide students with a variety of tactile items to explore (e.g., newspapers, magazines, school books, posters).
 - Discuss with students how each of these items affects their lives today.
- Play a game of telephone with students.
 - Write a statement on a piece of paper and fold it up in your pocket. Do not let the students see what it says.
 - Sit in a circle on your classroom floor.
 - Whisper the statement into the first child's ear.
 - Have that child whisper what he or she heard to the next child.
 - Repeat until the last student has heard the statement.
 - Ask that student to repeat the statement aloud.
- Show the students the piece of paper with the original statement on it.
 - Is what the last student heard the same as what you stated to the first student?

- Discuss with students how and why they think the statement was changed.
- Explain that news and information, prior to the invention of the printing press, spread like this. (Make sure they understand that news was not literally spread as secrets whispered in ears.)
- Extend this activity by researching what illuminations were during the Middle Ages.
 - Describe how time consuming and costly it was for people to create illuminations..
- Show students pictures of various illuminations.
 - <http://www.getty.edu/art/exhibitions/making/>
- Allow each student to create his or her own illumination (e.g., using the first letter of their name or last name).
- Creating an illumination will give the student a sense of how time consuming this was prior to the invention of the printing press.
 - <http://www.crayola.com/lesson-plans/illumination-letters-lesson-plan/>