

**WATERFORD PUBLIC SCHOOLS  
SOCIAL STUDIES CURRICULUM  
GRADE 6**

**Unit Title: Map Skills**

**Estimated Number of Days to Complete Unit: 2-3 days per unit**

**\*\* The following content standards are to be applied for the units of Mesopotamia, Egypt, Greece, Rome, The Middle Ages and The Renaissance/Age of Exploration**

**Content Standard:     2.5-6.4 Local United States & World History  
                                  9.5-6.1 - 9.5-6.4 Places & Regions  
                                  10.5-6.1 Physical Systems  
                                  11.5-6.1 Human Systems  
                                  12.5-6.1 - 12.5-6.3 & 12.5-6.5 Human**

**Environment  
Interaction**

**ENDURING UNDERSTANDINGS / DESIRED RESULTS**

**The student will understand that:**

1.	Civilizations are impacted by their physical environment
2.	Human characteristics are shaped over time
3.	Human migration occurred as the needs of people changed
4.	Innovation has a direct effect on the advancement of civilizations
5.	People depend on, adapt to, and alter their physical environment

**ASSESSMENTS / ACCEPTABLE EVIDENCE**

1.	Locate on blank area map specific geographic and historic locations
2.	Conduct small group discussions to verify specific geographic & historic locations on an overhead map. Confirmation of locations made by placing appropriate labels on the map
3.	Hold small group discussions and observations of topographical maps to address how various locations may have been selected for initial settlement
4.	Quizzes and tests

## ESSENTIAL QUESTIONS

1.	How does the “where” influence how one lives? Why do people settle where they do? What is the impact of the geography, climate & natural resources on the people of the region? How are human characteristics directly influenced by regions?
2.	Why would people migrate?
3.	What is the difference between depending on the environment and adapting to it?
4.	Why do people find it necessary to alter their physical environment?
5.	What impact do physical features of the land have on the historical development?
6.	How can timelines be used to compare & contrast historical events?

## LEARNING OBJECTIVES

The student will be able to:

1.	Identify specific geographic locations
2.	Explain why people settle where they do
3.	Describe how physical features of the land effect historical development
4.	Compare & contrast major events on timelines from one culture to another

## SUGGESTED RESOURCES

1.	<a href="#">The World</a>
2.	Interact

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**Unit Title: Ancient Civilizations of Mesopotamia & Egypt River Valleys**

**Content Standard:** 1.5-6.1 Historical Thinking  
3.5-6.2, 3.5-6.3 & 3.5-6.5 Historical Themes  
4.7-8.2: Applying History  
15.7-8.1 Economic Systems

**Estimated Number of Days to Complete Unit: 6 weeks**

## ENDURING UNDERSTANDINGS / DESIRED RESULTS

### The student will understand that:

1.	Inventions grow out of necessity.
2.	The basic need to survive directed daily activities.
3.	Civilizations grew as people became more and more skilled.
4.	Our knowledge of the past depends on artifacts and our interpretation of them.
5.	Multiple resources are essential when understanding our perspective of ancient civilizations.

## ASSESSMENTS / ACCEPTABLE EVIDENCE

1.	Quizzes & tests
2.	Create student generated murals to represent time period & include written reflections of a day in the life of a Mesopotamian/Egyptian.
3.	Create posters to reflect specific natural events of the Nile, inventions, as well as human roles during this time period.
4.	Conduct oral presentations/news broadcasts to present information regarding key events of specific social classes or reflect concerns/obstacles of the people.
5.	Hold topic discussions to formulate possible explanations for why and how the people adapted and or improved their way of life.
6.	Create travel journals/passports to provide written reflections of main events, obstacles, and/or advancements that had an impact on our modern culture.
7.	Write diary entries to provide personal insight to ones feelings and thoughts which relate directly to the obstacles one might face at that time.
8.	Research selected topics to further enhance ones understanding and appreciation of the life style.

## ESSENTIAL QUESTIONS

1.	What defines a civilization? Were ancient civilizations more or less civilized than we are today?
2.	Why do people invent? How do simple inventions influence the advancement of cultures?
3.	Why does the standard of living improve as a result of people becoming more specialized in what they do?
4.	What causes change in leadership and social status?
5.	How do ancient artifacts (cave paintings, pottery, jewelry, etc.) reveal the beliefs and life style of ancient civilizations?

