

Sixth Grade Social Studies Curriculum-World Civilization

Unit 1 : The Beginnings of Human Society

Time: September-October

Standards:

Essential Questions

- How do relationships between humans and environments impact spatial patterns of settlement and movement?
- How are historical events and developments shaped by social, political, cultural, technological, and economic factors?
- How does chronological sequencing help us track events over time as well as events that took place at the same time?
- Why does examining historical sources answer questions and lead to other questions in a spiral process of inquiry?
- How do political and civil institutions impact all aspects of people's lives?
- How do cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places?
- How are the diffusion of ideas and cultural practices impacted by the movement of people and advancements in transportation, communication, and technology?
- How do the environmental characteristics of places and the productions of goods influence the spatial patterns of world trade?

Enduring Understandings

- I can compare and contrast social organizations, natural resources and land use of early hunter/gatherers in early agrarian societies.
- I can use maps to examine the impact of various migratory patterns of hunter/gatherers.
- I can describe the influence of the agricultural revolution on the population growth and development of civilizations.
- I can determine the impact of technological advancements on hunters/gatherers and agrarian societies.
- I can describe how the development of both written and unwritten languages impacted human understanding, the development of culture, and social structure.
- I can demonstrate an understanding of pre-agricultural and post-agricultural periods.
- I can explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- I can analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- I can explain how geography influenced the development of the political, economic, and cultural centers of each empire.
- I can determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

Benchmark Assessment(s)

SWBAT create a timeline of various “Eras”: ancient and classical civilizations - that will be covered throughout the year. Use Prezi, Google Slides, or paper strips to present to the class the timelines of the various civilizations to be covered. (6.2.8.Geo.PP.1.b, 6.2.8.History.CC.1.a, 6.2.8.History.CC.1.b, 6.2.8.History.CC.1.c, 6.2.8.History.CC.1.d, 6.2.8.History.SE.1.a, 6.2.8.Civics.PI.4.a, 6.2.8.Geo.HP.4.b)

SWBAT understand the evolution of the Earth’s geography and the concept of Continental Drift Theory by reconstructing the puzzle idea of Pangea and the predictions made by Alfred Wegener. 6.2.8.Geo.PP.1.b

SWBAT create a comic strip from the perspective of a person living in both the Paleolithic and Neolithic eras. The comic strip will explain how the development of agriculture impacted daily life, population growth, technological advancements, trade, and the expansion of communities using domain-specific vocabulary. Writing should be clearly organized and appropriate to task, purpose, and audience. (6.2.8.Geo.PP.1.a, 6.2.8.History.CC.1.a, 6.2.8.History.CC.1.d, 6.2.8.History.SE.1.a)

Other Assessments

- ✓ Student Notebook
- ✓ Teacher observation and student participation
- ✓ TCI
- ✓ Unit test

Materials

- Student Notebooks
- TCI

SUGGESTED ACTIVITIES

- Students learn how the Post-Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade. This information is gathered by analyzing various texts and determining the meaning of domain-specific vocabulary. Students use this knowledge to create a comic book about two Stone Age characters. (RH.6-8.4)
- Otzi the Iceman investigation-use Mysteries in History: Ancient History workbook
 - o Students will investigate Otzi the Iceman and analyze evidence to develop their own theory about how Otzi died. (WHST.6-8.1B)
 - o There is also a PBS NOVA video about Otzi.
- Webquest for stone-age tools in shared documents
- Create a timeline of “big” eras to be covered

REINFORCEMENT

- Students annotate/sketchnote to retain and make connections to the text.
- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair up with a partner to share answers to various lesson activities as well as to read and collaborate on the Studies Weekly newspaper content.

ENRICHMENT

- Enhance the Writing Assignment:
Include one additional story page on which you explain how one of the key changes from Paleolithic to Neolithic life paved the way for modern society. For example, Modern Maria might explain that because Neolithic Nel and Nick began to specialize in one job, people in our modern society attend college or technical schools to learn specific skills.
- Write in the form of Readers Theater.
- Have students rehearse their dialogues, and then allow volunteers to present them before the class.

