

# Indiana Academic Standards Resource Guide

## Grade 6

Peoples, Places and Cultures in Europe and the Americas

*Updated February 2015*

# Indiana Department of Education

## College and Career Readiness

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# APPENDIX A – TEACHER RESOURCE GUIDE

## GRADE 6 – Peoples, Places and Cultures in Europe and the Americas

Updated February 2015

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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## Standard 1 History

Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

### Historical Knowledge

#### Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.

**6.1.1** Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.

**Examples:** Greek, Roman, Mayan, Inca, and Aztec civilizations

#### Resources

[The Peoples And Civilizations of the Americas](#)

[Ancient Mesoamerican Civilizations](#)

[Why Do Civilizations Fall?](#)

**6.1.2** Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

**Examples:** Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

**Resources**

NEH Teacher Planned Lessons on Reformation <http://www.calvin.edu/meeter/educational-resources/high-school-lesson-plans.htm>

The Protestant Reformation [http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06\\_closeup671.php](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup671.php)  
Martin Luther [http://www.pbs.org/empires/martinluther/class\\_lesson1.html](http://www.pbs.org/empires/martinluther/class_lesson1.html)

The Council of Trent: The Catholic Church Survives the Reformation <http://education-portal.com/academy/lesson/the-council-of-trent-the-catholic-church-survives-the-reformation.html#lesson>

**Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.**

**6.1.3** Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

**Examples:** Influence of the spread of Christianity in Russia and Eastern Europe

**Resources**

Republic to Empire <http://www.brighthubeducation.com/history-lessons-grades-9-12/64640-roman-republic-lesson-plan/>  
Rome and Christianity [http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS\\_6\\_14\\_03.pdf](http://www.eduplace.com/ss/socsci/ca/books/bkf3/reviews/pdfs/LS_6_14_03.pdf)

Judaism and Christianity in the Roman Empire <https://education-portal.com/academy/lesson/judaism-and-christianity-in-western-civilization.html#lesson>

**6.1.4** Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

**Examples:** Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

**6.1.5** Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

**Examples:** Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power

**Resources**

Crusades Lesson, <http://www.ii.umich.edu/UMICH/cmenas/Home/Resources/K-14%20Educational%20Resources/Curricular%20Resources/Crusades%20Secondary%20Ed%20Lesson.pdf>

**6.1.6** Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica

**Examples:** Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

**Resources**

[The Path of the Black Death](#)

[The Black Pague](#) (YouTube video)

[Bubonic Plague Role Play](#)

[The Black Death](#)

[The Great Plague of 1665](#)

6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.

**Examples:** Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

**Resources**

[The Renaissance](#)

[Renaissance for Kids](#)

[Renaissance Fast Facts](#)

[The Renaissance for Kids](#)

6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

**Resources**

[The Renaissance](#)

[Renaissance for Kids](#)

[Renaissance Fast Facts](#)

[The Renaissance for Kids](#)

**Early Modern Era: 1500 to 1800**

6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world.

**Examples:** The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India

**Resources:**

Bridging World History: Connections Across Land, [http://www.learner.org/courses/worldhistory/unit\\_main\\_9.html](http://www.learner.org/courses/worldhistory/unit_main_9.html)

Bridging World History: Early Empires, [http://www.learner.org/courses/worldhistory/unit\\_main\\_10.html](http://www.learner.org/courses/worldhistory/unit_main_10.html)

Bridging World History: Transmission of Traditions, [http://www.learner.org/courses/worldhistory/unit\\_main\\_12.html](http://www.learner.org/courses/worldhistory/unit_main_12.html)

Spheres of Interaction in the Americas 300-1500CE,

[http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05\\_landscape6.php](http://worldhistoryforusall.sdsu.edu/units/five/landscape/Era05_landscape6.php)

The Upside of Isolated Civilizations, <http://ed.ted.com/lessons/the-upside-of-isolated-civilizations-jason-shipinski>

6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.

