

# GRADE SIX: Ancient Civilizations

**GEOGRAPHY 6.6**

**SOCIAL STUDIES 6.1**

**WORLD HISTORY 6.3**



**ECONOMICS 6.5**

**CITIZENSHIP 6.2**

**GOVERNMENT 6.2**

## Social Studies Skills: 6.1

\*Social Studies Skills need to be used throughout the study of the units and across the curriculum.

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make generalizations based on multiple sources of information</li> <li><input type="checkbox"/> Read Primary and Secondary Sources</li> <li><input type="checkbox"/> Draw Conclusions</li> <li><input type="checkbox"/> Read Biographies</li> <li><input type="checkbox"/> Main Idea and Details</li> <li><input type="checkbox"/> <b>Venn Diagram:</b> Compare and contrast Information</li> <li><input type="checkbox"/> Classify/Categorize</li> <li><input type="checkbox"/> Recite poems</li> <li><input type="checkbox"/> Read illustrations</li> <li><input type="checkbox"/> Picture Walks</li> <li><input type="checkbox"/> Predictions</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Sequence: Past, Present, Future; 1st, 2<sup>nd</sup>, 3<sup>rd</sup>;</li> <li><input type="checkbox"/> First, Next, Last</li> <li><input type="checkbox"/> Vocabulary <b>Word Walls</b> for social studies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Take Notes using note cards: One main idea with two or three supporting details per card</b></li>   <li><input type="checkbox"/> <b>Make an outline</b></li>   <li style="padding-left: 40px;">Topic</li> <li style="padding-left: 40px;">I</li> <li style="padding-left: 80px;">A.</li> <li style="padding-left: 80px;">B.</li> <li style="padding-left: 80px;">C.</li> <li style="padding-left: 40px;">II</li>   <li><b>* Use the software program Inspiration to help with learning outlines skills</b></li>   <li><b>Topic Books – final project presented using technology tools</b></li> <li><input type="checkbox"/> Friendly Letter</li> <li><input type="checkbox"/> Letter to the Editor</li> <li><input type="checkbox"/> Pen Pals - electronic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retell stories</li> <li><input type="checkbox"/> Choral Reading</li> <li><input type="checkbox"/> Dramatize historical events</li> <li><input type="checkbox"/> Poem Recitation</li> <li><input type="checkbox"/> <b>Opinion</b> Speech</li> <li><input type="checkbox"/> Describe photographs</li> <li><input type="checkbox"/> <b>Two minute</b> oral presentation on a given topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Map title</li> <li><input type="checkbox"/> Map keys</li> <li><input type="checkbox"/> Map ledged</li> <li><input type="checkbox"/> Picture maps</li> <li><input type="checkbox"/> Map of neighborhood</li> <li><input type="checkbox"/> Map of town/city</li> <li><input type="checkbox"/> Map of State</li> <li><input type="checkbox"/> Map of the 50 States</li> <li><input type="checkbox"/> Map of North America</li> <li><input type="checkbox"/> Map of the World</li> <li><input type="checkbox"/> History Map</li> <li><input type="checkbox"/> Political Map</li> <li><input type="checkbox"/> Locator Map</li> <li><input type="checkbox"/> Landform Map</li> <li><input type="checkbox"/> Hemispheres</li> <li><input type="checkbox"/> Latitude</li> <li><input type="checkbox"/> Longitude</li> <li><input type="checkbox"/> Prime Meridian</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Picture graphs</li> <li><input type="checkbox"/> Bar graphs</li> <li><input type="checkbox"/> Flow chart</li> <li><input type="checkbox"/> Pie Chart</li> <li><input type="checkbox"/> Line Graph</li> <li><input type="checkbox"/> Information charts - e.g. jobs in the neighborhood, school and neighborhood helpers, jobs at home</li> <li><input type="checkbox"/> KWL Charts</li> <li><input type="checkbox"/> Create a Chart - organize information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read temperature s – Fahrenheit, Celsius</li> <li><input type="checkbox"/> Read calendar</li> <li><input type="checkbox"/> <b>Two level Timelines</b></li> <li><input type="checkbox"/> Diagrams</li> </ul>

