

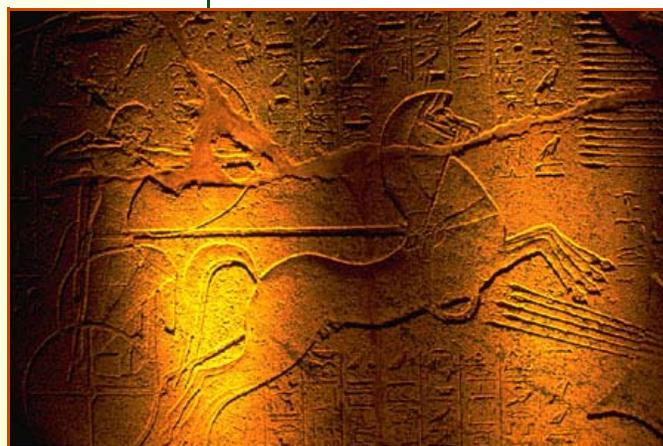
Social Studies Curriculum

PASCO SCHOOL DISTRICT #1

6th Grade: Ancient Civilizations

In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems.

The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In that way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Student analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.



Washington State Social Studies Unit Outlines—Sixth Grade

In keeping with district instructional goals, sixth grade students obtain social studies instruction as a component of the History/Language Arts Block. Using the classroom structures of Balanced Literacy and using Guided Language Acquisition Design (GLAD) strategies, students will receive instruction in the content area of World Geography & Ancient Civilizations while furthering their reading and writing skills.

Prepared by the 6th grade curriculum team:

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Established Goals for 6th Grade Social Studies:

What significant contributions were made during ancient times that advanced science, technology, and the arts?

What do maps, globes, and charts teach us about the world?

| First Semester | Major Projects/Assessments* |
|---|---|
| World Geography | |
| Mesopotamia | |
| Ancient Egypt | |
| Ancient Greece | |
| Second Semester | Major Projects/Assessments* |
| Ancient China | "Humans & the Environment" District-wide Classroom Based Assessment |
| Ancient Rome | |
| * Projects vary from school to school in order to best serve the academic needs of the students while maintaining high standards. | |

WORLD GEOGRAPHY—APX. 8 DAYS

This unit will focus on:

- The physical and cultural characteristics of places and regions

By the end of the unit students will know:

- The five themes of geography
- Spatial patterns and how they are created
- What is a region and how are regions defined

At the end of the unit, students will be able to:

- Identify the location of places and regions in the world
- Identify parts of maps (scale, direction, symbols, legends, projections) and continents
- Construct and analyze maps using scale, direction, symbols, legends and projections to gather information.

Core Vocabulary for this Unit:

Contour Maps

Coordinates

Global Grid

Minutes

Physical Regions

Student's knowledge will be assessed using the following:

Core Materials for this Unit:

Map Essentials

Activity 1

Activity 2

Activity 3

Activity 4

Washington State Grade Level Expectations (GLEs):

3.1.1

3.1.2

MESOPOTAMIA—APX. 22 DAYS

This unit will focus on:

- How and why rule of law develops in civilizations
 - Understand a variety forms of government from the past or present
 - Understand the role of government in the world's economies through the creation of money, taxation, and spending in the past or present
- How trade effects culture
 - How have technology and ideas from ancient civilizations impacted world history
- What geographic factors stimulate the movement of goods, people & ideas.

By the end of the unit students will know:

- How trade develops through surplus
- How record-keeping was developed through commerce
- The location of places and regions in the world and understands their physical and cultural characteristics.
- How the following inventions/developments have impacted civilization: the wheel, written language, irrigation
- The costs and benefits of economic choices made by groups and individuals in the past or present
- How the environment affects people and how people have affect the environment in in the past or present.