**Resources:**

Classroom Mercantilism Simulation <https://sites.google.com/a/caldwellschools.com/cechs-big-ideas/home/9th-grade/explorer/world-history-world-geography/mercantilism-simulation>

The Commercial Revolution: Economic Impact of Exploration and Colonization on Europe <https://education-portal.com/academy/lesson/the-commercial-revolution-economic-impact-of-exploration-and-colonization-on-europe.html#lesson>

Early Global Commodities [http://www.learner.org/courses/worldhistory/unit\\_main\\_15.html](http://www.learner.org/courses/worldhistory/unit_main_15.html)

The Global Economy Takes Shape [http://worldhistoryforusall.sdsu.edu/units/six/landscape/Era06\\_landscape4.php](http://worldhistoryforusall.sdsu.edu/units/six/landscape/Era06_landscape4.php)

6.1.12 Describe the Reformations and their effects on European and American society-

**Examples:** Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

**Resources:**

NEH Teacher Planned Lessons on Reformation <http://www.calvin.edu/meeter/educational-resources/high-school-lesson-plans.htm>

The Protestant Reformation [http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06\\_closeup671.php](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup671.php)

Martin Luther [http://www.pbs.org/empires/martinluther/class\\_lesson1.html](http://www.pbs.org/empires/martinluther/class_lesson1.html)

The Council of Trent: The Catholic Church Survives the Reformation <http://education-portal.com/academy/lesson/the-council-of-trent-the-catholic-church-survives-the-reformation.html#lesson>

6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.

**Examples:** The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.

**Resources:**

The American Revolution and Enlightenment, <http://hti.osu.edu/history-lesson-plans/united-states-history/american-revolution-one>

The Enlightenment, [http://www.learner.org/courses/amerhistory/pdf/Enlightenment\\_LOne.pdf](http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf)

Enlightenment Salon, <http://www.masscouncil.org/?lesson-plan=enlightenment-salon>

The Growth of Democratic Tradition: The Enlightenment,

<http://humanities9ccb.wikispaces.com/file/view/Enlightenment%20Lesson%20Plans.pdf/279713564/Enlightenment%20Lesson%20Plans.pdf>

Influence of the Enlightenment on the Beginning of America, [http://www.tpsnva.org/teach/l\\_p/035/index.html](http://www.tpsnva.org/teach/l_p/035/index.html)

Leaders of the Enlightenment, 1650-1800, [http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06\\_closeup661.php](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup661.php)

Lesson 2: The Enlightenment Salon, [http://modernworldhistory.org/index.php?option=com\\_k2&view=item&id=8:lesson-2-the-enlightenment-salon&Itemid=5](http://modernworldhistory.org/index.php?option=com_k2&view=item&id=8:lesson-2-the-enlightenment-salon&Itemid=5)

Role-playing the Enlightenment, [http://www.phschool.com/eteach/social\\_studies/2001\\_04/essay.html](http://www.phschool.com/eteach/social_studies/2001_04/essay.html)

**6.1.14** Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.

**Examples:** Steam engine, factory system, urbanization, changing role of women and child labor

**Resources:**

The Industrial Revolution, <http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution>

The Industrial Revolution as Macro-Change,

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CG0QFjAIOAo&url=http%3A%2F%2Fwww.uwec.edu%2FCHTL%2Fprojects%2Fupload%2FIndustrializationlessonplan.doc&ei=dA8\\_U\\_2VDYbq2AW1xoCwAw&usg=AFQjCNE4o4b4G5JqN7h\\_vQeBENm2zpKwMg&sig2=XIcY6ImBnKN8NOekUWcgUQ&bvm=bv.64367178,d.b2l](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=19&ved=0CG0QFjAIOAo&url=http%3A%2F%2Fwww.uwec.edu%2FCHTL%2Fprojects%2Fupload%2FIndustrializationlessonplan.doc&ei=dA8_U_2VDYbq2AW1xoCwAw&usg=AFQjCNE4o4b4G5JqN7h_vQeBENm2zpKwMg&sig2=XIcY6ImBnKN8NOekUWcgUQ&bvm=bv.64367178,d.b2l)

The Industrial Revolution as a World Event, [http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07\\_landscape6.php](http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07_landscape6.php)