Reading Skills	Writing Skills	Speaking Skills	Maps and Globe Skills	Charts and Graphs	Data and Diagrams
<ul style="list-style-type: none"> <li><input type="checkbox"/> Internet Child friendly sites – materials, activities</li> <li><input type="checkbox"/> Electronic Atlas</li> <li><input type="checkbox"/> Electronic Encyclopedia</li> <li><input type="checkbox"/> <b>Almanac</b></li> <li><input type="checkbox"/> <b>Gazetteer</b></li> <li><input type="checkbox"/> *Geographical dictionary</li> <li><input type="checkbox"/> Glossary</li> <li><input type="checkbox"/> Index</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Write a news report using the 5 Ws:</b></li> <li><input type="checkbox"/> Who, what, when, where, why</li> <li><input type="checkbox"/> Personal Glossary Picture Book – alphabetical order</li> <li><input type="checkbox"/> Shared Writing</li> <li><input type="checkbox"/> Write <b>five</b> sentences paragraphs</li> <li><input type="checkbox"/> Write narrative accounts</li> <li><input type="checkbox"/> Write persuasive letters</li> <li><input type="checkbox"/> Write <b>descriptive</b> paragraphs – four sentences on a given topic</li> <li><input type="checkbox"/> Journal Writing</li> <li><input type="checkbox"/> Diary Writing</li> <li><input type="checkbox"/> Diary Writing</li> <li><input type="checkbox"/> Write questions for <b>interviews</b></li> <li><input type="checkbox"/> Write questions for <b>surveys</b></li> <li><input type="checkbox"/> Create a <b>travel journal</b></li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> North Pole</li> <li><input type="checkbox"/> South Pole</li> <li><input type="checkbox"/> Equator</li> <li><input type="checkbox"/> Elevation Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Inset Map</li> <li><input type="checkbox"/> Time Zone Map</li> <li><input type="checkbox"/> Precipitation Map</li> <li><input type="checkbox"/> Climate Map</li> <li><input type="checkbox"/> Transportation Map</li> <li><input type="checkbox"/> Population Map</li> <li><input type="checkbox"/> Scale and Distance Maps</li> <li><input type="checkbox"/> <b>Small scale maps</b></li> </ul>		

# GRADE SIX: ANCIENT CIVILIZATIONS

## UNIT ONE: River View – Ancient Civilizations of Southwest Asia

**TIMELINE: 3500 – 500 B.C.**

Hunters and Gatherers

Mesopotamia

Babylonia, Israel and Assyria

### **Big Idea: How does geography effect civilizations?**

#### **Essential Questions:**

- How did the early people use their surroundings to help themselves survive?
  - How did location affect how early people lived?
  - How did the development of agriculture change human life?
- How did geography affect the farming methods and the crops of the New Stone Age Farmers?
  - How did geography affect civilization in the Fertile Crescent?
  - Why did empires rise and fall in Mesopotamia?
- How did Assyria's harsh rule weaken the empire of Mesopotamia?



OUTCOMES FOR MESOPOTAMIA	RESOURCES
<p><b><u>Hunters and Gatherers: Stone Ages</u></b></p> <p><b><u>Geography: 6.6</u></b>            Give the <b>global address</b> for the Hunters and Gatherers of the Stone Age            (Continent, hemisphere, latitude, longitude)</p> <p><b><u>World History: 6.3</u></b>            Discuss how the use of <b>fire and tools</b> changed the lives of the early people            Explain how scientists learn about the early people from <b>artifacts</b>            Explain how the search for food caused <b>migration</b> of groups of people            Evaluate the <b>change</b> that occurred in the <b>food supply</b> of early people            Analyze the <b>positive and negative effects</b> of the shift from food collecting to food <b>producing</b>            Analyze how farming improved life during the New Stone Age            Explain why the changes in farming created an agricultural revolution</p> <p><b><u>Economics: 6.5</u></b>            Explain how the earliest people interacted to meet basic needs</p> <p><b><u>Vocabulary Bank:</u></b>  <b>Hunter-gather, Old Stone Age, artifact, agriculture, surplus, barter, domesticate</b></p> <div data-bbox="470 1157 659 1442" data-label="Image"> </div> <p data-bbox="365 1442 764 1463">San man - Tribe of Hunters and Gatherers</p>	<p>It is expected that Social Studies in the middle grades be taught through an <b>abundance</b> of literature: <b><u>Fiction, non-fiction and poetry.</u></b></p> <p>Social Studies should be integrated into the reading, science and religion classes.</p> <p>It is expected that Social Studies be taught by the use of <b><u>interviews, site visits, software, music and art.</u></b></p> <p>It is expected that Social Studies is taught by using some of the vast resources on the Internet</p> <p>It is expected that Social Studies is taught by the use of individual <b><u>and small group projects,</u></b></p> <p><b>Webquests...</b></p> <p>Textbooks</p> <p>Macmillan- McGraw Hill – The World 2008            Scott Foresman: World Cultures – 2008            Harcourt: Ancient Civilizations - 2008            Houghton Mifflin –            World Cultures and Geography 2008</p>