At the end of the unit, students will be able to:

- Explain the concept of city-state
- Contrast governing of priest/kings
- Examine the effect government had on farmers through taxes
- Identify Mesopotamia as a region on a map
- Compare ancient Mesopotamia to modern day Iraq
- Evaluate the effect of irrigation on the ability of nomadic people to settle
- Analyze different cultural measures of time
- Discuss hierarchy of Mesopotamia social system
- Engage in a discussion that clarifies and addresses multiple viewpoints on public issues

Core Vocabulary for this Unit:

Code of Hammurabi Cuneiform Empire

Land Use

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

| | |
|-------|-------|
| 1.2.3 | 3.2.1 |
| 2.1.1 | 4.1.1 |
| 2.3.1 | 4.2.3 |
| 3.1.2 | 5.3.1 |

Core Materials for this Unit:

Map Essentials:
Activities 5 & 7
Harcourt;
Ancient Civilizations:
Unit 2—Chapter 3

ANCIENT EGYPT—APX. 22 DAYS

This unit will focus on:

- The legacies left by ancient civilizations, and their impact on our society
 - How cultures and cultural groups in ancient civilizations contributed to world history
 - How technology and ideas from ancient civilizations impacted world history
- The relationship between people and the environment in the past and present
 - The distribution of wealth and sustainability of resources in the world in the past or present
- A variety of forms of government from the past or present

By the end of the unit students will know:

- The similarities and differences between the rise of civilizations
- How ancient Egyptians moved large blocks of stone to build their pyramids
- Similarities and differences between cuneiform writing of Mesopotamia and hieroglyphics of Egypt

At the end of the unit, students will be able to:

- Identify the location of places and regions in the world and understand their physical and cultural characteristics
- Explain the Egyptian impact on the Nile river and its impact on them.
- Analyze the patterns of the rise of Mesopotamian and Egyptian civilizations
- Analyzes and interprets historical materials from a variety of perspectives in ancient history

Core Vocabulary for this Unit:

| | |
|------------|--------------|
| Arid | Delta |
| Hieroglyph | Nation-State |
| Pharaoh | |

Student’s knowledge will be assessed using the following:

- Compare and contrast the Egyptian government with the government in the US
- Illustrate the hierarchy of Egypt’s society into a social pyramid
- Label a Physical and Political map of Ancient Egypt
- What if people today still believed in and prepared for an afterlife like the Egyptians did. What would we don differently?

Washington State Grade Level Expectations (GLEs):

| | |
|-------|-------|
| 1.2.3 | 4.1.2 |
| 2.4.1 | 4.2.2 |
| 3.1.2 | 4.2.3 |
| 3.2.1 | 4.3.1 |

Core Materials for this Unit:

Map Essentials:
Activity 6
Harcourt;
Ancient Civilizations:
Unit 2—Chapter 4

ANCIENT GREECE—APX. 36 DAYS

This unit will focus on:

- How religion and government exercise authority over people
 - A variety of forms of government from the past or present
 - The historical origins of civic involvement
- The geographic factors which stimulate the movement of goods, people & ideas
 - The production, distribution, and consumption of goods, services, and resources in societies from the past or in the present
- The characteristics of cultures in the world from the past or in the present
 - The contributions of ancient Greece to the arts, math & science

By the end of the unit students will know:

- The evolution of democracy in Athens
- How individuals and movements from ancient civilizations have shaped world history
- The events of the Persian Wars and how they directly influenced Western Civilization.

At the end of the unit, students will be able to:

- Analyze multiple factors, compare two groups, generalize, and connect past to present to formulate a thesis in a paper or presentation.
- Explain the importance of trade to the ancient Greeks
- Analyze multiple causal factors that shape major events in ancient history

Core Vocabulary for this Unit:

Assembly Commerce Cultural Borrowing

Isthmus Myth Peninsula

Population Density

Student’s knowledge will be assessed using the following:

- Analyze the multiple factors which created the lasting impact of Greek mythology on today’s cultures.
- Analyze how Alexander influenced world history with the spread of Hellenistic culture
- Explain the rights and responsibilities of the citizens of Athens.