**Modern Era: 1700 to the present**

**6.1.15** Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

**Resources:**

Child Labor in Factories, [http://www2.needham.k12.ma.us/nhs/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

Factory Conditions, <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6195143>

The Industrial Revolution, <http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution>

The Industrial Revolution as a World Event, [http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07\\_landscape6.php](http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07_landscape6.php)

The Inventions and Effects of the Industrial Revolution, <http://filebox.vt.edu/users/ateller/portfolio/ncss/lp/ncss.pdf>

**6.1.16** Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.

**Examples:** Liberalism, conservatism, nationalism, socialism, communism, fascism and popular Sovereignty

**Resources**

[Anne Frank: Facing Hatred, Daring to Dream](#)

**6.1.17** Discuss the benefits and challenges related to the development of a highly technological society.

**Examples:** Atomic energy, computers and environmental change

## **Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**6.1.18** Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

### **Resources**

[Anne Frank: Facing Hatred, Daring to Dream](#)

**6.1.19** Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

**6.1.20** Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history-

**Examples:** The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.

### **Resources**

[Anne Frank: Facing Hatred, Daring to Dream](#)

**6.1.21** Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

### **Resources**

[Anne Frank: Facing Hatred, Daring to Dream](#)

**6.1.22** Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.

**Examples:** Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).

### **Resources**

[Anne Frank: Facing Hatred, Daring to Dream](#)

**6.1.23** Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

**Examples:** The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights



## Standard 2 Civics and Government

Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

### Foundations of Government

**6.2.1** Compare and contrast major forms of governments in Europe and the Americas throughout history.

**Examples:** Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism

#### Resources

- <http://ancienthistory.about.com/od/governmen1/tp/102309GreekGovernment.htm> -You may have heard that ancient Greece invented democracy, but democracy was only one type of government employed by the Greeks, and when it first evolved, many Greeks thought it a bad idea. The seven points of Greek Government-good background for teachers.
- <http://greece.mrdonn.org/athensdemocracy.html> -The Greeks and democracy
- <http://rome.mrdonn.org/senate.html> -Government under the Roman Republic
- <http://www.schoolshistory.org.uk/republic.htm> -Background on the Roman Republic
- <http://rome.mrdonn.org/lessonplans/republic.html> -Ancient Rome lesson plans
- <http://aztecs.mrdonn.org/government.html> -Aztec government

**6.2.2** Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

**6.2.3** Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.

**6.2.4** Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.

### Functions of Government

**6.2.5** Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.

**6.2.6** Identify and describe the functions of international political organizations in the world today.

**Examples:** Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).

### Roles of Citizens

**6.2.7** Define and compare citizenship and the citizen's role throughout history in Europe and the Americas.

**Examples:** Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

#### Resources

[Ryan White: Facing Discrimination, Finding Determination](#)

[Anne Frank: Facing Hatred, Daring to Dream](#)

## Standard 3 Geography

Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

### The World in Spatial Terms

**6.3.1** Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.

#### Resources

[Treasures of the Earth: Discover Clues to the Past](#)

**6.3.2** Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.

#### Resources

[Treasures of the Earth: Discover Clues to the Past](#)

### Places and Regions

**6.3.3** Describe and compare major physical characteristics of regions in Europe and the Americas.

**Examples:** Mountain ranges, rivers, deserts, etc.

#### Resources

<http://geographyworldonline.com/europe.html> -Lots of geography activities on Europe!

<http://geographyworldonline.com/latin.html> -Lots of geography activities on Latin America!

[http://www.indianastandardsresources.org/files/soc/ss\\_6\\_3\\_3.pdf](http://www.indianastandardsresources.org/files/soc/ss_6_3_3.pdf) -(D. O. E. website 6.3.3)-Mapping of Europe and the Americas.

