

GRADE 6

Sixth graders study the origins of human beings in Africa and the ancient and classical civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, democracy, the rule of law, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

GRADE 6 CONCEPTS AND SKILLS

Students should be able to:

Apply concepts and skills learned in previous grades.

HISTORY AND GEOGRAPHY

- 1. Compare information shown on modern and historical maps of the same region. (G)
- 2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
- 3. Construct and interpret timelines of events and civilizations studied. (H)
- 4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)
- 5. Identify multiple causes and effects when explaining historical events. (H)
- 6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

CIVICS AND GOVERNMENT

- 7. Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)

ECONOMICS

- 8. Define and apply economic concepts learned in prekindergarten through grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand*. (E)

GRADE SIX—continued

GRADE 6 LEARNING STANDARDS

Building on knowledge from previous years, students should be able to:

HUMAN ORIGINS IN AFRICA THROUGH THE NEOLITHIC AGE

- 6.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
- 6.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 6.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
- 6.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)
- 6.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)
- 6.6 Identify the characteristics of civilizations, (H, G, E)
the presence of geographic boundaries and political institutions an economy that produces food surpluses a concentration of population in distinct areas or cities the existence of social classes developed systems of religion, learning, art, and architecture a system of record keeping

MESOPOTAMIA: SITE OF SEVERAL ANCIENT RIVER CIVILIZATIONS, C. 3500–1200 BC/BCE

- 6.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)
- 6.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)
- 6.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

GRADE SIX—continued

- 6.10** Describe the important achievements of Mesopotamian civilization. (H, C, E)
its system of writing (and its importance in record keeping and tax collection)
monumental architecture (the ziggurat) art (large relief sculpture, mosaics, and cylinder seals)
- 6.11** Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)

EGYPT: AN ANCIENT RIVER CIVILIZATION, C. 3000–1200 BC/BCE

- 6.12** On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)
- 6.13** Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (H, G)
- 6.14** Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)
- 6.15** Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)
- 6.16** Summarize important achievements of Egyptian civilization. (H)
 - A. the agricultural system
 - B. the invention of a calendar
 - C. monumental architecture and art such as the Pyramids and Sphinx at Giza
 - D. hieroglyphic writing
 - E. the invention of papyrus

PHOENICIA, C. 1000–300 BC/BCE

- 6.17** On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)
- 6.18** Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000–300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

GRADE SIX—continued

***THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ISRAEL,
C. 2000 BC/BCE–70 AD/CE***

- 6.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)
- 6.20 Identify the ancient Israelites, or Hebrews, trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)
- 6.21 Describe the monotheistic religion of the Israelites. (H)
 - A. the belief that there is one God
 - B. the Ten Commandments
 - C. the emphasis on individual worth and personal responsibility
 - D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - E. the Hebrew Bible (Old Testament) as part of the history of early Israel.
- 6.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)
- 6.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

***THE ROOTS OF WESTERN CIVILIZATION: ANCIENT GREECE,
C. 800–300 BC/BCE***

- 6.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)
- 6.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)

GRADE SIX—continued

- 6.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)
 - A. the “polis” or city-state
 - B. civic participation and voting rights
 - C. legislative bodies
 - D. constitution writing
 - E. rule of law

- 6.27 Compare and contrast life in Athens and Sparta. (H)

- 6.28 Describe the status of women and the functions of slaves in ancient Athens. (H)

- 6.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)

- 6.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)

- 6.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)

- 6.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)

- 6.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)

- 6.34 Describe the purposes and functions of development of Greek institutions such as the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)
 - A. Thales (science)
 - B. Pythagoras and Euclid (mathematics)
 - C. Hippocrates (medicine)
 - D. Socrates, Plato, and Aristotle (philosophy)
 - E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - F. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - G. the development of the first complete alphabet with symbols for consonants and vowels