Washington State Grade Level Expectations (GLEs):

| | |
|-------|-------|
| 1.2.3 | 4.2.1 |
| 1.4.1 | 4.3.2 |
| 2.2.1 | 5.4.1 |
| 3.2.2 | |

Core Materials for this Unit:

Map Essentials:

Activity 8

Harcourt;

Ancient Civilizations:

Unit 4—Chapters 8 & 9

ANCIENT CHINA—APX. 22 DAYS

This unit will focus on:

- How different economic systems effect people's daily lives
 - The forces of supply and demand and how they have affected international trade in the past or present
 - The role of government in the world's economies through the creation of money, taxation, and spending in the past or present.
- How societies interacted with one another in the past or present
- How the rise in civilizations defined eras in ancient history
- The characteristics of cultures in the world from the past or in the present.

By the end of the unit students will know:

- The effect of the Silk Road and silk monopoly on China's economy
- How technology and ideas from ancient civilizations have impacted world history
- The similarities and differences between the rise of Ancient Chinese civilization and other ancient civilizations
- How individuals and movements from ancient civilizations have shaped world history

At the end of the unit, students will be able to:

- Summarize the importance of the Silk Road to the distribution of supplies & information into Western Culture
- Contrast government's role in economy (e.g. common currency) with Mesopotamian economy (no common currency)
- Construct and analyze maps using scale, direction, symbols, legends and projections to gather information.

Core Vocabulary for this Unit:

| | | |
|-----------|-----------------|-------------------|
| Dialect | Filial piety | Mandate of Heaven |
| Silk Road | Terrace farming | |

Student’s knowledge will be assessed using the following:

- Create a topographical, political or population map of China
- Name at least 5 characteristics of Chinese Culture
- Analyze the impact of Confucius’ teachings and the teachings of Buddhism on the world past and present
- Identify technological advances of ancient China and their impact on the modern world.

Washington State Grade Level Expectations (GLEs):

| | |
|-------|-------|
| 1.3.1 | 3.2.2 |
| 2.2.2 | 4.1.2 |
| 2.3.1 | 4.2.1 |
| 3.1.1 | 4.2.3 |

Core Materials for this Unit:

Map Essentials:
Activities 10 & 18
Harcourt;
Ancient Civilizations:
Unit 5—Chapter 11

ANCIENT ROME—APX. 31 DAYS

This unit will focus on:

- How the movement of ideas, goods and people affect cultures
 - How geographic factors influenced the movement of groups of people in the past or present
 - How societies have interacted with one another in the past or present
 - The role of government in the world's economies through the creation of money, taxation, and spending in the past or present
- Analysis of how individuals and movements from ancient civilizations have shaped world history
 - Analysis of how cultures and cultural groups in ancient civilizations contributed to world history.
 - How technology and ideas from ancient civilization impacted world history

By the end of the unit students will know:

- The geographical factors that led to the establishment and growth of the Roma Empire
- How the use of slaves benefit/impact Roman society

At the end of the unit, students will be able to:

- Explain how Rome conquered Greece and how it impacted both societies
- Explain how individuals like Julius Caesar and Augustus helped shape world history
- Examine the impact of the aqueduct on today's plumbing

Core Vocabulary for this Unit:

| | |
|----------|--------|
| Aqueduct | Census |
| Currency | Heir |

Student's knowledge will be assessed using the following:

- Describe the Roman government tax policy and relate it to your life.

Washington State Grade Level Expectations (GLEs):

| | |
|-------|-------|
| 1.3.1 | 4.2.1 |
| 2.3.1 | 4.2.2 |
| 3.2.3 | 4.2.3 |

Core Materials for this Unit:

Map Essentials:

Activity 9

Harcourt;

Ancient Civilizations:

Unit 6—Chapters 12 & 13