Sixth Grade Social Studies Curriculum-World Civilization

Suggested Websites

- www.teacherci.com
- <https://www.pbs.org/video/nova-iceman-reborn/#>
- www.historyforkids.net

Suggested Materials

- *Mysteries in History: Ancient History workbook*
- TCI Resources

Cross-Curricular Connections

21st Century Skills- Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Students will use technology to enhance productivity (CPR11).

Career:

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Language Arts - Students will use Language Arts standards for informational texts when they complete the readings for each unit.

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum-World Civilization

Unit 2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000-1000 BCE)

Time: November-January

Standards:

Essential Questions

- How do political and civil institutions impact all aspects of people's lives?
- How can human rights be protected or abused in various societies?
- How can geospatial technologies and representations help us to make sense of the distribution of people, places, and environments, and spatial patterns across Earth's surface?
- How are the physical and human characteristics of places and regions connected to human identities and cultures?
- How is economic interdependence impacted by increased specialization and trade?
- How are historical events and developments shaped by social, political, cultural, technological, and economic factors?
- How does chronological sequencing help us track events over time as well as events that took place at the same time?
- How do historians develop arguments using evidence from multiple relevant historical sources?
- How do cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places?
- How is the diffusion of ideas and cultural practices impacted by the movement of people and advancements in transportation, communication, and technology?
- How do the environmental characteristics of places and the productions of goods influence the spatial patterns of world trade?

Enduring Understandings

- I can explain how/why different early river valley civilizations developed similar government/legal structures.
- I can determine the role of slavery in the economic and social structures of early river valley civilizations.
- I can compare and contrast physical and political maps of early river valley civilizations and determine the geopolitical impact of these civilizations, then and now.
- I can determine the extent to which geography influenced settlement, development of trade networks, technological innovations, and sustainability.
- I can explain how technological advancements led to greater economic specialization, weaponry, trade, and the development of a class system in the early river valley.
- I can evaluate the importance and enduring legacy of the major achievements of the early river valley.
- I can analyze the impact of religion on daily life, government, and culture in various early river valleys.
- I can explain how the development of written language transformed all aspects of life in the early river valley.
- I can analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e. Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.GeoHP.4.a: Explain why the Arabian Peninsula's physical features and location made it the epicenter of

Sixth Grade Social Studies Curriculum-World Civilization

Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

6.2.8.GeoHP.4.b: Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.GeoGI.4.a: Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

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.

Benchmark Assessment(s)

SWBAT analyze a series of different artifacts from ancient Mesopotamia/Phoenicia. While analyzing each artifact, they will complete questions and diagrams that help them understand the importance and impact of each artifact. They will then take their understanding of these artifacts and relate them to modern-day artifacts that would help explain these categories: writing, stable food supply, social structure, government, religion, the arts, and technology. Students should write their findings including their reasoning supported with evidence as well as a conclusion. (6.2.8.Geo.HE.2.a, 6.2.8.Geo.GE.2.a, 6.2.8.History.CC.2.a, 6.2.8.History.CC.2.b, 6.2.8.History.CC.2.c, 6.2.8.Geo.HP.4.d, 6.2.8.History.CA.2a, 6.2.8.EconEM.3.a)

SWBAT create an essay that answers the question, "What did the pharaohs of ancient Egypt accomplish and how did they do it?" Students will cite evidence from the text, as well as provide specific evidence from at least three of the pharaohs studied in this unit. Writing should include clear organization, vocabulary, and a concluding statement. (6.2.8.Civics.PI.2.a, 6.2.8.Civics.HR.2.a, 6.2.8.Geo.SV.2.a, 6.2.8.Geo.GE.2.a, 6.2.8.Geo.HP.4.a, 6.2.8.Civics.PI.4.a, 6.2.8.EconEM.3.a)