6.	What are the similarities and differences between various cultures?
7.	Why is it important to use multiple resources? How does further research aide in the appreciation of our ancestors?

## LEARNING OBJECTIVES

The student will be able to:

1.	Recognize that civilizations initially developed out of a need to survive.
2.	Defend the position that ancient civilizations were actually very civilized.
3.	Recognize the factors that contributed to further advancement of the people.
4.	Explain how the standard of living is improved when people become more specialized.
5.	Conclude the importance of multiple resources and explain the possible noted differences in publications.
6.	Compare and contrast ancient civilizations.

## SUGGESTED RESOURCES

1.	<u>The World</u> Chapter 2 pages 48-73
2.	<u>Nexttext: Ancient Civilizations</u>
3.	“Mesopotamia,” <u>Calliope</u> Sept/Oct 93
4.	<a href="http://www.upennmuseum.com/cuneiform.cgi">http://www.upennmuseum.com/cuneiform.cgi</a>
5.	<a href="http://www.members.nbc.com/_XMCM/pmartin/hammurabicodewlaw.htm">http://www.members.nbc.com/_XMCM/pmartin/hammurabicodewlaw.htm</a>
6.	Video: Time Life’s Lost Civilizations For Kids “ Mesopotamia”
7.	Eyewitness: <u>Ancient Egypt</u>
8.	<u>Mysteries of the Pyramids</u>
9.	CD: Nile Passage to Egypt
10.	Video: Nile, River of Gods
11.	Video: This Old Pyramid,” David Macaulay
12.	<a href="http://pbs.org/teachersource">pbs.org/teachersource</a> (Great Ancient History plans)
13.	Video: Akiko’s Mummies Made in Egypt/Reading Rainbow
14.	WEBQUEST - online explanations of ancient history topics

**Unit Title: Greece**

**Content Standard: 3.5-6.2-4 Historical Themes  
3.7-8.1-.2& 3.7-8.5 Historical Thinking**

**Estimated Number of Days to Complete Unit: 6 weeks**

## ENDURING UNDERSTANDINGS / DESIRED RESULTS

### The student will understand that:

1.	Greek democracy is the foundation of U.S. government.
2.	Ancient governments were no different from ours today.
3.	Beliefs and ideas are revealed through archeological findings.
4.	Greek philosophy, architecture, mathematics & physics are evident in the language and art of our modern culture.
5.	Today's views of equality are different from those of early Greek democracy.

## ASSESSMENTS / ACCEPTABLE EVIDENCE

1.	Quizzes & tests
2.	Create murals to represent time period & include written reflections of a day in the life of a Greek.
3.	Create models/diagrams from Interact 4:1-4:6 to illustrate the architecture of ancient Greece including photographs of local buildings which provide proof of Greek influence.
4.	Conduct oral presentations/news broadcasts/write newspaper articles to present information on the organization of government, key events of specific social classes or to reflect concerns/obstacles of the people.
5.	Hold topic discussions to formulate possible explanations for why and how the people adapted and or improved their way of life.
6.	Create travel journals/passports to provide written reflections of main events, obstacles, and/or advancements including the possible impact on our modern culture.
7.	Write diary entries to provide personal insight to ones feelings and thoughts which relate directly to the obstacles one might face at that time.
8.	Present Interact simulation from pages 1:29-1:43 to depict the beliefs and characteristics of various city states/polis.
9.	Research selected topics to further enhance ones understanding and appreciation of the life style.

## ESSENTIAL QUESTIONS

1.	What is democracy and what evidence supports its Greek foundation? What are the elements of a Greek democracy & how do they compare to our democracy today?
2.	Why do civilizations rise & fall?
3.	Were ancient civilizations more or less civilized than we are today?

