

<b>Grade Level: Six</b>	<b>Unit: 1</b>
<b>Topic/Content: Human Origins in Africa through the Neolithic Age (Prehistory, Iceman, Hunters and Gatherers)</b>	<b>Time Frame: 4-5 weeks</b>

**Essential Questions:**

**What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?**

How do archaeologists use artifacts to explain early man?

**Skills and Understandings: what should students know and be able to do?**

**The “Important Understandings” and “Important Skills” you want to leave with your students:**

- Describe climatic and environmental changes that allowed for human life.
- CS 1 map skills; compare historical and modern locales.
- CS 2 identify time periods or dates in historical narratives.
- Identify sites in Africa where archaeologists found evidence of modern humans and describe what archaeologists found.
- CS 6 Describe ways of interpreting archaeological evidence.
- Describe characteristics of hunter-gatherer societies, pre-stone age and Stone Age (use of tools and fire, weapons, beads).
- CS 3: Construct and interpret timelines of events and civilizations studied.
- CS 8: Define and apply economic concepts learned in earlier grades.
- Explain importance of development of metal tools and weapons and the switch from gathering food to growing crops and taming animals. (Change from hunter-gatherer to domestic societies.)
- CS 2, CS 5: Identify causes and effects when explaining historical events. Hunter-gatherers settled where climate and geography was appropriate.
- Rise of civilization due to agriculture, surplus food, population growth and settlement.
- CS 5: Identify causes and effects when explaining historical events. Settled down, grew food, surplus food, population growth.
- Identify characteristics of civilizations: geographic boundaries and political institutions; economy that produces food surpluses; concentration of population in cities; social classes; developed systems of religion, art, and architecture; system of recordkeeping.
- CS 2, CS 7: Define and use words and terms relating to government; CS 8.

**Instructional Strategies – to further content understanding, interpretation, application, and perception**

- Houghton Mifflin textbook
- Atlas
- Handmade maps
- Transparencies
- Literature selection
- For unit: 1. An activity to use is a personal artifact identity bag; 2. students take notes from class lesson; 3. Use graphic organizers where applicable (see teacher's edition).
- Video
- Lesson review, summary and support sheet

- Timelines
- Graphic organizers

**Writing Prompts** – to develop writing skills, enhance understanding, and maintain consistent approach to writing

**Assessment:** what evidence will show that the students understand the Essential Questions?

**Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.**

**Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.**

- Section and chapter tests from textbook
- Timelines
- Maps

Resources	Materials	Experts/Colleagues

**Technology Options**

**Framework Standard:**

L.S. 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6

<b>Grade Level: Six</b>	<b>Unit: 2</b>
<b>Topic/Content: Mesopotamia: Several Ancient River Civilizations: 3500-1200 BC/BCE</b>	<b>Time Frame: 4-5 weeks for unit</b>

**Essential Questions:**

**What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?**

How did geography influence the formation of civilizations?

**Skills and Understandings: what should students know and be able to do?**

**The “Important Understandings” and “Important Skills” you want to leave with your students:**

- On maps, locate historical Mesopotamia including Tigris and Euphrates Rivers. Identify Sumer, Babylon and Assyria as civilizations and empires. Explain why region is called "the Fertile Crescent". On modern map identify countries of region including Turkey, Syria, Iraq, Iran.
- CS 1: Compare information on modern and historical maps of same region; CS 7 map skills and city-states.
- Identify polytheism as religion of Mesopotamian peoples.
- Use prior skills.
- Describe growth of Mesopotamian civilizations through irrigation, metalsmithing, slavery, domestication of animals, and inventions such as wheel, cuneiform, etc. into city-states and empires.
- CS 5: Identify causes and effects, and CS 7: Define and use correctly words and terms relating to government. Working in groups, research, planning.
- Describe important achievements of Mesopotamian civilization including writing system (recordkeeping), monumental architecture (ziggurat) and art (relief sculpture, mosaics), and other (armies, beginning of trade).
- CS 5: Identify causes and effects, CS 7, and CS 8: Define and apply economic concepts learned previously.
- Describe who Hammurabi was and explain basic principle of justice in Hammurabi's Code (Eye for eye).
- CS 7: Define and use correctly words and terms relating to government (rule of law).

**Instructional Strategies – to further content understanding, interpretation, application, and perception**

- Houghton Mifflin
- Maps
- Transparencies
- Graphic organizers
- Timelines
- Project on history of the wheel; use teacher created materials binder for ideas on cuneiform project.

<b>Writing Prompts</b> – to develop writing skills, enhance understanding, and maintain consistent approach to writing

<b>Assessment:</b> what evidence will show that the students understand the Essential Questions?
<b>Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.</b>
<b>Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.</b>
<ul style="list-style-type: none"> <li>• Section and chapter tests from textbook</li> <li>• Group project on history of wheel</li> <li>• Assyrian War simulation</li> <li>• Maps</li> <li>• Timelines</li> <li>• Comprehension questions</li> </ul>

<b>Resources</b>	<b>Materials</b>	<b>Experts/Colleagues</b>

<b>Technology Options</b>

<b>Framework Standard:</b>
L.S. 6.7, 6.8, 6.9, 6.10, and 6.11

<b>Grade Level: Six</b>	<b>Unit: 3</b>
<b>Topic/Content: Phoenicia: c.1000 - 300 BC/BCE</b>	<b>Time Frame:</b>

<b>Essential Questions:</b>
<b>What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?</b>