OUTCOMES FOR MESOPOTAMIA	RESOURCES
<p><b><u>Mesopotamia</u></b></p> <p><b><u>Geography: 6.6</u></b></p> <p>Locate these waterforms on a map/globe: Mediterranean Sea, Tigris and Euphrates Rivers, Persian Gulf on a map and globe</p> <p>Identify these special landforms of Sumer: Fertile Crescent, desert, forest, sea, gulf</p> <p>Locate the surrounding regions of Sumer: Persian Gulf, Babylonia, Kush and describe their global addresses</p> <p>Describe the climate of Sumer and explain its' impact on Sumer's growth.</p> <p><b><u>World History: 6.3</u></b></p> <p>Describe effect of the Tigris and Euphrates rivers on the people of Mesopotamia</p> <p>Evaluate the importance of being able to control water to the people of the Fertile Crescent</p> <p>Draw conclusions about the importance of a surplus of crops for Mesopotamian civilization.</p> <p>Trace the rise of conflict in the Fertile Crescent</p> <p>Evaluate Sargon the Conqueror's contribution to ending the regional conflict in Mesopotamia</p> <p>Summarize the link between agriculture and religion in Sumer</p> <p>Explain the change in worship of one God by the ancient Israelites represented a change in religious belief in Mesopotamia</p> <p>Evaluate the Ten Commandments as an important part of the three major religions – Judaism, Christianity, Islam</p> <p>Analyze how the Phoenicians changed writing</p> <p>Classify the Sumerians according to social classes</p> <p>Compare and contrast Judaism to other ancient world religions</p>	<p><b>Webquests</b></p> <p>What is a webquest? An inquiry-oriented activity in which most or all of the information used by students is online. Webquest give links necessary to complete the project</p> <p><b>BUILDING BLOCKS OF A WEBQUEST</b></p> <p>Introduction Task Process Resources Evaluation Conclusion For a full explanation of Webquests for elementary students do yourself a favor and read from the 'father of the webquest' what exactly they are all about.</p> <p>Bernie Dodge, San Diego State University <a href="http://webquest.sdsu.edu/about_webquests.html">http://webquest.sdsu.edu/about_webquests.html</a></p>

# GRADE SIX: ANCIENT CIVILIZATIONS

## UNIT TWO: River View – Ancient Africa

### Egypt and Nubia

**TIMELINE: 3500 – 500 B.C.**

**Big Idea: How does geography effect civilizations?**

### Essential Questions:

- Why was ancient Egypt able to remain a great power for so long?
  - What were some features of the Egyptian culture?



## OUTCOMES FOR EGYPT

### Egypt

#### Geography 6.6

. Locate the **global address** of Egypt on maps, globes (Longitude, latitude, hemisphere, and continent...

Describe the special **landforms** of Egypt:

(Land around the Nile River – Fertile Crescent, Sahara desert, Oasis)

Describe the **Waterforms** in Egypt and the surrounding areas: Nile River

Discuss the **improvement** of irrigation methods, invention of dikes and canals and their impact in the growth of Egypt

Describe the **climate** of Egypt

Identify the **natural resources** of Egypt

Identify the **regions** around Egypt

#### World History 6.3

Examine the **artifacts** of ancient Egypt to find information about their lives

Assess the **Nile** River's importance to Egyptian civilization

Categorize events in the three major eras of ancient Egypt history - Old Kin, Middle Kingdom, New Kingdom

Identify the **major players** in the turning point of Egypt (King Tut, Hatshepsut, gods and goddesses, pharaohs...)

Explain the development and use of **hieroglyphics**

Analyze how a belief in **life after death** affected the Egyptians' lives

Describe the **scientific and medical contributions** of the Egyptian

Observe the **art and architecture** of ancient Egypt

## RESOURCES

How do you find Webquests on any topic?

- 1) Google them!
- 2) Type in any topic you want. e.g. *Webquests on the Lenape Indians*
- 3) You will be taken to a site rich with primary and secondary resources, activities, tasks, and games....

### **Best Webquests**

<http://eduscapes.com/sessions/travel/k3webquests.htm>

<http://www.pbs.org/teachers/thismonth/democracy/index1.html>

**Begin to teach the students how to use the wealth of resources available for understanding our global world:**

### **Electronic Atlas**

**Electronic encyclopedias**

e.g. [www.sfsocialstudies.com](http://www.sfsocialstudies.com)



OUTCOMES FOR EGYPT	RESOURCES
<p><b><u>Economics 6.5</u></b></p> <p>Explain the basis of Egypt’s economy            Explain how trade expanded and connected the people of ancient Egypt with other communities            Discuss the impact of the <b>growth of trade</b> in and out of the kingdoms of Egypt            Analyze the effect of <b>technology</b> on the civilization of Egypt (calendar, alphabet, and papyrus...)</p> <p><b><u>Citizenship and Government 6.2</u></b></p> <p>Evaluate how the pharaoh contributed to continuity in Egyptian life            Analyze the divisions in society of Egypt’s early society, Middle Society            Evaluate Hatshepsut’s unique place in early Egyptian history</p> <p><b><u>Ancient Nubia</u></b>  <b><u>World History 6.3</u></b></p> <p>Hypothesize about why the <b>Nubians and Egyptians</b> cooperated with each other            Summarize the outcome of the conflict between <b>Kerma and Egypt</b>            Evaluate the impact of the <b>Kushite conquest</b> of Egypt            Identify <b>iron weapons</b> as a technological advance that contributed to the end of the Kushite rule in Egypt            Compare/contrast view concerning the influence of the <b>Nubian and Egyptian civilizations</b> on each other            Evaluate the impact of Meroitic leaders on a Meroitic <b>culture</b></p> <p><b><u>Vocabulary Bank</u></b>            Pharaoh, dynasty, hieroglyphics, papyrus, mummy, pyramid</p>	<p><b>Art and Music and Literature in the Social Studies Lesson – Perfect Together</b></p> <p>Of all the subjects that elementary students learn the one that has the most potential for connecting the arts, music and literature together is Social Studies. Through the arts you as a teacher can expose the students to so much more about the time, the event, and the background than any one textbook could ever do. Textbook reading is by nature linear – line-by-line by line. By using the arts you connect so many concepts together around one piece of work – the event, the climate, and the mores of the people...</p> <p>There is just so much story – his story/her story – which we need to hand over to the students that we can no longer use our limited time using just one medium – the word.</p> <p><b>Important Site for Social Studies Teachers: National Council of Social Studies Teachers:</b>  <a href="http://www.socialstudies.org">http://www.socialstudies.org</a></p> <p><b>The Library of Congress has incredible primary and secondary sources – photographs, timelines, and stories.</b></p> <p><b>Google: americaslibrary</b></p>