SWBAT read about and describe each level of the social pyramid of Egypt. For each group of people, students will answer the question citing evidence "How did the social status of this group of people affect the daily lives of people in this social class?" Students will then be able to complete a social pyramid for a school building. They will identify how each group of people (school and ancient Egypt) are the same and how they are different. (6.2.8.Geo.SV.2.a, 6.2.8.Civics.PI.4.a, 6.2.8.Civics.HR.2.a, 6.2.8.Geo.GI.4.a, 6.2.8.History.CC.4.f)

Other Assessments

- ✓ Teacher observation and student participation
- ✓ Student Notebooks / Sketchnotebooks
- ✓ TCI
- ✓ Unit test

Materials

- Smartboard
- TCI
- Chromebooks

Sixth Grade Social Studies Curriculum-World Civilization

SUGGESTED ACTIVITIES

- Students learn about the characteristics of civilization and analyze artifacts to determine how each related to the characteristics of ancient Mesopotamia.
- Study the cuneiform alphabet, then using modeling clay and the Penn Museum website, have students write their names in cuneiform.
- Geography of Egypt: maps and additional readings
- Ancient Egyptian- Pharaohs students “visit” monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. Then they write a letter about what they have seen and learned on the tour. (RH.6-8.1, WHST.6-8.8)
- Set up stations around the room with various Egyptian information sources, have a large sheet of paper at each station, have students rotate around the stations adding comments to what they noticed about the information presented.
- Daily life in Egypt-students create and perform interactive dramatizations to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class.
- Horrible Histories YouTube video
- Mummy assembly
- Apple Mummification Process
- Egypt research projects-student driven on the topic of choice and presentation mode. The choice to work in pairs or individually.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair up with a partner to share answers to various lesson activities.

ENRICHMENT

- Theban Mapping Project (American University in Cairo, Egypt)
<http://www.thebanmappingproject.com/>
The Theban Mapping Project is a compilation of articles, databases, and other specialized resources on ancient Egypt. The main attraction, though, is the two interactive atlases on the Valley of the Kings and the Theban Necropolis that give an amazing and up-close way to examine these sites. Maps, images, models, and virtual tours are used in these engaging and hands-on resources. It is as if you are actually doing the excavation and exploration yourself! This site is an incredible way to experience the Ancient Egyptian pharaoh.
- Explore Ancient Egypt (Museum of Fine Arts, Boston, MA)
<http://www.mfa.org/node/9457>
The Boston Museum of Fine Arts houses "one of the finest Egyptian collections of its kind in the world," and this is an interactive tour of exhibits within the Egypt wing. Challenge students to find artifacts related to each of the social classes studied in this lesson. Ask, How do these new artifacts support or refute what you know about each social class in ancient Egypt? What additional questions do you have? What other sources could help you find answers to these questions?
- Write a Dialogue. Have pairs write and perform a dialogue between a Sumerian and a person living in the United States today. Their dialogue should include the following:
 - o two lines of dialogue in which the characters introduce themselves and the society they represent
 - o four lines of dialogue in which the characters discuss characteristics of a civilization that illustrate similarities between Sumer and the United States

Sixth Grade Social Studies Curriculum-World Civilization

- o four lines of dialogue in which the characters discuss characteristics of a civilization that illustrate differences between Sumer and the United States
- o two lines of dialogue concluding whether Sumer and the United States can be categorized as civilizations

Suggested Websites

- www.teachtci.com
- www.historyforkids.net
- www.ducksters.com
- <https://www.penn.museum/>

Suggested Materials

- TCI Resources
- Learn 360 videos

Cross-Curricular Connections

21st Century Skills - Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice their critical thinking, problem-solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Career:

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Language Arts:

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum-World Civilization

Unit 3: Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)

Time: February-June

Standards:

Essential Questions

- Why do governments have different structures which impact development and civic participation?
- Why are the principles of the United States government based on political philosophies, ideas, and experiences of earlier government?
- How have governments protected and abused human rights at different times throughout history?
- Why do people voluntarily exchange goods and services when all parties expect to gain as a result of the trade?
- How is economic interdependence impacted by increased specialization and trade?
- How are historical events and developments shaped by social, political, cultural, technological, and economic factors?
- How is an individual's perspective impacted by their background and experiences?
- Why do perspectives change over time?
- How do historical contexts and events shape and continue to shape people's perspectives?
- How do historians analyze claims within sources for perspective and validity?
- How do political and civil institutions impact all aspects of people's lives?
- How do cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places?
- How are historical events and developments shaped by social, political, cultural, technological, and economic factors?

