

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Sixth Grade

OVERVIEW: ANCIENT CIVILIZATIONS

In sixth grade, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of Mesopotamia, Greece, Rome, China, and Montana's Indians.

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature; and the ideas they developed that helped transform their world.

Students should come to know the major figures who helped establish these early societies and their code of ethics and justice and their rule of law. For all these societies, emphasis should be placed on the major contributions, achievements, and belief systems that have endured across the centuries to the present day.

From previous years, students will know where Montana's Indians originated, how they traveled, and why they settled in specific areas. They will compare cultural and traditional development with other ancient cultures and civilizations by analyzing the effects of various personal and cultural points of view (including land ownership, taxation, etc.).

In sixth grade, students will study ancient civilizations incorporating geography, culture, religion, economics, government, and legacies of those groups from Mesopotamia, China, Greece, and Rome. Students will be able to respond to the following key questions:

What are the 5 themes of geography (location, place, human v. environmental interactions, region, and movement)?

What is culture?

What geographic factors stimulate movement (of goods, people, and ideas)? How do these factors impact culture?

How does culture affect a place or region?

What effects did religion and government have on culture, economics and movement of a region?

How and why does the rule of law develop in civilizations?

What legacies were left by ancient civilizations?

What are the similarities and differences between ancient civilizations and Montana Indians?

What do the various types of maps, globes, and charts teach us?

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive, 16
guided processing, developing strategies

Essential: Tested

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested

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I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

1. _____ Use and assess primary sources and geographic tools to enhance learning. (I, D, E, A)
2. _____ Examine the cultural similarities and differences of ancient civilizations including Montana's Indians. (I, D, E, A)

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

3. _____ Explore leaders of ancient civilizations that were instrumental in establishing law. (I, D, E, A)
4. _____ Identify the factors (e.g. specialization of labor, economics, and technology) that contributed to the development of laws in different civilizations. (I, D, E, A)
5. _____ Understand the positive and negative impacts of stereotypes on individual identity. (I, D, E, A)

III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).

6. _____ Explore and use types of maps (for example: political, climate, reference, mercator, and equal area). (I, D, E, A)
7. _____ Use and explore charts (e.g. bar, circle, line, pictograph) to show population, resources, and change in climate. (I, D, E, A)
8. _____ Identify the five themes of geography in each of the four civilizations.
9. _____ Analyze the physical elements (of water, climate, natural resources, and geography) that stimulate the movement of people, goods and ideas. (I, D, E, A)
10. _____ Locate the sacred places significant to Montana's Tribes that are connected to their beliefs and traditions. (I, D, E, A)

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

11. _____ Explain how certain geographical features (such as natural resources, climate, and physical geography) influenced specific cultural elements (writing tools, transportation, food supply, clothing, shelter). (I, D, E, A)
12. _____ Compare cultures and traditions of various civilizations with Montana tribes. (I, D, E, A)

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- V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**
- 13. _____ Understand the various application of laws based on social status and economics. (I, D, E, A)**
 - 14. _____ Analyze how various personal and cultural points of view influence economic decisions (land ownership, taxation, unemployment, trading land goods). (I, D, E, A)**
- VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**
- 15. _____ Identify the impacts of economics (trade), warfare, discrimination and technological advancement on and amongst ancient civilizations and American Indian cultures. (I, D, E, A)**
 - 16. _____ Analyze the impact of religion on the other elements of culture. (writing tools, transportation, food supply, clothing, shelter). (I, D, E, A)**
 - 17. _____ Identify how technological development impacted and influenced the advancement of ancient cultures. (I, D, E, A)**
 - 18. _____ Define the cultural elements of religion, arts, government, food, social structure, writing, and technology. (I, D, E, A)**

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