**6.3.4** Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Examples:** Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions

### Physical Systems

**6.3.5** Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.

**Examples:** Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland

**6.3.6** Explain how ocean currents and winds influence climate differences on Europe and the Americas.

**6.3.7** Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.

**Examples:** Gulf Stream and North Atlantic Current

**Resources**

- <http://www.nationalgeographic.com/xpeditions/lessons/03/g68/liketolive.html> - This lesson asks students to compare thematic maps of the continents and the world as a whole to determine where they would like to live (besides their own home region). They will view several [online thematic maps](#) and will conclude by writing paragraphs describing the three places in the world they think they would most like to live, assuming they had been asked to move far away from home.
- <http://www.nationalgeographic.com/xpeditions/lessons/05/g35/expedition.html> - Students will pretend they have just returned from a year in the [Arctic or Antarctic](#). They will look at Web sites about these regions and expeditions to them, and they will create posters illustrating their experiences. Students will conclude by writing paragraphs explaining what it would be like to visit the polar region that they did not focus on in this lesson.

**6.3.8** Identify major biomes of Europe and the Americas and explain how these are influenced by climate.

**Examples:** Rainforests, tundra, woodlands, and deserts

**Human Systems**

**6.3.9** Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations

**Examples:** Rural and urban areas; immigration

**Resources**

- <http://www.nationalgeographic.com/xpeditions/lessons/09/g68/statistics.html> -This lesson introduces students to such [population statistics](#) as birth, death, and literacy rates. Students will compare these indicators for several countries, graph the results, and hypothesize what their graphs reveal about the countries.
- <http://www.nationalgeographic.com/xpeditions/lessons/09/g68/pyramids.html> -When geographers want to examine the [population](#) of a given area, they may employ maps to help them see distribution patterns or employ photographs to analyze cultural activities.

**6.3.10** Explain the ways cultural diffusion, invention, and innovation change culture.

**Resources**

- <http://www.nationalgeographic.com/xpeditions/lessons/04/g68/picture.html> - What is a cultural landscape? Many of us have seen photographs in National Geographic magazines but have never really asked ourselves, "What do these photographs reveal about the local culture?" This lesson uses [photographs](#) to create an understanding of cultural landscapes.
- <http://www.nationalgeographic.com/xpeditions/lessons/10/g68/culture.html> - Consumer products provide evidence of cultural diffusion in many households. Analyzing the items that are found in a home's cupboards and closets can tell us much about the residents' cultural heritage and what [cultural influences](#) affect their lives. This lesson will help your students to identify some of the cultures new to their part of the world and to understand more about cultural diffusion.
- <http://www.nationalgeographic.com/xpeditions/lessons/10/g35/tapestry.html> - In this lesson young students will use a variety of media to explore culture as the sum of learned patterns of behavior, institutions, values, and belief systems. Students will learn how to identify, compare, and appreciate the [cultural characteristics of different regions and people](#).

**6.3.11** Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.

**Resources**

- <http://archaeology.mrdonn.org/index.html> -Lots of activities for students on archaeology.
- [http://www.montgomeryschoolsmd.org/curriculum/socialstd/resources/ /Anthropology\\_bookmarks.html](http://www.montgomeryschoolsmd.org/curriculum/socialstd/resources/ /Anthropology_bookmarks.html)
- Montgomery County Schools in Maryland have a great collection of social studies links. Some have not been updated in a while, so you may have to pick and choose, but it's a great place to start! This is their list of Anthropology links.
- <http://www.geocities.com/Tokyo/Subway/6560/index.html> -This site is only available outside of IPS, but could give some great ideas!
- [Treasures of the Earth: Discover Clues to the Past](#)
- [China's Terra Cotta Warriors](#)

**Environment and Society**

**6.3.12** Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.

**Resources**

- <http://www.nationalgeographic.com/xpeditions/lessons/16/g68/possess.html> -It is important for geography students to learn about the Earth's natural resources and the ways that people use these resources. It's also important for students to recognize that there are always environmental and human impacts related to the resource extraction process.
- <http://www.nationalgeographic.com/xpeditions/lessons/16/g68/ingredient.html> -This lesson encourages students to think about where the ingredients in their food come from and how they are produced. Students will investigate the origins of a variety of [spices from around the world](#) and map these locations.

**6.3.13** Explain the impact of humans on the physical environment in Europe and the Americas.

**Resources**

- <http://www.nationalgeographic.com/xpeditions/lessons/08/g68/preserve.html> -Students will discuss the importance of maintaining ecosystems and will learn about the various arguments that people make in favor of preserving the Earth's biodiversity.