Enduring Understandings

- I can compare and contrast methods used by Rome, China, and India to control and unify their empires.
- I can compare and contrast the American legal system with classical civilizations.
- I can explain the impact of the Athenian democracy and Roman Republic on the US Constitution.
- I can compare and contrast the rights and responsibilities of men, women and slaves of classical civilizations.
- I can explain how natural resources impacted classical civilizations.
- I can explain how natural resources led to the development and decline of classical civilization.
- I can explain and analyze the impact of trade routes and expansion affecting the Mediterranean World.
- I can explain how technology and innovation enhanced and divided civilizations.
- I can explain how religion, economic issues, and conflict shaped the values and decisions of the civilizations
- I can compare and contrast social hierarchies.
- I can compare the statuses of groups from that era to now.
- I can explain various world religions and their responses to global civilization.
- I can evaluate the legacies of Greece, Rome, India, and China over time.
- I can determine common factors that contributed to the rise and fall of civilizations.

- 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.
- 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 Jewish Law).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how

Sixth Grade Social Studies Curriculum-World Civilization

- I can analyze the role of religion and other means rulers used to expand territories.
- I can explain how geography influenced the development of civilizations.
- I can analyze how religion and economics shaped each empire's hierarchy.

individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

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.

6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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.

6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Benchmark Assessment(s)

SWBAT write a paragraph that explains the importance of the Ganges River on the settlement of ancient India. The paragraph will also include an explanation of at least two other geographical characteristics of the area and how these characteristics were not suitable for settlement.

(6.2.8.CivicsPI.3.a, 6.2.8.GeoPP.3.b, 6.2.8.HistoryCA.3.b, 6.2.8.GeoHE.4.a)

SWBAT write a paragraph that answers the questions "Why is the period during the Gupta Empire known as a "golden age?" Students will define the term "golden age" and then support their answer using at least three achievements they learned about through their study of ancient India.

(6.2.8.CivicsPI.3.a, 6.2.8.GeoPP.3.b, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b, 6.2.8.HistoryCC.4.f)

SWBAT create an illustrated timeline to show how the characteristics of the Roman Republic changed over time. Include the following: (6.2.8.CivicsPI.3.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b)

- the title "Rise of the Roman Republic"
- these dates: 616 B.C.E., 509 B.C.E., 494 B.C.E., 451 B.C.E., 287 B.C.E.
- a one-sentence summary for each date, explaining how the event changed

Other Assessments

- ✓ Unit test
- ✓ Student notebooks
- ✓ Teacher observation

Materials

- TCI
- Smartboard
- Chromebooks

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

government in the Roman Republic

- a simple illustration or symbol for each date

SWBAT write a dialogue between a rich Roman and a poor Roman that might have taken place in 100 C.E. The dialogue must (6.2.8.CivicsDP.3a, 6.2.8.CivicsHR.3.a, 6.2.8GeoPP.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryCC.4.f)

- be written as if two people were talking to each other.
- begin with these opening lines:

Rich Roman: "Life is great in the Roman Empire!"

Poor Roman: "Not for all of us! What's so good about your daily life?"

Rich Roman: "Rome is an amazing place if you have money. For example, . . ."

- describe at least four aspects of life from a rich Roman's perspective.
- describe at least four aspects of life from a poor Roman's perspective.
- be free of spelling and grammatical errors

SWBAT explain to what extent do Roman achievements affect your community today—not at all, barely, moderately, or greatly? On a separate sheet of paper, write a strong thesis statement answering this question. Then list at least three pieces of evidence that support your thesis statement. (6.2.8.CivicsDP.3a, 6.2.8.CivicsDP.3b, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryUP.3.b)

SWBAT create a storyboard for a children's book that explains the geography of ancient Greece.