4.	How do artifacts provide a clearer understanding of the beliefs and ideas of cultures?
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## LEARNING OBJECTIVES

The student will be able to:

1.	Explain the connection between U.S. government and that of the Greeks.
2.	Identify Greek contributions to our modern culture.
3.	Defend what the Greeks believed to be a form of equality.
4.	Explain what role Gods and Goddesses played in the daily lives of the Greeks.
5.	Recognize the factors that contributed to further advancement of the people.

## SUGGESTED RESOURCES

1.	<a href="#">The World</a> Chapter 4 pages 124-149
2.	<a href="#">Nexttext</a> Greece
3.	<a href="#">Ancient Greece</a> , John D. Clare, Ed.
4.	CD: "Ancient Lands"
5.	Interact - <a href="#">Odyssey</a>
6.	Interact - <a href="#">Greeks</a>
7.	Video: Time Life's Lost Civilization "Greece"
8.	Video: King Midas/ Rabbit Ears Video
9.	<a href="http://pbs.org/teachersource">pbs.org/teachersource</a> (Great Ancient History plans)
10.	WEBQUEST - online explanations of ancient history topics

**Unit Title: Rome**

**Content Standard: 2.5-6.2: Local, United States and World History**

**3.5-6.3-4: Historical Themes**

**3.7-8.1& 3.7-8.2: Historical Themes**

**Estimated Number of Days to Complete Unit: 6 weeks**

## ENDURING UNDERSTANDINGS / DESIRED RESULTS

### The student will understand that:

1.	A democracy & a republic have common elements, but they are not the same.
2.	Social classes were well defined.
3.	The rise & the fall of the Roman Empire played a pivotal part in the formation of today's society.
4.	Beliefs and ideas are revealed through archeological findings.
5.	Roman philosophy, architecture, mathematics & physics are directly evident in language and art in our modern culture.
6.	Today, views of equality are different from those of ancient Rome.
7.	Conquerors are more likely to be successful when they allow the conquered to maintain their beliefs.
8.	The growth of the Empire led to its demise.

### ASSESSMENTS / ACCEPTABLE EVIDENCE

1.	Quizzes & tests
2.	Create murals representing time period which include a written reflection of a day in the life of a Roman.
3.	Conduct oral presentations/news broadcasts/write news paper articles to present information on the organization of government, key events of specific social classes or to reflect concerns/obstacles of the people.
4.	Hold topic discussions to formulate possible explanations for why and how the people adapted and or improved their way of life.
5.	Create travel journals/passports to provide written reflections of main events, obstacles, and/or advancements including the possible impact on our modern culture.
6.	Write diary entries to provide personal insight to ones feelings and thoughts which relate directly to the obstacles one might face at that time.
7.	Research selected topics to further enhance ones understanding and appreciation of the life style.

### ESSENTIAL QUESTIONS

1.	Is growth always beneficial?
2.	Is there any one form of government that is better than another?
3.	Were ancient civilizations more or less civilized than we are today?
4.	How does power corrupt?
5.	What does entertainment say about a culture?
6.	Was it possible for the establishment of government to be modeled from another culture?
7.	Did equality have a place during this time period?
8.	What can we learn from the mistakes of our ancestors?

9.	In what way do artifacts tell the story of the beliefs & ideas of ancient cultures?
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## LEARNING OBJECTIVES

The student will be able to:

1.	Compare & contrast a republic vs. a democracy.
2.	Explain how the rise and fall of the Roman Empire played a part in the formation of today's society.
3.	Recognize the factors that contributed to further advancement of the people.
4.	Identify Roman contributions to our modern culture.
5.	Identify the Roman political and social classes.
6.	Explain how the Roman language, art, philosophy, architecture, mathematics & physics are revealed through out our modern society.
7.	Explain how conquerors are more likely to be successful when they allow the conquered to maintain their beliefs.
8.	Describe how the growth of the Empire leads to its demise.

