

# 6TH GRADE



## Social Studies

### ***Course Description:***

Ancient Civilizations: Prehistory to Rome

### ***Enduring Understandings:***

- 1. Archaeology provides evidence about past cultures.**
- 2. Ancient Civilizations developed because of the civilization's interaction with their environment.**
- 3. Much of what exists in the modern world evolved from developments and events in earlier time periods.**
- 4. A comprehensive knowledge of the past helps us make better decisions as citizens today.**

### ***Essential Questions:***

How have ancient civilizations impacted the modern world?  
How do political, social and economic systems develop?  
How does geography impact civilization?  
How have people's needs for self expression through the arts changed?  
What are the similarities and differences between ancient cultures?  
What are the factors that contribute to the rise and fall of civilizations?

### ***Course Academic Vocabulary:***

Content: geography, political systems/government, economics, social systems/classes, religion, culture/custom, civilization, contributions/advancements.

Thinking: metacognition, inferences, cause and effect, interpret, questioning, prediction, connecting, visualizing, summarizing, compare and contrast, analyze

<b>Unit Title: Place &amp; Time: Geography &amp; Prehistoric People</b>	
<b>Stage 1 - Desired Results</b>	
<b>Established Goals: To lay the foundation for future studies of ancient civilizations.</b>	
<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <p>Where you live affects how you live.</p> <p>Artifacts tell the story of our beginnings to modern day.</p> <p>Revolutions in history have a longstanding impact.</p>	<p><b>Essential Questions:</b></p> <p>Why is where important? How have ancient civilizations impacted the modern world?</p>
<b>Essential Vocabulary:</b> landforms, river systems, natural resources, archaeology, artifacts, prehistory, civilization, specialization, Neolithic Revolution	
<p><b>Resultant Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>the impact landforms, river systems, and natural resources have had on history.</li> <li>artifacts and legends serve as evidence for what we know about the past.</li> <li>advances in technology benefitted early humans.</li> <li>the causes and effects of the Neolithic Revolution.</li> </ul>	<p><b>Resultant Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>interpret and use maps</li> <li>identify cause and effect</li> <li>determining importance of archaeological evidence</li> <li>comparing and contrasting different ages</li> <li>analyze timelines</li> <li>infer and predict future trends</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li><b>Six Elements of Geography template</b></li> <li><b>Neolithic Evolution activity</b></li> <li><b>Cave Art experience</b></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li><b>formative assessment: in-class discussion, homework, quizzes</b></li> <li><b>summative assessment: multiple choice tests, writing prompts</b></li> </ul>
<i>Adapted from Understanding by Design: Professional Development Handbook. McTighe and Wiggins. ASCD. 2004.</i>	

**Unit Title: River Valley Civilizations: Mesopotamia & Egypt**

**Stage 1 - Desired Results**

**Established Goals: Introduce the characteristics of a civilized society**

**Enduring Understandings:**

*Students will understand that...*

*Decisions of those in power, regardless of time period, can have positive and negative impacts on a civilization.*

*Daily life revolves around religion and their preparation for the afterlife*

*Characteristics of a civilized society include organization and social programs*

**Essential Questions:**

**Why is where important?**

**Why and how do political, economic, religious, and social systems develop?**

**How have people's needs for self-expression changed over time?**

**What are the similarities and differences between civilizations?**

**Essential Vocabulary: city-states, artisans, cuneiform, empire, reform, culture, pharaoh, pyramids & temples, mummification, hieroglyphics, Nile River, Upper Egypt, Lower Egypt.**

**Resultant Knowledge:**

*Students will know...*

- Why rivers were so important to the growth of Mesopotamian & Egyptian civilizations
- How religious beliefs influenced the lives of the Mesopotamian & Egyptian people
- The causes and effects of various characteristics of leadership
- How and why each civilization rose and declined.
- What the Mesopotamian & Egyptians contributed to other civilizations

**Resultant Skills:**

*Students will be able to...*

- *Analyze maps*
- *Compare and contrast: Egyptian Kingdoms, river valleys, leadership styles*
- *Interpret primary sources: Hammurabi's Code, Howard Carter's journal*
- *Draw conclusions about effective leadership*
- *Distinguish between fact and opinion in historical context*
- *Determine what's important in a text*

**Stage 2 – Assessment Evidence**

**Performance Tasks:**

- **Draw layout of a city-state**

**Other Evidence:**

- **formative assessment: in-class**



<b>Unit Title: Place &amp; Time: Ideas and Armies</b>	
<b>Stage 1 - Desired Results</b>	
<b>Established Goals: Establish the importance of a strong economic system. Begin to analyze the characteristics of a polytheistic and monotheistic society.</b>	
<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <p>Unity within a civilization contributes to stability.</p> <p>A successful economy depends upon the appropriate use of its natural resources and the ability to trade.</p> <p>there are different implications of a monotheistic society as compared to a polytheistic one.</p>	<p><b>Essential Questions:</b></p> <p>Why is where important?</p> <p>How have ancient civilizations impacted the modern world?</p> <p>How do economic and religious systems develop?</p>
<b>Essential Vocabulary:</b> treaties, colonies, social justice, trade, monotheism, polytheism	
<p><b>Resultant Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• how the Phoenician alphabet benefited future civilizations (trading of ideas)</li> <li>• supply and demand and its implications</li> <li>• want versus need</li> <li>• religion influences the way one lives</li> </ul>	<p><b>Resultant Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• interpret and use maps</li> <li>• identify cause and effect</li> <li>• determining importance of archaeological evidence (Phoenician ships)</li> <li>• comparing and contrasting different Phoenician and Hebrew civilizations</li> <li>• analyze timelines</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Trading Activity between civilizations</b></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>formative assessment: in-class discussion, homework, quizzes</b></li> <li>• <b>summative assessment: multiple</b></li> </ul>
<i>Adapted from Understanding by Design: Professional Development Handbook, Middle Level, ASCD, 2004</i>	

