

## SIXTH GRADE SECTION

**PURPOSE:** Students will identify and describe governments, educational systems, and religious practices of ancient civilizations. They will examine and state how individuals, groups, ideas, developments, and eras affected ancient civilizations through the Renaissance age. Students will define and correctly use social studies vocabulary appropriate to sixth grade.

### HIGH ACHIEVEMENT UNIT OUTCOMES:

**Outcome I:** Students will examine, recognize, and describe the various civilizations of Mesopotamia.

#### Components:

- 1) Explain the importance of the Neolithic Agricultural Revolution (food production, changing technology, domestication of animals, settled village life). WB 1 I1
- 2) Describe how historians and archeologists use different methods to study the past. (Artifacts and written records) I2
- 3) Define the term civilization as a society with advanced levels of economic, political, religious, intellectual, and artistic accomplishments. List the accomplishments in these areas that were achieved by Mesopotamian civilizations. (Hammurabi's Code, cuneiform, organized government) I3
- 4) Explain the origin of Mesopotamian society. I4
- 5) Explain the origin and major beliefs of Judaism as the world's first monotheistic religion and compare it to the polytheistic religions of Mesopotamia. (belief in one god, code of ethics) I5
- 6) List and describe the role of social class and gender in Mesopotamia. I6

**Outcome II:** Students will examine early Egyptian life along the Nile. They will describe the type of civilization that existed.

#### Components:

- 1) List and describe economic, political, religious, intellectual, and artistic accomplishments of Egyptian Civilization. I3
- 2) List and describe the role of social class and gender in Egypt. I6
- 3) Explain the origin of Egyptian society. I4

**Outcome III:** Students will describe and recognize physical and human characteristics that developed during the Golden Age of India.

#### Components:

- 1) Describe the political achievements of the emperor Asoka and his talents as an orator.
- 2) Evaluate and describe the significance of Indian accomplishments. (Sanskrit literature, the Hindu-Arabic numerals, the zero)

**Outcome IV:** Students will describe and recognize physical and human characteristics that developed during the Great Age of China.

#### Components:

- 1) Explain the fundamental ideas of Confucianism and Taoism.

2) Describe the role of Shi Huangdi in unifying China under the Qin dynasty. (Great Wall of China)

**Outcome V:** Students will identify and compare the physical and human characteristics of Greece. They will recognize developments in government that affected the rise of Greek civilizations.

**Components:**

- 1) Describe key aspects in the civilization of Classical Greece. (Contrast the governments of Sparta and Athens, the contributions of Socrates, Plato, and Aristotle, the role of Alexander the Great in spreading Greek culture and civilization)
- 2) Explain the significance of the Persian and Peloponnesian Wars.
- 3) List the strengths and weaknesses of Greek democracy.
- 4) Explain the significance of selected instances of Greek accomplishments in culture. (Hippocrates, Archimedes, Greek drama and comedy, Olympics, Illiad, Odyssey, Aesop's Fables, mythology)

**Outcome VI:** Students will identify and compare the physical and human characteristics of the Roman Empire. They will recognize developments in government, religion, and education that affected the rise and fall of the Roman Empire.

**Components:**

- 1) Describe the mythical and historical figures during the rise and fall of the Roman Republic. (Romulus and Remus, Cincinnatus, Hannibal and Scipio, Julius Caesar, Cicero, Octavian)
- 2) Describe the structure and nature of the government of the Roman Republic. (Senate, consuls, tribunes, written law, dictators, distaste for monarchy)
- 3) List reasons for the decline and fall of the Roman Empire.
- 4) Identify the significance of the Roman legacy in art and architecture, technology and science, literature, language, and law as it applies to today.
- 5) Compare and contrasts the origins, customs, writings, and beliefs of Christianity, Judaism, Hinduism, and Buddhism. (Christianity: belief in one God, code of ethics, Messiah. Judaism: Mosaic Law, Torah. Hinduism: reincarnation, karma, castes. Buddhism: Four Noble Truths, reincarnation, lack of castes)

**Outcome VII:** Students will compare and contrast individuals, groups, ideas, eras and developments during the rise of new civilizations from 500-1450 AD. They will recognize and identify individuals, groups, and ideas from this time frame.

**Components:**

- 1) Describe the political, social, and economic institutions and innovations of Medieval Europe. (feudalism, Magna Carta, Christendom, rise of towns and trade)
- 2) Describe the crusades and their significance.
- 3) Describe basic political and military elements of life in Feudal Japan. (Japanese feudalism, samurai warriors, ritual suicide)
- 4) Describe the origin, writings, and beliefs of Islam. (one God, the Koran, Five Pillars of Faith, Mohammed)
- 5) Describe the accomplishments of the empires of sub-Saharan Africa. (Ghana, Mali, Songhai)

**Outcome VIII:** Students will compare and contrast individuals, groups, ideas, eras and developments during the rise of the emerging global age from 1400-1600 AD. They will recognize and identify individuals, groups, and ideas from this time frame.

**Components:**

- 1) Describe how the Renaissance was a transition period from the Medieval to the modern age.

- 2) Identify major Renaissance artists and the nature of their works. (Michelangelo, Leonardo Da Vinci, Raphael, Shakespeare, Gutenberg, the shift from religious to humanist subject matter, the mastery of perspective)
- 3) Describe how the Reformation redefined Christendom. (Roman Catholic, Orthodox, Protestant, Martin Luther, John Calvin)
- 4) Describe the advances in technology of the Mayan, Aztec, and Inca societies in the Americas. (calendar, sundial, aqueducts, bridges, pyramids, terracing, mathematics)
- 5) Describe the rise of European colonial empires. (mercantilism, slavery, conquistadors, the Jesuits)
- 6) Describe the impact of the Columbian Exchange on both the Old World and the New.

**Outcome IX:** The student engages in historical thinking skills.

**Components:**

- 1) Identify historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.
- 2) Identify artifacts and documents from which historical accounts are constructed as either primary or secondary sources of historical data.
- 3) Chronologically arranges historical materials relating to a particular region, society, or theme to compare changes over time.
- 4) Explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point of view of the author.