## SUGGESTED RESOURCES

1.	<u>The World</u> Chapter 5 pages 150-175
2.	Nexttext, <u>Rome</u>
3.	Interact - <u>Rome</u>
4.	<u>Eyewitness Ancient Rome</u> , Simon James
5.	CD: "Ancient Lands"
6.	Video: Time Life's Lost Civilization "Rome"
7.	<a href="http://myron.sjsu.edu/index.htm">http://myron.sjsu.edu/index.htm</a>
8.	<a href="http://www.bbc.co.uk/education/romans/home.html">http://www.bbc.co.uk/education/romans/home.html</a>
9.	<a href="http://www.historylink101.com/ancient_rome.htm">http://www.historylink101.com/ancient_rome.htm</a>
10.	<a href="http://www.discovery.com/news/features/Pompeii/Pompeii.html">http://www.discovery.com/news/features/Pompeii/Pompeii.html</a>
11.	<a href="http://members.aol.com/Donnclass/Romelife.htm/">http://members.aol.com/Donnclass/Romelife.htm/</a>
12.	<a href="http://tlc.discovery.com/tlpages/rome/rome.htm/">http://tlc.discovery.com/tlpages/rome/rome.htm/</a>
13.	<a href="http://www.wooberry.org/acad/hist/CLASSICS/caesars/index.htm">http://www.wooberry.org/acad/hist/CLASSICS/caesars/index.htm</a>
14.	<a href="http://pbs.org/teachersource">pbs.org/teachersource</a> (Great Ancient History plans)
15.	WEBQUEST - online explanations of ancient history topics

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**Unit Title: Middle Ages**

**Content Standard: 3.5-6.2 - 3.5-6.3 Historical Themes  
9.5-6.1 Places and Regions**

## 15.7-8.1 Economic Interdependence

**Estimated Number of Days to Complete Unit: 6 weeks**

### ENDURING UNDERSTANDINGS / DESIRED RESULTS

**The student will understand that:**

1.	Christianity and the crusades played an essential part in the expansion and development of Europe and increased trade.
2.	Political and social status played a major part during the Middle Ages which further led to specialization and interdependence.
3.	Today's scientific knowledge is founded on the advanced investigation of the world during the Middle Ages.
4.	Christian beliefs and ideas are evident throughout Europe and are further revealed through art, music, theater & literature in our modern culture.

### ASSESSMENTS / ACCEPTABLE EVIDENCE

1.	Quizzes & tests
2.	Create student generated murals to represent time period & include written reflections of a day in the life of a character in Medieval Times.
3.	Create posters from Interact 3:15-3:17 to illustrate the specialized section of a fief.
4.	Conduct oral presentations/news broadcasts to present information regarding key events of specific social classes or reflect concerns/obstacles of the people.
5.	Hold topic discussions to formulate possible explanations for why and how the people adapted and or improved their way of life.
6.	Create travel journals/passports to provide written reflections of main events, obstacles, and/or advancements that had an impact on our modern culture.
7.	Write diary entries to provide personal insight to ones feelings and thoughts which relate directly to the obstacles one might face at that time.
8.	Research selected topics to further enhance ones understanding and appreciation of the life style.

### ESSENTIAL QUESTIONS

1.	Were ancient civilizations more or less civilized than we are today?
2.	How does our current society mirror the influences of Christianity from the Middle Ages?

3.	What proof is there that interdependence can lead to a higher standard of living?
4.	How is it possible for today's scientific advancement to be directly connected to the investigations of the Middle Ages?
5.	What purpose does Medieval culture (art, music, literature) serve in our western world?

## LEARNING OBJECTIVES

The student will be able to:

1.	Explain how Christianity and the Crusades played a part in the development of Europe's expansion and trade.
2.	Recognize the various social classes and the contributing factors which further led to the advancement of the people.
3.	Identify the various elements of Medieval influences in our modern day society.
4.	Describe how the enhancement of scientific inquiry enabled future generations to advance even further.
5.	Reveal how political and social status played a part in specialization and interdependence.

