

Grade 6 Social Studies Curriculum - Unit 3

“History is about high achievement, glorious works of art, music, architecture, literature, philosophy, science, and medicine -- not just politics and the military -- as the best of politicians and generals have readily attested. History is about leadership, and the power of ideas. History is about change, because the world has never not been changing, indeed because life itself is change.”

David McCullough, 2003

ACADEMIC YEAR - ESSENTIAL QUESTIONS

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

ACADEMIC YEAR - ENDURING UNDERSTANDINGS

- Civilization is a multi-faceted reflection of the
 - Five Aspects of Civilization
 - History
 - Culture
 - Government
 - Economy
 - Technology
- Access to water leads to the development of a civilization's resources, trade and inventions.

- Humans shape and adapt to their environment to meet their needs.
- Creative use of one's surroundings/resources may lead to economic growth and stability.
- Humans develop and continuously improve tools and other technologies to more efficiently meet their basic needs of food, shelter, and clothing.
- Government power and authority shape the rights and responsibilities of individuals in societies.
- Language, literature and the arts reflect the values and beliefs of a civilization.
- Competition for scarce resources may lead to conflict and struggle.
- Development of a strong infrastructure can strengthen a civilization.
- Movement of goods, people, and ideas are conduits for cultural change.

NJ STUDENT LEARNING STANDARD & ERAS

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 1. The Beginnings of Human Society Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) Early River Valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Era 4. Expanding Exchanges and Encounters (500 CE–1450 CE) The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Essential Questions/Skill Focus	Assessment Plan
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<p>Students will consider the following questions:</p> <p>How does physical geography contribute to the political, economic, and cultural development of a particular civilization?</p> <p>How do geographic factors stimulate the movement of goods, people, and ideas?</p> <p>How and why does the rule of law develop in civilizations?</p> <p>How do religion and government exercise authority over people?</p> <p>How do the technological/educational advancements and legacies left by this civilization contribute to its historical significance and, in particular, affect our present-day society?</p>	<p>Content Assessments (Formative & Summative)</p> <p>Examinations</p> <p>Performance Projects</p> <p>Essays/Document-Based Questions</p> <p>Collaborative/Group Projects</p> <p>Presentations</p> <p>Short Answer Questions</p> <p>Simulations/Reenactments/Role Play</p> <p>Group Discussion</p> <p>Direct Observations</p> <p>Oral Questioning</p>
Enduring Understandings	NJSLs – Social Studies
<ul style="list-style-type: none"> • Ancient Greece is the foundation of western culture. • Democracy is a Greek creation. • Greece’s traditionally independent cities provided the foundation for government rule by people. • Greeks worshipped many different gods and goddesses, which explained natural phenomena. • Men and women conducted different business in ancient Athens. Slaves were common. • Life in ancient Sparta was strictly ruled by the state in order to create a powerful army. • Alexander the Great expanded Greek culture westward • Many aspects of Greek civilizations are still valued today. • Rome’s geographic setting helped the city grow into an important civilization. • Rome’s early ruling people, the Etruscans, were overthrown by Romans who established a Republic as a reaction to their rule. • The expanding Roman Empire was a challenge for Augustus and other emperors who ruled it. • The Greeks influenced Roman learning and religion. • The Romans were masters at creating large public buildings, road networks, and aqueducts. 	<p>6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p> <p>6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline</p> <p>6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p> <p>6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p> <p>6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p> <p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p> <p>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</p> <p>6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite</p>

<ul style="list-style-type: none"> ● Roman law spread throughout the empire and continues to influence civilizations today. ● There were very few rich, and many poor, people in ancient Rome. ● Slavery was common in ancient Rome. ● As Christianity spread, Roman officials viewed Christians as enemies and persecuted them. 	<p>Jewish Law).</p> <p>6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</p> <p>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p> <p>6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization</p> <p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p> <p>6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China</p>
SIOP Strategies	Accom/Mod/GT/AT
<ul style="list-style-type: none"> ● Think-Pair-Share ● White Board Response ● Cooperative Learning Strategies ● Comprehension Strategies 	<p><i>Accommodations:</i></p> <ul style="list-style-type: none"> ● Extended Time for assignments ● Re-teaching material ● Homogeneous grouping ● Present information in various formats ● Graphic organizers ● Modeling/Examples of expectations of assignments ● Redirection ● Break down tasks into smaller chunks <p><i>Modifications:</i></p> <ul style="list-style-type: none"> ● Modify amount of work required ● Offer multiple forms of assessment ● Differentiate assignments ● Allow extended time to complete assignments <p><i>Gifted and Talented/Academically Talented:</i></p> <ul style="list-style-type: none"> ● Encourage students to explore concepts in depth and encourage independent studies of investigations ● Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom. ● Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.