	<b>choice tests, writing prompts</b>
<b>Stage 3 – Learning Plan</b>	
<b>Learning Activities: (WHERE TO format)</b>	

**UbD Unit Template**

<b>Unit Title: The Greeks</b>	
<b>Stage 1 - Desired Results</b>	
<b>Established Goals: Establish the importance of Greek contributions to the modern world. Understand the fundamental differences between Greek ideals and the ideals of previous civilizations studied.</b>	
<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <p>The Greeks provided the foundation for later western civilizations</p> <p>Democratic reforms have long-reaching impacts</p> <p>War has both positive and negative outcomes</p>	<p><b>Essential Questions:</b></p> <p>Why is where important? How have ancient civilizations impacted the modern world? How have people's needs for self-expression changed over time? What are the differences between eastern and western civilizations? What factors contribute to the rise and fall of civilizations?</p>
<b>Essential Vocabulary:</b> democracy, constitution, city-state, Dark Age, science and philosophy, mythology, alliance	
<p><b>Resultant Knowledge:</b> <i>Students will know...</i></p> <p>how Greek contributions have impacted the modern western world. (science, math, Olympics, philosophy, and culture)</p> <p>the components of a democratic government.</p> <p>how the Peloponnesian and Persian wars changed the flow of history.</p> <p>why the city-states declined.</p> <p>how Alexander tried to unify his empire.</p>	<p><b>Resultant Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• interpret and use maps</li> <li>• recognizing bias through primary sources</li> <li>• identify cause and effect</li> <li>• comparing and contrasting different city-states (Athens &amp; Sparta)</li> <li>• analyze timelines/sequence the events that illustrate the rise and fall of Athens</li> <li>• infer and link across time</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Tasks:</b> <b>Greek Day: may include Olympic</b></p>	<p><b>Other Evidence:</b></p>
<small><i>Adapted from Understanding by Design: Professional Development Handbook, McTighe and Wiggins, ASCD, 2004.</i></small>	

<p><b>Games, orations and mock trials and elections, philosophic debates, theater performances or food.</b></p>	<ul style="list-style-type: none"> <li>• <b>formative assessment: in-class discussion, homework, quizzes</b></li> <li>• <b>summative assessment: multiple choice tests, writing prompts</b></li> </ul>
<p><b>Stage 3 – Learning Plan</b></p>	
<p><b>Learning Activities: (WHERE TO format)</b></p>	

**UbD Unit Template**

<b>Unit Title: The Romans</b>	
<b>Stage 1 - Desired Results</b>	
<b>Established Goals: The specific decisions (either individual or group) impact the success and longevity of the civilization.</b>	
<p><b>Enduring Understandings:</b> <i>Students will understand that...</i></p> <p>United States government is based on the Roman Republic form of government.</p> <p>Distribution of power can have positive and negative affects.</p> <p>Empowerment of social classes can yield political and social change.</p> <p>Empires fall for geographic, social, and political reasons.</p>	<p><b>Essential Questions:</b></p> <p>Why is where important?</p> <p>How have ancient civilizations impacted the modern world?</p> <p>How do political social, religious, and economic systems develop over time?</p> <p>What are the differences between eastern and western civilizations?</p> <p>What factors contribute to the rise and fall of civilizations?</p>
<b>Essential Vocabulary:</b> republic, empire, plebian, patrician, The Forum, legions, dictator, Pax Romana	
<p><b>Resultant Knowledge:</b> <i>Students will know...</i></p> <p>The various ways to expand an empire: geographically, militarily, culturally and economically.</p> <p>The differences between the government during the Republic and the Empire.</p> <p>The impact of government on social systems and vice versa.</p> <p>All aspects of Roman civilization are interconnected.</p> <p>Augustus ruled the Roman Empire.</p> <p>The consequences of a weak government. <b>(Fall of the Roman Empire)</b></p>	<p><b>Resultant Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• interpret and use maps</li> <li>• sequence the events of the Punic Wars</li> <li>• list the effects of the Punic Wars</li> <li>• evaluate leaders and their decisions</li> <li>• analyze cause and effect (Fall of Rome)</li> <li>• infer and link across time</li> <li>• compare and contrast Republic &amp; Empire</li> </ul>

<b>Stage 2 – Assessment Evidence</b>	
<b>Performance Tasks:</b> <b>Graphic organizers, Detectives in Togas, Maps</b>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• <b>formative assessment: in-class discussion, homework, quizzes</b></li> <li>• <b>summative assessment: multiple choice tests, writing prompts</b></li> </ul>
<b>Stage 3 – Learning Plan</b>	
<b>Learning Activities: (WHERE TO format)</b>	

**UbD Unit Template**