# **GRADE SIX: ANCIENT CIVILIZATIONS**

## **UNIT Three: River View – Early Civilizations of Asia**

Ancient India  
Ancient China

**TIMELINE: India: 3500 – 500 B.C.**  
**China: 1700 B.C. – 200 B.C**



**Big Idea: How does geography effect civilizations?**

### **Essential Questions:**

**India:**

- What affected Indian's early civilizations?
- How did geography lead to the growth of cities in India?
- How did the Mauryan and Gupta empires develop in India?
- How did early Indian Empires take advantage of local geography to grow and prosper?

**China:**

- How did geography affect early Chinese civilization?

## OUTCOMES FOR ANCIENT INDIA

### Geography: 6.6

Give the **global address** of the Indus River area on maps and globes

Locate the global addresses of: India, Pakistan, Afghanistan, Northern India, Khyber Pass, Arabian Sea, Bay of Bengal, Indian Ocean

Describe the **landforms** around the Indus River

Describe the **waterforms** of the Indus River Valley.

Describe the **climate** of India and its impact on settlement, growth and development (Monsoons....)

Identify the **natural resources** of the Indus Valley

Asses the reasons for people of the Indus Valley settling on the banks of the Indus River

### World History 6.3

Summarize the influence of **geography and climate** on India

Describe the **cities and culture** of the Indus civilization

Explain the major beliefs of **Hinduism**

Describe the achievements of the **Mauryan Empire**

Explain the development and teachings of **Buddhism**

Identify the contributions of the **Gupta Empire**

Describe how the **communities** grew out of the farming and herding activities of the ancient Indian people

Assess what brought about the **breakup** of the Indus Valley (agriculture, river patterns reversed, and migration...

### Economics 6.5

Trace the **rise and development** of the Indus Valley in and through trade

Discuss the **positive and negative** effects of trading beyond the community of the Indus Valley for the people of the region

## RESOURCES

Lessons, activities and games on India

<http://www.historyforkids.org/learn/india/>

Check out: **C-Span for Educators**

### Note Taking from an electronic article.

- 1) Give the information you want a title. E.g. Colonial Homes
- 2) Use one index card for each note
- 3) Write one main sentence
- 4) Write two supporting detail sentences.

Title

**Main Idea: One sentence**

**One detail: One sentence**

**One detail: One sentence**

**One detail: One sentence**

## OUTCOMES FOR ANCIENT INDIA

### Citizenship and Government 6.2

Connect the role of the **family, the community and the political** structure to maintain law and order in ancient India

Discuss the people of ancient India's views of **power, authority, governance** and law.

Describe the basic **rights** of the people of ancient India (caste system...)

Explain the basic **responsibilities** of the ancient people of India to their society

### Vocabulary Bank for India

Monsoon, deity, reincarnation, caste, artisan ,Raja, export, import, epic



## RESOURCES

Teacher Resource of Merit – The materials you can get at PBS – Teachers – are very good.

<http://www.pbs.org/teachers/socialstudies>

### **Non-fiction Reading Internet Resources**

Research clearly shows us that students need help reading and understanding non-fiction materials. What better time or way to do learn this life-skill but by using non-fiction materials in and through the topics of Social Studies. Our students have access to the Internet – whether at school and at home. We need to find the ways to assign good reading materials to them on topics they need to study anyway. Assigning Webquests for homework, for project work will bring the students to materials that are readable and understandable.

Imagine the day when we say to our students, *“Your homework this week is to go to these Webquests and read materials about \_\_\_\_\_”*

### **Webquest on India**

Remember: To get good Webquests just Google them!  
Google: Webquests on Ancient India

[http://www.pocanticohills.org/links/webquests/webquest\\_india.htm](http://www.pocanticohills.org/links/webquests/webquest_india.htm)