Writing should contain domain-specific vocabulary. Topics should cover traveling from place to place, religions of the classical civilizations, visiting a farm, starting a colony, and sailing on a merchant ship. (6.2.8GeoPP.3.a, 6.2.8GeoPP.3.b, 6.2.8EconGe.3.a, 6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.c, 6.2.8.CivicsPI.4.a)

SWBAT create a report card for the different types of government (Monarchy, Oligarchy, Tyranny, Democracy) that were part of Ancient Greece. Students will rate each government based on making efficient decisions, giving equality to all people, and meeting the needs of the people. Students will write a paragraph explaining which type of government they feel was the best. Finally, students will discuss how they think these types of governments compare to America's current government structure. (6.2.8.CivicsDP.3b, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryCA.3.a)

SWBAT design three medallions to show the different ways in which Alexander the Great planned to build and unite his empire. Each medallion should include a picture, a corresponding title, and a caption that briefly describes how the medallion shows one part of his plan. (6.2.8.CivicsDP.3a, 6.2.8GeoPP.3.a, 6.2.8EconGe.3.a, 6.2.8.HistoryCC.4.f)

SWBAT create a physical map of China. They will work in groups to create their map and then present their map on a poster that also describes the different geographic regions of China. (6.2.8.CivicsPI.3.a, 6.2.8.CivicsHR.3.a, 6.2.8GeoPP.3.b, 6.2.8.GeoHE.4.a)

SWBAT to complete a project based on their opinion of Qin Shi Huangdi as a ruler. Using the information that they learned through the unit students will either create a wanted poster if they feel that Shi Huangdi was a poor ruler, or a commemorative plaque if they believe he was a good ruler. The creation must have a title, a picture, and at least three pieces of information to support their

Sixth Grade Social Studies Curriculum-World Civilization

opinion. (6.2.8.CivicsPI.3.a, 6.2.8.CivicsHR.3.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.EconGe.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.HistoryCA.3.b, 6.2.8.HistoryCC.4.f)

SUGGESTED ACTIVITIES

- Indus River Valley Webquest-in shared documents
- Geography of Ancient India- Students learn about eight key physical features on the Indian subcontinent during this Response Group activity. After discussing each feature's suitability for human settlement, students predict where they think the first settlements in India were located. (WHST.6-8.1B)
- Unlocking the Secrets of Mohenjodaro- Students visit eight research stations and role-play archaeologists as they examine artifacts to form ideas about daily life in this civilization. Afterward, they will read the Student Text to learn what archaeologists have determined about these ancient objects and structures.
- The Achievements of the Gupta Empire: Students assume the role of writers traveling through ancient India during the time of the Gupta Empire. They "tour" different sites throughout the empire to learn about the important achievements that were made during this "golden age." They use their notes to write and illustrate a palm-leaf book about their travels.
- Rise of the Roman Republic
 - Students experience the plebian struggle for equality in Rome. A group of students will be designated as "Plebs" and are tasked with producing "tiles." Another group is designated as "Pats." The working arrangement during the production of the tiles will simulate the relationship between patricians and plebeians in ancient Rome.
- Daily Life in the Roman Empire
 - Students learn about eight aspects of ancient Roman life, such as education and family life, and explore how a teenager might have experienced each.
- The Legacy of Rome in the Modern World
 - Students play the "Rome to Home" game to discover how aspects of Roman culture influence modern life.
- Geography and the settlement of Greece
 - Students analyze two thematic maps of ancient Greece. They use the maps to make predictions about where ancient Greeks settled and how they lived. Students then read to discover if their predictions were correct. (RH.6-8.7)
- The Rise of Democracy
 - Students participate in the four forms of government practiced in ancient Greece to determine which of their favorite songs they should listen to. Students will use characteristics from the four different types of government to determine which songs to listen to.
- Alexander and His Empire

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

Internet Projects: Ancient India

Pretend that you have been hired to complete a layout for an issue of *Dig It! Magazine* that highlights the archaeological discoveries made at Harappa and Mohenjodaro. Your layout should clearly address this question: What was daily life like in the Indus valley civilization? Support your answer by describing and analyzing artifacts found at both Harappa and Mohenjodaro. Some examples might include jewelry, games, statues, or buildings. Your layout must include many elements.