## SUGGESTED RESOURCES

1.	<u>The World</u> Chapter 6 pages 176-204
2.	Nexttext, <u>Middle Ages</u>
3.	Software: 'castles, Siege and Conquest'
4.	Interact - Christendom
5.	<u>Castle</u> , David Macaulay
6.	Video: "Castle," David Macaulay
7.	<a href="http://pbs.org/teachersource">pbs.org/teachersource</a> (Great Ancient History plans)
8.	WEBQUEST -online explanations of ancient history topics

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**Unit Title: The Renaissance/Age of Exploration**

**Content Standards:** 1.5-6.1 Historical Thinking  
 2.5-6.2 Local, United States, & World  
 History  
 3.5-6.3 3.5-6.5 Historical Themes  
 3.7-8.5 Historical Themes

## Estimated Number of Days to Complete Unit: 6 weeks

### ENDURING UNDERSTANDINGS / DESIRED RESULTS

#### The student will understand that:

1.	The Renaissance was a period marked by dramatic development of ideas explored through the arts and sciences.
2.	The revival of interest in the classical works of Greece and Rome led to an interest in the growth of the individual.
3.	New inventions led to the spreading of knowledge, which led to greater interest in learning.
4.	The reformation led to permanent divisions in Christianity.
5.	The European desire to explore and expand power led to a global exchange of ideas and commerce.

### ASSESSMENTS / ACCEPTABLE EVIDENCE

1.	Quizzes & tests
2.	Research Florence during the Renaissance. Imagine one's life as a visitor to the city. Write a letter home describing the art, architecture, sculpture, clothing, music, etc. that they see and hear.
3.	In small groups, research different scientific and mathematical developments during the Renaissance. Conduct presentations to reflect their knowledge in the form of demonstrations, skits, puppet shows, etc.
4.	Compare and contrast the lifestyles and beliefs during the middle ages and the Renaissance with particular emphasis on the Church vs. the individual.
5.	Write a diary entry describing an experience as a crewmember on an explorer's ship in the 1400s or 1500s. Include factual information about where the ship docked, what was eaten, and any experiences that took place upon the arrival at their destination. Further documentation of the voyage would be traced on a map.
6.	Hold a debate focusing on the differences between the Roman Catholic Church and the Reformation movement. Or Stage a mock interview with the Pope and Martin Luther focusing on philosophical differences.
7.	Select a real, fictional, or representative (e.g. merchant, doctor, etc.) person from the Renaissance and conduct research. Role-play this person in a "living museum".
8.	Create travel journals/passports to provide written reflections of main events, obstacles, and/or advancements including the possible impact on our modern culture.

## ESSENTIAL QUESTIONS

1.	How and why did ideas about art and science change after the middle ages?
2.	What effects did the renewed interest in classical Greece and Rome have on the Europeans during the early 1400s?
3.	What inventions were developed during the Renaissance and how did these inventions change the lifestyles and beliefs of Europeans?
4.	How did people in different parts of Europe perceive the leaders of the Catholic Church during the Renaissance? What actions did people who opposed the Church take? How did these actions change religious beliefs in Europe? What effects did these changes have?
5.	Why did Europeans decide to explore distant lands? What were the consequences of European exploration? How did people's perceptions of these consequences differ?

## LEARNING OBJECTIVES

**The student will be able to:**

1.	Describe specific stylistic changes in art, architecture, and music from the middle ages to the Renaissance.
2.	Explain how the study of classical Greece and Rome led to a greater interest in the individual and humanism.
3.	Describe major developments in math, medicine, astronomy, warfare, printing, etc. during the Renaissance, and explain how these developments changed lifestyles and led to greater interest in learning.
4.	Describe opposition to the practices of the leadership of the Catholic Church and explain the results of this opposition (e.g. indulgences, Martin Luther, Reformation, Church of England).
5.	Explain the reasons behind the desire to explore new lands.
6.	Describe the consequences of European exploration and its effects on European powers and conquered lands and peoples.

## SUGGESTED RESOURCES

1.	<u>The World</u> Chapter 7 pages 204-227
2.	Nexttext <u>The Renaissance</u>
3.	Renaissance Eyewitness Books
4.	<a href="http://www.mrdowling.com/704renaissance.html">www.mrdowling.com/704renaissance.html</a>
5.	<a href="http://members.aol.com/MrDonnHistory/World.html#REN">http://members.aol.com/MrDonnHistory/World.html#REN</a>
6.	<u>The Italian Renaissance</u> , Karen Osaman
7.	CD: "Michelangelo, The Inventor"
8.	Pbs.org/teachersource - great ancient history plans
9.	WEBQUEST - online explanations of ancient history topics