OUTCOMES FOR ANCIENT INDIA	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p>Locate the <b>global address</b> of China on a map and globe</p> <p>Locate the <b>landforms</b> of China: mountains, desert, plateau, fertile soil</p> <p>Locate the <b>waterforms</b> of China: rivers, seas, oceans</p> <p>Describe the <b>climate</b> of China and its impact on settlement, growth and development</p> <p>List the <b>natural resources</b> of China and explain how the natural resources of China were used for survival and growth in China</p> <p>Assess the impact of the <b>Great Wall of China</b> on its civilization</p> <p>Explain the reasons the Chinese settled on the banks of the <b>Yellow River</b></p> <p><b><u>World History 6.6</u></b></p> <p>Describe life during the <b>earliest Chinese</b> civilizations</p> <p>Compare/contrast the <b>Shang and Zhou Dynasties</b></p> <p>Explain the accomplishments of the <b>Qin Dynasty</b></p> <p>Explain the changes in China under the <b>Qin Empire</b></p> <p>Compare/contrast three major schools of thought about how society should be run: <b>Teachings of Confucius, Following the Way, School of Law</b></p> <p><b><u>Economics 6.5</u></b></p> <p>Chart the <b>trading products</b> of ancient China</p> <p>Discuss how the natural resources of ancient China were used to aid in the growth of ancient China</p> <p>Describe the <b>positive and negative effects of trading</b> beyond the community for the Chinese</p> <p>Discuss how <b>trade connected</b> ancient China with other civilizations</p> <p>Chart the <b>positive and negative effects</b> of trade for China</p> <p>Describe the impact of <b>transportation and communication</b> linked ancient China to the wider world</p> <p>Analyze the impact of <b>Chinese trade</b> with the surrounding countries</p> <p>Analyze the effect of <b>technology</b> on the civilizations of China - irrigation, wheelbarrow, silk making...</p> <p>Analyze the impact on <b>China on the Silk Road</b></p>	<p style="text-align: center;"><b>Graphic Organizers</b></p> <p>Because the information students are learning is unfamiliar you need to do all that you can to help the students organize new information. By showing your student show to graphic organizers you will do much to help them focus and organized their new knowledge in meaningful 'chunks.'</p> <p>Graphic Organizers will help students capture their concepts on a topic and map out their understanding.</p> <p>Venn Diagrams, T-Charts, Time Lines, KWL charts, Sequence Charts and Main Idea/Detail Charts will give you the most mileage in capturing the learning.</p> <p>Caveat: Less is more. Choose the graphic organizers you use with your class carefully. Students need time and practice using the graphs.</p> <p>This site has some very good graphic organizers that you have permission to print out.  <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></p> <p>How can you get other graphic organizers?</p> <p style="text-align: center;">Google: graphic organizers</p> <p style="text-align: center;">Resources on China – and other ancient cultures  <a href="http://www.historyforkids.org/learn/china/">http://www.historyforkids.org/learn/china/</a></p>

## OUTCOMES FOR ANCIENT INDIA

### Citizenship and Government 6.2

Describe the **basic rights and responsibilities** of the people of ancient China – both for nobles and peasants

Define the concept of **dynasty**

Connect **our present system** of government in the US with **ancient China**

Assess the contributions of **Confucianism and Legalism** and their impact on our present form of government

### Vocabulary Bank for China

Warlord, oracle, Civil service, Silk Road



## RESOURCES

### Interdisciplinary Projects

Interdisciplinary projects are those they connect two or more academic subjects around a given theme or topic. They are usually done over a span of time – a week, two weeks, and unit projects. They usually allow students to work on the project alone, with a partner or in a small group of no more than 4.

Everything that we know about learner success tells us that when we give students a choice – choice of work partner(s), tasks, presentation...they will invest much more time and energy into the project.

Before the project even begins the students know exactly what they need to do to create a wonderful project because they have the **grading rubric**.

### **Thinkquest Library – for the students and by the students**

**Use the link below to go to a site that gives a whole new meaning to the term “Student Friendly.” You will find competitive projects from all around the world that students created and entered for adjudication at the Thinkquest Library.**

<http://library.thinkquest.org>

# GRADE SIX: ANCIENT CIVILIZATIONS

## UNIT FOUR: RIVER VIEW – Early Civilizations of Europe

**TIMELINE:** 2000 B.C. – 300 B.C. Greece

**TIMELINE:** 753 B.C. – 476 A.D. Rome

### Greece and Rome

**Big Idea:** Why do empires rise and fall?

### Essential Questions:

#### **Greece:**

- How did the geography of earlier civilizations help shape Greek culture?
  - How did Alexander the Great build his empire?

#### **Rome:**

- How did the Roman Republic develop?
  - How did the Roman Republic change as an empire?
- How did the Roman Empire decline?



