Course/Grade Level: 6th Grade – Ancient World

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
1-30	Unit 1: Learning About the Past (skills, stone age, Mesopotamia) ● Elements of Culture ● Constitution Day (9/17) ● Archaeology ● Sources ● Map Elements ● Timelines ● Historical Thinking Skills (SHEG) ● Paleolithic to Neolithic ● Characteristics of a Civilization ● Code of Hammurabi ● Empires of Mesopotamia	1-A2a. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems: a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi's Code. 1-C1b.Describe the significance of Hammurabi's Code and how it defined rights of citizens 2-A. Elements of Culture Describe characteristics that historians use to organize people into cultures: 1a. Describe how location and environment influenced early world cultures b. Describe and compare elements of culture such as art,music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history c. Describe the social, political, and religious character of societies in early world history. 3-A 1. Use geographic tools to locate places and describe the human and physical characteristics in early world	Why do we study history? How do we learn about the past? How does archeology help us learn about early humans? What types of sources help historians learn about history? What questions do historians ask about their sources? How do historians use timelines to organize the passage of time? How has geographic features impacted human settlement? How did ancient peoples record their lives? How did early human migration help the development of civilizations? How did the agricultural revolution change human societies? What makes a group of people a civilization? Why did ancient civilizations choose to live near water? What is the purpose of government? Why are laws essential to governing?

history:
a. Use maps to compare geographic locations of civilizations from world history to: Mesopotamia b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations
3-B 1. Examine how physical and human characteristic shape the identity of places and regions and influence the development of civilizations in world history:
a. Identify and describe physical characteristics that influenced human settlement.
5-A 1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies:
a. Describe characteristics and innovations of hunting and gathering societies,such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities b. Explain how and why towns and cities grew from early human settlements, including the need for security and government.
5-B 1. Analyze how civilizations emerged in the river valley areas:
a. Describe the characteristics of a civilization, such a social hierarchy, government, writing system, specialization in an area of trade and

		the establishment of cities. b. Compare major cultural, political and economic achievements of river valley civilizations,such as the Tigris andEuphrates River. 6- Evaluating Sources & Using Evidence: A. Evaluating Sources 1. Gather multiple sources that may be relevant to the task 2.-3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source 4. Identify credible, relevant information contained in the sources. B. Developing Claims & Using Forms 1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations a. Develop claims and counterclaims while pointing out the strengths and limitations of both.	
Days 31-70 (Teachers typically use winter break as their goal for ending	Unit 2: Egypt ● Physical Geography ● Social Classes/Daily Life ● Mummification ● Religion/ Mythology ● Pharaohs (Old/Middle/New Kingdom) ● Judaism	1.A.1.a 1.B.1.c 1.C.2.b 2.A.1.a.b.c 2.B.1.a.b.c 2.B.2.a.b 3.A.1.a.b 3.B.1.a.b.c 3.C.1.d 3.D.1.a.b 4.B.3.a 5.A.1.b	What are the major physical characteristics of Egypt/Near East? How does environmental factors affect human settlement? What are the different social classes and how are they affected by religion, government etc. How did religion affect Egypt's government, economy and daily life?

Egypt)	• Kush/Nubia	5.B.1.a.b	How did Egypt distribute power in their government structure? What are the origins, customs and traditions of Judaism? What similarities and differences do you see with Egyptian and Kush in regards to cultural, political and economic achievements?
Days 71-95	Unit 3: India • Physical Geography • Hinduism • Caste System • Buddhism • Indus Valley Civilization • Unification of India • Gupta Empire (Golden Age)	2.A.1.a Describe how location and environment influenced early world cultures. 3.A.1.Use geographic tools to locate places and describe the human and physical characteristics in early world history 3.B.1- Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilization in world history 3.D.1- Analyze why and how people modify their natural environment and the impact of those modifications. 5.A.1- Analyze how the rise of the earliest communities led to the emergence of agricultural societies 5.B.1-Analyze how civilizations emerged in the river valley areas 2.A.1.b- Describe and compare elements of culture such as art, music, religion,	• How did geography affect settlement and culture? • What do artifacts reveal about daily life in Indus Valley civilizations? • How did the contributions of the Aryans, including the caste system affect daily life in ancient India? • What are the origins, customs, traditions and beliefs of Hinduism? (Include discussion of Ganges River pollution as it relates to environmental education?) • What are the origins, customs, traditions and beliefs of Buddhism? • How did Ashoka unify the Mauryan empire and spread Buddhist values? • Why is the Gupta empire

		government, social structure... 2.A.1.c- Describe the social, political and religious character of societies in early world history 2.B 1 a- Identify cultural groups within a region in early world history 2.B. 1.c-Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations. 1.B.1.c. Examine how religion shaped and influenced government policy. 2.B.2. a.-Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism. 2.B.2.b- Describe the impact of various religions on a civilization, such as its affect on political, economic and social systems. 1.B.2.b-Explain why common people did not have a voice in ancient civilizations 1.C.2.b. Compare power and authority of rulers in....India 2.C.1-Examine the causes and effects of social, economic and political conflict such as... 6.0 Skills and processes	considered the Golden Age of ancient India?
Days 96 -121	Unit 4: China • Physical Geography • Shang Dynasty	• Identify and describe physical characteristics that influenced settlement (3.B.1) • Describe and analyze settlement	• What physical factors determined where peoples settled? (Isolation) • How did the distribution of power/government transform