GRADE SIX—continued

***THE ROOTS OF WESTERN CIVILIZATION: ANCIENT ROME,
C. 500 BC/BCE–500 AD/CE***

- 6.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)
- 6.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
- 6.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
 - A. Romulus and Remus
 - B. Hannibal and the Carthaginian Wars
 - C. Cicero
 - D. Julius Caesar and Augustus
 - E. Hadrian
- 6.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)
- 6.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)
 - A. Military organization, tactics, and conquests; and decentralized administration
 - B. the purpose and functions of taxes
 - C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
 - D. the benefits of a Pax Romana
- 6.40 Describe the characteristics of slavery under the Romans. (H)
- 6.41 Describe the origins of Christianity and its central features. (H)
 - A. monotheism
 - B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
 - C. the concept of salvation
 - D. belief in the Old and New Testament
 - E. the lives and teachings of Jesus and Saint Paul
 - F. the relationship of early Christians to officials of the Roman Empire

GRADE SIX—continued

- 6.42** Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)

- 6.43** Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)

- 6.44** Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
CONCEPTS AND SKILLS		
<i>History and Geography</i>		
1. Compare information shown on modern and historical maps of the same region.	Ancient Civ	86, 90, 100, 180-181, 183, 188, 280-281, 299, 336, 342, 348-349, 358, 364, 365, 367, 372, 436-437, 446, 447, 448, 450, 488-489 AB 36, 76 A 2-3, 6, 8-9, 12, 14
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa). Identify in BC/BCE dates the higher number as indicating the older year (that is, 3000 BC/BCE is earlier than 2000 BC/BCE).	Ancient Civ	70-71
3. Construct and interpret timeline of events and civilizations studied.	Ancient Civ	44-45, 53, 61, 69, 70-71, 82-83, 95, 98, 101, 109, 113, 116-117, 127, 140, 147, 155, 164-165, 169, 173, 179, 182-183, 192-193, 209, 215, 223, 227, 228-229, 241, 249, 257, 264, 267, 270-271, 280-281, 297, 306, 313, 323, 324-325, 337, 347, 360, 361, 365, 366-367, 373, 377, 393, 401, 404-405, 411, 423, 426-427, 436-437, 487, 497, 514-515 AB 5-6, 79-80
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.	Ancient Civ	30-33, 50, 53, 59, 84, 99, 100, 101, 107, 109, 130, 133, 139, 144, 150, 166, 172, 175, 179, 198, 212, 213, 221, 225, 230, 246, 249, 286, 296, 304, 309, 315, 326, 329, 335, 341, 346, 355, 356, 358, 364, 382, 406, 424-425, 427, 444, 456, 474-475, 478, 491 AB 17-18, 94
5. Identify multiple causes and effects when explaining historical events.	Ancient Civ	68, 122, 188, 250-251, 295, 303, 311-313, 317-323, 324, 325, 357, 362-365, 366, 370-371, 427, 461, 515 AB 71, 82
6. Describe ways of interpreting archaeological evidence from societies leaving no written records.	Ancient Civ	30-33, 51-54, 55-61, 82, 83, 88, 123, 138, 150, 170, 174-175, 176, 178, 205, 207, 208, 209, 237, 364, 394-395, 405, 442 AB 7, 9, 86
<i>Civics and Government</i>		
7. Define and use correctly words and terms relating to government such as city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military.	Ancient Civ	89-95, 92, 96-101, 116, 117, 120-121, 122, 135-140, 141-147, 150-155, 164, 165, 188, 189, 244-249, 250-251, 270, 271, 276, 300-306, 307-313, 324, 325, 331-337, 335-337, 340-347, 354-360, 361, 366, 367, 368-369, 370-371, 372, 373, 442, 500, 505 AB 13-14, 22, 30, 32, 54-55, 60, 61, 71, 73, 75, 79-80, 82, 112
<i>Economics</i>		
8. Define and apply economic concepts learned in prekindergarten through grade 6: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and	Ancient Civ	57, 64-69, 89-95, 96-101, 110-113, 111, 116, 120-121, 122, 164, 168, 183, 262-267, 271, 287-290, 464-471, 466-467, 477, 486, 509-513 AB 8, 19