OUTCOMES FOR ANCIENT GREECE	RESOURCES
<p><b><u>Geography 6.6</u></b></p> <p>Give the <b>global address</b> of Ancient Greece</p> <p>Identify the <b>landforms</b> of Ancient Greece (Crete, Athens, Sparta, Mount Olympus, rocky land, and fertile land in the valleys and along the coast mountainous regions, peninsulas, islands...)</p> <p>Identify the <b>waterforms</b> of Ancient Greece. (Aegean Sea, Mediterranean Sea, Ionian Sea)</p> <p>Describe the <b>problems</b> of farming in Greece; rise of marketplaces in the city-states; irrigation problems...)</p> <p>Describe the <b>climate</b> of Ancient Greece (warm, dry, rainfall)</p> <p>Identify the <b>natural resources</b> of Ancient Greece and explain how they were used (limestone, olive oil, wine, wool...)</p> <p>Identify the surrounding <b>regions</b> of Ancient Greece (Southern Europe, northern Africa, Asia Minor...)</p> <p><b><u>World History 6.3 Greece</u></b></p> <p>Appraise Ancient Greece's art, <b>architecture</b> and their <b>artifacts</b> and discuss their meaning</p> <p>Describe the <b>religious beliefs</b> of the Greek people (gods and goddesses, Oracles, Olympians, Zeus, Hera, Aphrodite, Apollo, Athens) Identify the contributions of ancient Greece to Western culture</p> <p>Describe the origin of the Greek <b>marathon</b></p> <p>Identify Greek's contribution to <b>medicine</b> (Hippocrates; Hippocratic Oath)</p> <p>Contrast forms of government in Greek city-states</p> <p>Compare/contrast the <b>schools</b> of <b>Athens</b> and <b>Sparta</b></p> <p>Analyze the effects of war on the Greeks</p> <p>Describe <b>Alexander's Empire</b></p>	<p>Begin to use Primary Documents for historical turning points in American History:</p> <p><b>Primary Documents</b></p> <p>Artifacts, letters, diaries, speeches, interviews</p> <p>Sometimes primary documents are not available so you have to use <b>Secondary Documents</b> – <i>second hand accounts</i> of a turning point:</p> <p>Biography, newspaper account, historical fiction...</p> <p><b><u>Note Taking from Primary and Secondary Sources</u></b></p> <p><b>This would be a good time to combine teaching students how to take notes from electronic resources and what plagiarism means and why it totally unacceptable.</b></p> <p><b>Plagiarism</b> is a rapidly growing problem in many venues today. Because it is so easy to locate information using the Internet, students have given in to the temptation to take materials and use them for their own. This needs to be addressed by all who are in the education field -- by teaching the observance of proper <a href="#">citation</a> and <a href="#">copyright compliance</a> AND by making sure our students know that stealing someone else's work is wrong</p>

## OUTCOMES FOR ANCIENT GREECE

### Economics: 6.5 Ancient Greece

Trace how **trade** connected Greece with neighboring communities

Describe the **positive and negative** effects of **trade** with neighboring communities for the Ancient Greeks

Connect the impact of **transportation and communication** links for Greece both within Greece and outside the region

### Citizenship and Government 6.2 –

#### Ancient Greece

Describe the contributions of the **Greek legal heritage** (government, democracy, trial by jury, equality under the law)

Chart the **rights and responsibilities** of the people of Athens and Sparta both as citizens and non-citizens

Chart the **requirements** of becoming a **citizen** of Athens or Sparta

Describe the rise of the **city-state** in Greece and explain its main features

Sequence the change from an **oligarchy** to a **democracy** in Greece

Explain the role of the **Assembly in Athens**

#### **Vocabulary Bank for Ancient Greece**

Tsunami, philosopher, Monarchy, tyrant, oligarchy, democracy, plague

## RESOURCES

### Independent Reading

It should be a non-negotiable in your classroom that during each unit of study on the ancient cultures the students spend time at home and during free time during school to broaden their background on the culture by doing lots of age appropriate reading and note taking.

Below you will find a few books that the students can search out in your classroom library, school library or local library.

Note: The closer the books are to the students the more you improve the chances of the students will read them. Hence, **classroom libraries** should have an abundant supply of children's literature. As a rule of thumb each classroom library should have about **100 age appropriate books** on topics across the social studies' spectrum.



**Ancient Greece ( The Acropolis)**

## OUTCOMES FOR ANCIENT ROME

### Geography 6.6

- Locate the **global address** of Ancient Rome on maps and globes
- Describe the **landforms** of Ancient Rome (Boot – peninsula, Apennines Mountains, Alps,
- Describe the **waterforms** of Ancient Rome (Po River, Mediterranean Sea, Tiber River
- Discuss the **improvements** of irrigation, travel, bridges, aqueducts of Ancient Rome and show how they improved life for the people
- Describe the function of the **protective devices** in the Roman cities (Servian Wall, Aurelian Wall...)
- Describe the **climate** of Ancient Rome and show its impact on settlement, growth and development of the area
- Identify the **natural resources** of Ancient Rome that contributed to its growth (fertile soil, rich minerals, marble quarries, thick forests, vineyards, olive orchards...)
- Describe the invention of **crop rotation** and its impact on the agriculture of Ancient Rome
- Discuss the reasons for **settling** on the banks of the Tiber River
- Describe the surrounding **regions** of Ancient Rome



Ancient Rome

## RESOURCES

### Webquest on Ancient Rome

<http://eprentice.sdsu.edu/J03OW/dopart/WQS.html>

Remember: To find good Webquests on the Internet you just have to Google

Google: Webquest on Ancient Rome

Finding good Webquest is such an effortless way for you and your students to get – in one place – wonderful information on any given topic. Webquests written by teachers – or by students – will be age appropriate if you choose the ones for the elementary grades.