		<ul style="list-style-type: none"> Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Allow students to move more quickly through the material. 		
Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21 st Century Skills	Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Language Arts: RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, L.VL.6.3, RI.TS.6.4, RI.PP.6.5, RI.MF.6.6, RIAA.6.7, SL.II.6.2, SL.PI.6.4, W.WP.6.4. Science: Technology: Career Ready Practices: 9.4.5.TL.4, 9.4.5.TL.5, 9.4.8.CI.1, 9.4.8.CI.2, 9.4.8.CI.3, 9.4.8.CT.1, 9.4.8.CT.2, 9.4.8.CT.3, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.4.8.TL.5, 9.4.8.TL.6	<p>Substitution: Digital versions of materials are available.</p> <p>Augmentation: Students prepare, complete, and submit summative assessments using Schoology.</p> <p>Modification/Redefinition: Students will respond to discussion prompts and make/receive comments using Schoology.</p>	<input type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Economic and Government Influences <input type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i> <input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input checked="" type="checkbox"/> Global and Cultural Awareness <input checked="" type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy	Key Terms	agora bronze polis monarchy tyrant oligarchy tyranny democracy citizen demagogues metics slave jury assembly Doric Ionic Corinthian peninsula Hellenistic Era mythology representative tribune census Senate republic consul patrician

				plebeian aqueduct architecture gladiator dictator civil war pope
			People	Pericles Homer King Darius Miltiades Pheidippides Leonidas Themistocles Xerxes Council of 500 Romulus Remus Livy Hannibal Scipio Carthage Zama Cleopatra Julius Caesar Forum Augustus Caesar Diocletian Paul Jesus
			Places	Acropolis Platae Mediterranean Sea Crete Athens Sparta Aegean Sea

				Ionian Sea Italy Rome Sicily Alps Apennines Mountains Latium plain Tiber River Forum Pantheon Coliseum (or, Colosseum) Constantine Bethlehem Judea Nazareth Byzantine Empire Gaul
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Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
Week 1-2	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Greece Interdisciplinary Unit Materials Primary Archeological Resources Secondary Sources TBD	Unit will begin with a Notice & Wonder using a Primary Source image/document. SWBAT: <ul style="list-style-type: none"> ● Explore the early civilization of the Minoans ● Compare & contrast the Minoans & Mycenaeans ● Identify the geographic and climatic challenges for the Ancient Greeks ● Recognize the impact of sea trade on the development of Greek city-states ● Compare and contrast Athens and Sparta. Athens vs Sparta: Deep Thinkers vs Military Might? ● Evaluate the causes and outcomes of the Persian & Peloponnesian Wars The Persians & Greeks: Crash Course World History #5
Week 3-4	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Greece Interdisciplinary Unit Materials Primary Archeological Resources	SWBAT: <ul style="list-style-type: none"> ● Analyze The Golden Age of Greece including: <ul style="list-style-type: none"> ○ achievements ○ culture ○ daily life ○ Government - direct democracy

	Secondary Sources TBD The Ancient Greeks: Crucible of Civilization - Episode 1: Revolution (History Documentary)	<ul style="list-style-type: none"> ● Assess the spread of Greek culture through conquest <ul style="list-style-type: none"> ○ Alexander the GreatAlexander the Great: Crash Course World History #8 ● Reflect on the impact of Greek civilization on today's society <ul style="list-style-type: none"> ○ democracy ○ architecture ○ ancient mythologyGreek Mythology for Kids What is mythology? Learn all about Greek mythology ○ philosophy ● Review of concepts taught. ● Summative Assessment
Week 5-6	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Rome Interdisciplinary Unit Ancient Rome PowerPoint Primary Archeological Resources Secondary Sources TBD	SWBAT: <ul style="list-style-type: none"> ● Locate and describe the benefits of the geography of the Italian peninsula ● Understand the origins of Rome & the impact of the EtruscansThe Roman Empire. Or Republic. Or...Which Was It?: Crash Course World History #10 ● Define and explain Republican Government <ul style="list-style-type: none"> ○ Understand how and why the Roman Republic developed ○ Evaluate the causes of the Punic Wars ○ Understand how and why the Roman Empire evolved ○ Analyze Julius Caesar's and Caesar Augustus's role in the foundation of the Empire
Week 7-8	Geography Resources Five Themes of Geography Resources Five Aspects of Civilization Resources Ancient Rome Interdisciplinary Unit Ancient Rome PowerPoint Primary Archeological Resources Secondary Sources TBD	SWBAT: <ul style="list-style-type: none"> ● How did Roman Society & culture develop. Define & describe: <ul style="list-style-type: none"> ○ class divisions - plebeians vs. patricians ○ economy - trade & taxes ○ popular entertainment - gladiatorial games ○ art & literature - Greek influences, Humanism ○ science and engineering - roads, concrete, aqueducts ○ major beliefs and spread of Christianity - Ancestor worship, mythology, Jesus ChristChristianity from Judaism to Constantine: Crash Course World History #11 ● Evaluate the causes for the Decline of the Roman EmpireFall of the Roman Empire Mankind: The Story of All of Us (S1, E3) Full Episode History ● Evaluate their group's civilization in relationship to Ancient Greece & Rome (consider government, social structure, & religious beliefs) ● Review of concepts taught. ● Summative Assessment

		<ul style="list-style-type: none">• Unit will culminate with the same image/document asking students to Notice & Wonder to show their knowledge as well as any additional questions.
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