	- Philosophies/ Zhou - Emperor Qin - Han Dynasty (Golden Age) - Silk Road	patterns population growth, migration, and settlement patterns (C.1) - Identify and compare forms of leadership and distribution of power (1A.) - Compare Dynasties and empires in Ancient China (5 B.4) - Scarce economic resources were used to satisfy human wants and needs(4 A 2.b) - Positions taken by government by political philosophers from early civilizations(1 A.1.b) - Describe and compare elements of culture such as art, music, literature, social structure, educations, beliefs, values, and customs (2 A 1.b)	early civilizations - How trade impacted isolation practices as well as influenced the West? - How did the philosophies affect ancient Chinese civilizations? - What lasting effects does the Han Golden Age have on modern China?
Days 121 - 154	Unit 5: Greece - Physical Geography - Forms of Government - Athens/Sparta - Religion/ Mythology - Persian Wars - Golden Age of Athens - Alexander	- Examine the necessity and purpose of government in early world history (1.A.1) - Examine the role of citizens in Greek city-states and the Roman Republic/Empire (1.B.1.b.) - Analyze the importance of civic participation as a citizen of early world History (1.B.2) - Describe the importance of citizenship in ancient Rome and Greece (1.C.1.a.) - Compare power and authority of rulers in Ancient Egypt,India,	- How does the physical geography of Greece impact the development of Greek city-states? - What are the roles of citizens and those in power in various forms of government? - How does the role of the citizen differ between Athens and Sparta? - What lasting effects does the Golden Age of Athens have on Western society today? - How did Alexander's conquest lead to cultural diffusion?

Persia andChina v. the protection of citizens in Greek city-states (1.C.2.b)

- Describe characteristics that historians use to organize people into cultures (2.A.1.a-c)
- Describe factors that resulted in cultural diffusion, such as trade, conflict and migration (2.B.1.b)
- Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development (2.B.2.a-b)
- Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development (2.C.1)
- Use geographic tools to locate places and describe the human and physical characteristics in early world history (3.A.1.a-b)
- Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history (3.B.1.A-B)
- . Describe and analyze population growth, migration and settlement patterns in early world history (3.C.1.A-D)
- Describe ways people modified their environment to meet their

		needs,such as cultivating lands, building roads, dams, and aqueducts (3.D.1.A) ● Describe how available resources affected specialization and trade (4.A.2.B) ● silk production, bronze casting and terraced farming (4.A.4.B.) ● Describe the types of economic systems in early world societies (4.B.1.) ● . Analyze the emergence and enduring influence of Aegean civilizations (5.B.2.A-B)	

Days - 155 - 180	Unit 6: Rome
	 ● Roman Republic
	 ● Roman Expansion to Empire
	 ● Daily Life
	 ● Christianity
	 ● Fall of Rome
		Analyze the historic events, documents, and practices in early world history that are the foundations of political systems
		   a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi's Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights) (1.A.2.a.)
		
		 Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history
		   a. Compare methods used in early world history to change governments,such as coups, elections and revolts
			How did the Etruscans and Greeks influence the development of Rome?
			
			 What were the characteristics of the Roman Republic and how did they change over time?
			
			 What were the economic and governmental effects of Roman expansion?
			
			 How did social structure influence civic participation?
			
			 How did Christianity originate and spread?
			
			 How are Christians' lives shaped by the beliefs and practices of Christianity?

| | | b. Examine the role of citizens in Greek city-states and the Roman Republic/Empire
c. Examine how religion shaped and influenced government policy (1.B.1.a.-c.)

Analyze the importance of civic participation as a citizen of early world history
  b. Explain why common people did not have a voice in ancient civilizations (1.B.2.b.)

Analyze the individual rights and responsibilities in an ancient world civilization
  a. Describe the importance of citizenship in ancient Rome and Greece (1.C.1.a.)

Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups
  a. Explain how the Roman Republic and the rule of the Senate affected individuals and groups (1.C.2.a.)

Explain how cultural diffusion influenced the development of cultures
  b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration (2.B.1.b.) | To what extent does ancient Rome influence us today? |

		Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history	
		c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements (3.B.1.c.)	
		Analyze the emergence, expansion and decline of the Roman Empire	
		a. Describe the major achievements of the Roman Era, such aslegal, artistic, architectural, technological, and literary	
		b. Explain the transition fromRoman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions	
		c. Summarize the factors that led to the decline of the Roman Empire (5.B.a.-c.)	
	Medieval Europe		

	West Africa Middle East Imperial China Imperial Japan Age of Exploration Vikings (very short unit, like 2 weeks max) The Americas (Maya, Aztecs, Inca)		