### Another Webquest on Ancient Rome

<http://www.42explore2.com/rome.htm>

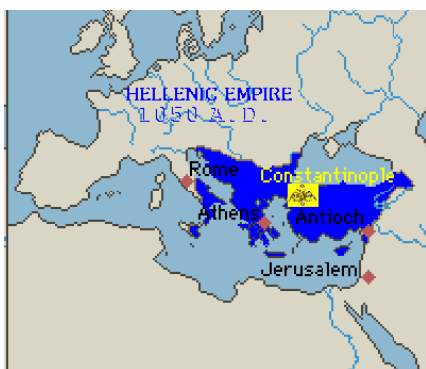
### Lessons, informational reading on Ancient Rome

<http://www.historyforkids.org/learn/romans>

## OUTCOMES FOR ANCIENT ROME

### World History 6.

- Discuss the **art, architecture and artifacts** of Ancient Rome (temples, public baths, Pantheon, Catacombs...)
- Distinguish the main highlights of Ancient Roman **sculpture and painting** (public monuments, columns, arches, wall paintings...)
- Identify the important **literature** pieces of Ancient Rome (Cicero, Horace...)
- Compare and contrast the **myths and legends** of the gods and goddess of the literature of Ancient Rome
- Describe the main forms of **entertainment** of Ancient Rome (Coliseum, Circus Maximus, Roman Theatre...)
- Explain the influence of **geography** on the Italian peninsula
- Identify the **causes and effects** of the growing desire for **political power** among various groups in Rome
- Describe the struggles between Carthage and Rome and the outcome of those struggles
- Describe Octavian's route to power
- Analyze the growth and decline of the Roman Empire
- Explain the development of early Christianity
- Compare/contrast Constantinople with Rome



**Byzantine Empire**

## RESOURCES

### Independent Reading

Throughout any unit in Social Studies it should be a strong expectation that students read independently on the topic – **at home and in their free time**. The students should be encouraged to share their books at regularly held **Book Circles**.

### **Rome: A World Power**

#### **The Roman Coliseum**

by Fiona Macdonald

Bedrick, 1977 (48p)

The author describes the Coliseum, its engineering and construction, and explains why it was built.

#### **First Facts About the Ancient Romans**

by Fiona Macdonald

Bedrick, 1997 (32p)

Unusual information about the Romans and its supporting documentation is presented in a simple format.

#### **Cleopatra**

by Peter Vennema and Diane Stanley

Morrow, 1994 (48p)

This thoroughly researched and beautifully illustrated book tells the story of the queen of the Nile

OUTCOMES FOR ANCIENT ROME	RESOURCES
<p><b><u>Economic 6.5</u></b></p> <p>List the <b>trading products</b> of Ancient Rome</p> <p>Discuss the <b>positive and negative</b> effects of trading beyond the community for the Ancient Rome</p> <p>Assess the effects of <b>technology</b> on the civilization of Rome (crop rotation, improvements in travel, manufacturing techniques, aqueducts....)</p> <p><b><u>Citizenship and Government 6.2</u></b></p> <p>Analyze the government of Rome during the Republic</p> <p>Contrast the rights of the <b>patricians</b> with those of the <b>plebeians</b></p> <p>Compare and contrast the <b>rights</b> of the citizens of Ancient Rome with those of the non-citizens</p> <p>Compare and contrast the <b>responsibilities</b> of Ancient Roman citizens and non-citizens</p> <p>Sequence the <b>evolution of the government</b> of Ancient Rome (Kingship to Republic)</p> <p>Connect <b>our present system of government</b> with <b>Ancient Rome</b> (branches of government: senators, tribunes, consul, assemblies of Citizens)</p> <p>Compare and contrast the <b>laws</b> for citizens and non-citizens from Ancient Rome</p> <p>Identify the key <b>legal documents</b> of Ancient Rome (Laws of the Twelve Tables)</p> <p><b>Vocabulary Bank for Ancient Rome</b></p> <p>Republic, patrician, plebeian, consul, civil war, Pax Romana, census, aqueduct</p>	<p><b>RESOURCES</b></p> <p><b>Go to the Source!</b></p> <p>In preparing your lessons on the ancient cultures what better source could you go but to the <b>Museum of Art!</b></p> <p>Remember: Google: Museum of Art</p> <p><a href="http://www.metmuseum.org/explore/index.asp">http://www.metmuseum.org/explore/index.asp</a></p> <p><b>History for Kids</b></p> <p>History for Kids is a very good source that you can have the students use for home and independent projects. This site can be used for all of the cultures.</p> <p><a href="http://www.historyforkids.org/learn/romans/art/index.htm">http://www.historyforkids.org/learn/romans/art/index.htm</a></p> <p><b>Wonderful lessons, ideas, activities for Ancient Rome</b></p> <p><a href="http://www.proteacher.com/090084.shtml">http://www.proteacher.com/090084.shtml</a></p>

# GRADE SIX: ANCIENT CIVILIZATIONS

## UNIT FIVE: Early Civilizations of Ancient North Americans

### TIMELINE:

**Olmec: 1200 B.C. – 400 B.C.**

**Maya: 500 B.C. – 1500 A.D.**

**Aztec: 1300 A.D. – 1500 A.D.**

**Inca: 1200 A.D. – 1600 A.D.**

**Big Idea: Why do empires rise and fall?**

### Essential Questions:

- How did early civilizations adapt in North America
- How did empires develop and fall in the Americas