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
D. the existence of social classes	Ancient Civ	93-94
E. developed systems of religion, learning, art, and architecture	Ancient Civ	89-95 AB 10-11, 22
F. a system of record keeping	Ancient Civ	89-95, 110-113, 116, 117, 122 AB 12, 22
<i>Mesopotamia: Site of Several Ancient River Civilizations, c. 3500-1200 BC/BCE</i>		
6.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).	Ancient Civ	86, 89-95, 90, 96-101, 100, 116 AB 22
6.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.	Ancient Civ	91
6.9 Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.	Ancient Civ	64-69, 85-88, 89-95, 116, 117, 122 AB 9, 12, 22

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
6.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.	Ancient Civ	128-129, 130, 135-140, 141-147, 150-155, 156-161, 164, 165, 188, 189 AB 24, 27, 28-29, 30, 32
6.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.	Ancient Civ	128-129, 135-140, 141-147, 150-155, 164, 165, 188 AB 24, 28-29, 30, 32
6.16 Summarize important achievements of Egyptian civilization. A. the agricultural system	Ancient Civ	128-129, 135-140, 164, 165, 188 AB 23, 32
B. the invention of a calendar	Ancient Civ	137
C. monumental architecture and art such as the Pyramids and Sphinx at Giza	Ancient Civ	141-147, 148-149, 184-185 AB 25-26
D. hieroglyphic writing	Ancient Civ	142, 154, 165, 172, 177, 178
E. the invention of papyrus	Ancient Civ	142

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
C. the emphasis on individual worth and personal responsibility	Ancient Civ	105-109, 116 AB 22
D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled	Ancient Civ	105-109, 116 AB 22
E. the Hebrew Bible (Old Testament) as part of the history of early Israel	Ancient Civ	105-109, 116 AB 17-18, 22
6.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.	Ancient Civ	105-109, 116 AB 17-18, 22
6.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.	Ancient Civ	108-109, 116 AB 17-18, 22
<i>The Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE</i>		
6.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.	Ancient Civ	288, 298-299, 302, 308, 311 446-447 AB 96-97 A 8-9
6.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.	Ancient Civ	287-290, 291-297, 298-299, 324, 325 AB 68

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
6.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.	Ancient Civ	311, 324, 325 AB 71
6.31 Describe the rise of Alexander the Great and the spread of Greek culture.	Ancient Civ	155, 317-323, 324, 373 AB 69-70, 71, 79-80
6.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today.	Ancient Civ	292, 305-306, 325
6.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.	Ancient Civ	282-285, 306, 325, 373 AB 71
6.34 Describe the purpose and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.		
A. Thales (science)		
B. Pythagoras and Euclid (mathematics)	Ancient Civ	322-323,
C. Hippocrates (medicine)	Ancient Civ	310-311
D. Socrates, Plato, and Aristotle (philosophy)	Ancient Civ	311-313, 373

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
D. Julius Caesar and Augustus	Ancient Civ	335-337, 340-343, 366, 367
E. Hadrian	Ancient Civ	442
6.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.	Ancient Civ	331-337, 366, 367, 368-369, 372, 500 AB 73, 82
6.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.		
A. Military organization, tactics, and conquests; and decentralized administration	Ancient Civ	335-337, 338-339, 340-343, 366, 367, 373 AB 75, 79-80, 82
B. the purpose and functions of taxes	Ancient Civ	335
C. the promotions of economic growth through the use of a standard currency, road construction, and the protection of trade routes	Ancient Civ	343-347, 366, 367, 373 AB 75, 82
D. the benefits of a Pax Romana	Ancient Civ	340-347, 366, 372, 373 AB 75, 76, 82

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CONCEPTS AND SKILLS LEARNING STANDARDS	TEXT	LESSON/APPLICATION PAGE REFERENCES
<p>6.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).</p>	<p>Ancient Civ</p>	<p>332-333, 343-347, 366, 367, 368-369, 372, 373 AB 75</p>
<p>6.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for over 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.</p>	<p>Ancient Civ</p>	<p>278F, 347</p>