Internet Projects: Ancient Rome

Pretend that you are a scholar traveling around what used to be the Roman Empire in the year 500 c.e. The empire has fallen, and you are writing a eulogy to commemorate the achievements of the Romans. (A eulogy is a speech or piece of writing that praises someone or something, often after death.) Your eulogy must clearly answer this question: What are the lasting contributions of the Roman Empire? Your eulogy must include several elements.

Internet Projects: Ancient Greece

Pretend that you have the opportunity to invite three ancient Greeks to a dinner party that you are hosting for your family and friends. You should invite three individuals who can answer this question clearly: What should be remembered about the history and culture of ancient Greece? Your honored guests can be actual people, like Socrates, Sappho, or Alexander the Great. Or they can be

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

Students learn about Alexander the Great's rise to power and his plan to rule and unify his vast empire.

- Geography and the Early Settlement of China-
 - Students create a relief map and a geographic poster of China's five regions. In their groups, students share information about China's geography and then analyze how geography affected settlement and ways of life in ancient China. (RH.6-8.3)
- The First Emperor of China-
 - Students analyze four images and read the lesson to learn about and evaluate the rule of the Emperor of Qin. For two of the images, groups prepare an actor to "step into" the image and bring it to life.
- The Shang Dynasty
 - Students become "archaeologists" who have just discovered a Shang tomb, which they will "excavate" to learn about this civilization. Students then brainstorm ways they can avoid misinterpretation as they analyze artifacts from a Shang tomb
- Three Chinese Philosophies
 - Students learn the basic tenets of Confucianism, Daoism, and Legalism. They discuss quotes from Confucius, Laozi, and Hanfeizi, and decide which philosophy the quote matches. (RH.6-8.6)
- The Han Dynasty
 - Students visit seven stations, each one representing a part of Chinese life that was improved by a new practice, discovery, or invention during the Han dynasty.
- PBS NOVA terracotta warriors video and worksheet

fictional characters based on historical fact, such as an Olympic athlete, a Spartan soldier, or an Athenian slave. At least one should be a man and at least one should be a woman.

In order to make your honored guests feel welcome at your party, you will need to create a special invitation for your friends and family.

Ancient China

AskAsia (Asia Society)

<http://asiasociety.org/education-learning> Created as a comprehensive K-12 resource on Asia, AskAsia's mission is to strengthen mutual understanding between the United States and Asia. It does just that, with a variety of educational sections geared for student use. There are readings on a broad spectrum of topics, maps, photos, drawings, and timelines. Colorful and interesting, there are many attractive features, such as a Chinese translation guide and a map game on China's geographic regions. This site provides a helpful complement to the study of geography and the early settlement of China.

- The Incredible History of China's Terracotta Warriors (TED Ed)
<http://ed.ted.com/lessons/the-incredible-history-of-china-s-terracotta-warriors-megan-campisi-and-pen-pen-chen>

This TED Ed video looks at the history of Qin Shi Huangdi's elaborate tombs and the creation of the terra-cotta warriors. It also explains the difficulties in accessing the emperor's actual tomb.

Suggested Websites

- www.teachtci.com
- <https://www.bbc.co.uk/education/topics/zxn3r82>
- www.historyforkids.net

Suggested Materials

- TCI Resources

Cross-Curricular Connections

21st Century Skills: Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice to their critical thinking, problem solving skills, ethical leadership, and effective management in order to be

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Students will use technology to enhance productivity (CPR11).

Career:

- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

SEL: Students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts or Math

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Unit 4: Civics

Time: September-June

Standards:

Essential Questions

- How do political and civil institutions impact all aspects of people's lives?
- How do different government structures impact development and civic participation?
- Why is participation and deliberation the responsibility of every member of society?
- How is the United States government designed to realize the ideals of liberty, democracy, limited

Enduring Understandings

- I can evaluate, take and defend a position on why government is necessary.
- I can evaluate different forms of government and reflect their history and values of various societies.
- I can deliberate on a public issue.
- I can propose a and defend a position on public policy.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes the government should serve.