## OUTCOMES – ANCIENT NORTH AMERICA

### Geography 6.6 – North America

- Locate the **global address** of North America on maps and globes
- Describe the contrasting **landforms** of North America
- Describe the **waterforms** of North America
- Describe the contrasting climate of North America

### World History 6.3 – Ancient North America People

#### Olmec

- Explain theories of how North America was populated
- Describe life in the early Olmec farming communities
- Describe the rise and fall of the Olmec civilization

#### Maya

- Identify the contributions of the Maya culture
- Contrast the Maya and Olmec cultures
- Trace the decline of the Mayan cities

#### Aztec

- Identify the contributions of the Aztec
- Summarize the origin of Aztec influence in Mexico
- Analyze how Aztec adapted to and changed their environment
- Describe how the Empire grew
- Evaluate the effect of the arrival of Spanish conquistadors on the Aztec

#### Inca

- Explain the accomplishments and beliefs on the Inca
- Describe what enabled the Incas to rise to power
- Summarize the Inca method of governing an empire
- Describe aspects of Inca life and work

## RESOURCES

### Group Projects

In order to connect Ancient Asia, Africa and Europe with Ancient North America it is important that the students see the rise of civilizations in North America.

Suggestion: Let the students experience this unit on North American cultures in and through projects. Divide the class into four groups: Olmec, Maya, Aztec and Inca. Provide the students with a clear template of what you want the students to produce as a product of their study.



**Aztec Warriors**

# GRADE SIX: ANCIENT CIVILIZATIONS

## UNIT SIX: Early Civilizations of the Arab World

**TIMELINE: 500 A.D. – 1500 A.D.**

### Arabia

**Big Idea: How do cultures influence each other?**

#### **Essential Questions:**

- How did the growth of Islam change Arabia?



## OUTCOMES – The Arab World

### Geography 6.6

Locate the **global address** of the Arabian Peninsula on maps and globes  
Describe the contrasting **landforms** of the Islamic Civilization  
Describe the **waterforms** of the Islamic Civilization  
Describe the **climate** of the Islamic Civilization and its impact on settlement, growth and development  
Describe how the **natural resources** were used in the growth of the Islamic Civilization

### World History 6.3

Use the art, **architecture and artifacts** of the Islamic Civilization describe the lives of the people of the ancient Islamic Civilization  
Discuss the effects of **geography** on Arab peoples  
Sequence events in the life of **Mohammad**  
Explain the basic beliefs of Islam – **Five Pillars of Islam** – as evidenced in the Koran

### Economics 6.5

Describe how the **natural resources** of the Islamic Civilization were used to aid its growth  
Assess the **positive and negative effects** of trade on the Islamic Civilization

### Citizenship and Government 6.2

Describe the **values** imbedded in the Islamic faith regarding community life  
Discuss the **basic rights and responsibilities** of the citizens of the Islamic Civilization

## RESOURCES

Students should read current newspaper articles and magazine articles to compare life today about the Arabian Peninsula.

**Question:** How is the Islamic culture impacting on today's societal life?



Islam

## Social Studies Standards: Strategies and Assessment

	<b>RECALL/ COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS</b>	<b>SYNTHESES</b>	<b>EVALUATION</b>
<b>WORD</b>	Read/listen/respond: Greek myths, poems, stories...	Describe: Origins of the Olympic Games	Compare/contrast: Life in the two city-states: Athens and Sparta	Compose: Anthem to Alexander the Great	Assess/critique: Forms of government in ancient Greece
<b>LOGIC</b>	Map/globe: Contour map of geographic features of the Italian peninsula	Apply: Venn diagram: Governments of Roman Republic and the United States	Categorize: Achievement of ancient Rome	Case Study: Daily life of a student in ancient Rome	Decide: Impact of ideas of ancient Rome – e.g. legal system
<b>PICTURE</b>	CD-Rom: View movie of Hinduism	Illustrate and explain: Monsoon season in ancient India	Categorize: Basic beliefs of Hinduism	Infer: What was it like for a student to live in ancient India	Choose: Favorite scene from art of ancient India. I liked _____. I wondered _____.
<b>BODY</b>	Construct: Diorama of geography of ancient China	Dramatize: Legends of Buddha	Generate questions: Interview with Confucius	Create: Silk designs from China	Panel: Contributions of ancient China
<b>MUSIC</b>	Listen/sing: Walk Like an Egyptian	Record Feelings: Respond to the word meaning of the song Walk Like....	Generate questions: Based on the song Walk Like an Egyptian	Compose: Song about Hatshepsut	Evaluate: Role of Hatshepsut in Egyptian history
<b>PEOPLE</b>	Discuss: Code of Hammurabi	Game: Trading on the Tigris and Euphrates	Investigate: Sumerian City Life	Produce: Play about the role of the merchants of Sumer	Conclude; Major contributions of Sumerian society
<b>SELF</b>	Journal: Typical day in the life of a student in ancient China	Select: Favorite part of story, <u>The Chinese</u> by Pamela Odijk	Analyze: Varied and unusual effects of flooding and famine in ancient India	Plan: Trip to outstanding sites in ancient Rome	Grade: Meaning of the theme from book, <u>The Great Alexander the Great</u>