**6.3.14** Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.

**Examples:** Hurricanes, earthquakes, floods and drought

## Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

**6.4.1** Give examples of how trade related to key developments in the history of Europe and the Americas.

**Examples:** The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.

**6.4.2** Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.

**Examples:** Increased production and consumption and lower prices

**6.4.3** Explain why international trade requires a system for exchanging currency between various countries.

**6.4.4** Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.

### Resources

- <http://www.econedlink.org/lessons/index.php?lid=177&type=educator> -In this lesson, from EconEdLink, students compare the Soviet-era marketplace with the present-day Russian marketplace. They examine economic factors such as scarcity, distribution, income, and employment.
- <http://www.econedlink.org/lessons/index.php?lid=176&type=educator> -This EconEdLink lesson explores the benefits and consequences of methods of distribution in the United States and the old Soviet Union. Students learn that, contrary to U.S. methods of distribution (namely prices), the Soviet Union used different methods of distribution of its goods during the reign of Communism.

**6.4.5** Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.

**6.4.6** Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.

**Examples:** Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.

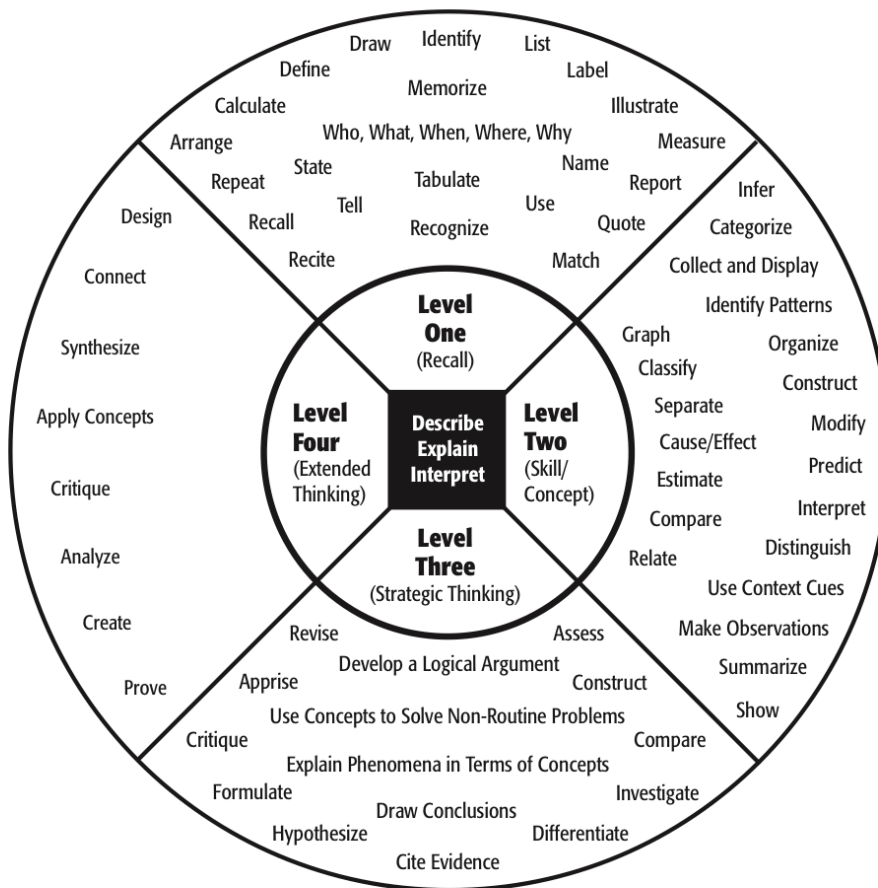
**6.4.7** Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**6.4.8** Identify ways that societies deal with helpful and harmful externalities (spillovers\*) in Europe or the Americas.  
**Examples:** Government support of public education and governments taxing or regulating pollution

\* **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party

**6.4.9** Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.  
**Examples:** Savings accounts, certificates of deposit and stocks

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>