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

<p>government, equality under the law and of opportunity, justice, and property rights?</p> <ul style="list-style-type: none">• What are the multiple processes by which individuals can influence the creation of rules, laws, and public policy?	<ul style="list-style-type: none">• I can identify an issue of inequality, develop multiple solutions and communicate to an appropriate government body.• I can take a position on an issue in which fundamental ideals and principles are in conflict.• I can use evidence and data to propose or defend a public policy related to climate change.	<p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p>		
<p>Benchmark Assessment(s)</p> <p>SWBAT to complete a project based on their opinion of why Governments are a necessary function of present day societies . Using the information that they learned through the unit research and study, students will either create an official “Compact/Charter”or Want Ad/job description of what a government agency should aspire to for the good of its people. The creation must have a title, detailed description, pictures and or illustrations, and at least three pieces of information to support their request (6.3.8.CivicsPL.1)</p> <p>SWBAT by May/June complete a reflection journal entry that provides a perspective, values and structure of the various forms of government over time from the ancient classical cultures to the forms of government in modern day (monarch, democracy, republic and dictatorship) Students can share in a presentation format with peers. (6.3.8CivicsPL2)</p> <p>SWBAT to construct a persuasive essay using the O.R.E.O method to support and defend a current issue relating to climate, environmental concerns or the preservation of natural resources. Students will create a PSA poster to add a ‘visual’ to their persuasive writing. (6.3.8.CivicsPR.4)</p> <p>SWBAT to complete a project based on their opinion of perceived inequality of current society. Using the information that they learned through research and investigation, students will either create a slide presentation of the details, peoples affected and present relevant solutions to the inequality. They will prepare the presentation with the appropriate level of government body in mind as their audience. The creation must have a title, detailed description, visuals and or videos, and at least five pieces of supporting informational data to support their opinion (6.3.8.CivicsDP.1, 6.3.8.CivicsPR.3)</p> <p>SWBAT to choose a current important public policy issue and write/design a law at the necessary level of government (local, state, national). They will defend their choice with data and research in an attempt to persuade members of society to vote to pass the newly written public policy. (6.3.8.CivicsPD.2)</p> <p>SWBAT during the time of local and national elections, chose a public issue that is of importance on a local or national level and create a platform to defend in a debate format between class members.</p> <p>SWBAT to defend opposing arguments and present reasonable conclusions for classroom constitutes. (6.3.8.CivicsPD1)</p>			<p>Other Assessments</p> <ul style="list-style-type: none">✓ Notebooks notes✓ Unit test✓ Teacher observation and student participation	
<p>Materials</p> <ul style="list-style-type: none">• Scholastic News Magazine• Scholastic News Online Resources• TCI• Chromebooks• Smartboard				
<p>SUGGESTED ACTIVITIES</p>				

Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

- Students can participate in the NJ Panasonic student Eco citizenship Project
- Create PSA posters for their school and or community on important environmental issues
- Participate in debate “clubs” learning techniques and strategies to defend and support one's point of view.
- Letter writing campaign to local politicians to support an issue important to the school community and its members
- Invite a local politician to come speak/ meet with the class to hear their opinions and concerns over local environmental issues
- Research and recognize Asian American and Pacific Islander, Black, Latinx and Women’s contributions to society.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Students can create their own Bingo game or design their own crossword puzzle using the ideas of Civics: Such as Earth Day Bingo or Constitution Crossword. Using ConstitutionCenter.org

Suggested Websites

- NYT Learning Network <https://www.nytimes.com/section/learning>
- <https://cleanet.org/clean/literacy/elementary/index.html>
- <https://na.panasonic.com/us/panasonic-student-eco-citizenship-project>
- Scholastic News.com
- StoryWorks.com

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Date of BOE Approval:

Sixth Grade Social Studies Curriculum-World Civilization

- *W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*
- *SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
- *W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.*