<b>Skills and Understandings:</b> what should students know and be able to do?
<b>The “Important Understandings” and “Important Skills” you want to leave with your students:</b>
<ul style="list-style-type: none"> <li>• On historical map, locate ancient Mediterranean world (Greece, Asia Minor, Crete, Phoenicia, Aegean and Red Seas). On modern map locate Greece, Crete, Turkey, Lebanon, and Syria.</li> <li>• CS 1: Compare information shown on modern and historical maps of same region.</li> <li>• Identify important contributions of Phoenician civilization: emergence as world-dominating traders and creation of first alphabet that was precursor of ancient Greek alphabet. Explain cause for alphabet as a simpler writing method for more complex trade.</li> <li>• CS 5: Identify cause and effect of historical events.</li> </ul>

<b>Instructional Strategies</b> – to further content understanding, interpretation, application, and perception
<ul style="list-style-type: none"> <li>• Houghton Mifflin Textbook</li> <li>• Atlas</li> <li>• Handmade maps</li> </ul>

<b>Writing Prompts</b> – to develop writing skills, enhance understanding, and maintain consistent approach to writing

<b>Assessment:</b> what evidence will show that the students understand the Essential Questions?
<b>Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.</b>
<b>Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.</b>
<ul style="list-style-type: none"> <li>• Map of trade routes</li> </ul>

Resources	Materials	Experts/Colleagues

Technology Options

Framework Standard:
L.S. 6.17, 6.18

<b>Grade Level: Six</b>	<b>Unit: 4</b>
<b>Topic/Content: Roots of Western Civilization: Ancient Israel, c.2000 C/BCE - 70 AD/CE</b>	<b>Time Frame: 3 weeks</b>

<b>Essential Questions:</b>
<b>What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?</b>
What were the origins of the major religions: Christianity, Islam and Judaism?

<b>Skills and Understandings: what should students know and be able to do?</b>
<b>The “Important Understandings” and “Important Skills” you want to leave with your students:</b>
<ul style="list-style-type: none"> <li>• On historical map of Mediterranean, locate Asia Minor, Greece, Mesopotamia, ancient Israel, and Egypt.</li> <li>• On modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, Palestine, Syria, and Turkey.</li> <li>• CS 1: Compare information shown on modern and historical maps of same region.</li> <li>• Identify ancient Israelites (Hebrews, Jews), trace migrations from Mesopotamia (Ur) to Canaan. Identify Abraham and Moses.</li> <li>• CS 1: Compare information shown on modern and historical maps of same region.</li> <li>• Describe monotheistic religion of Israelites: Belief in one God, Ten Commandments, emphasis on individual worth and personal responsibility, all people must follow same moral obligations, and Old Testament (Torah) as part of history of early Israel; use prior skills.</li> <li>• Describe unification of tribes of Israel under Kings Saul, David, and Solomon, including David's founding Jerusalem as capital city in 1000BC/BCE and building of temple by Solomon; use prior skills.</li> <li>• Explain expulsion/dispersion of Jews to other lands (Diaspora) and renaming of country by Romans; use prior skills.</li> <li>• CS 1: Maps</li> </ul>

<b>Instructional Strategies – to further content understanding, interpretation, application, and perception</b>
<ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• Atlas</li> <li>• Handmade maps</li> <li>• Good idea to do around the holiday season so you can study Ramadan, Christmas and Hanukkah.</li> <li>• Literature suggestion: Menorahs, Mezuzahs, and other Jewish symbols and related activities.</li> </ul>

<b>Writing Prompts – to develop writing skills, enhance understanding, and maintain consistent approach to writing</b>

<b>Assessment:</b> what evidence will show that the students understand the Essential Questions?
<b>Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.</b>
<b>Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.</b>
Section tests from textbook; maps, timelines, compare/contrast, written assignments.

Resources	Materials	Experts/Colleagues

Technology Options

Framework Standard:
L.S. 6.19, 6.20, 6.21, 6.22, and 6.23

<b>Grade Level: Six</b>	<b>Unit: 5</b>
<b>Topic/Content: Egypt – Ancient River Civilization</b>	<b>Time Frame: 4-5 weeks</b>

**Essential Questions:**

**What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?**

What was the impact of religion on Egyptian life?

**Skills and Understandings: what should students know and be able to do?**

**The “Important Understandings” and “Important Skills” you want to leave with your students:**

- On historical map of Mediterranean region, locate the Mediterranean and Red Seas, Nile River and Delta, ancient Nubia and Egypt, and ancient Upper and Lower Egypt (explain meaning).
- On modern map, locate current Egypt and Sudan.
- CS 1: Compare information shown on modern and historical maps.
- CS 2: Use words or abbreviations of identifying time periods or dates.
- CS 3: Construct timelines of events.
- Describe kinds of evidence used by archaeologists and historians to draw conclusions about social and economic characteristics of ancient Nubia and ancient Egypt.
- CS 4: Distinguish between primary and secondary sources and how each is used in interpreting history.
- CS 6: Describe ways of interpreting archaeological evidence from societies with no written records.
- Describe the role of pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaoh to peasant, and role of slaves.
- CS 7: Define and use correctly words and terms relating to government.
- Describe polytheistic religion of ancient Egypt with respect to beliefs about death, afterlife, mummification, and role of different deities; use prior skills learned.
- Summarize important achievements of Egyptian civilization: agricultural system; invention of calendar; monumental architecture and art (Pyramids and Sphinx); hieroglyphic writing; and invention of papyrus.
- CS 5: Identify multiple causes and effects of historical events.

**Instructional Strategies – to further content understanding, interpretation, application, and perception**

- Houghton Mifflin
- Teacher Created Materials binder
- In teacher created materials: Egyptian market place barter/trade activity
- Atlas
- Posters
- Handmade maps
- Literature suggestion: *Zekmet, The Stone Carver*

<b>Writing Prompts</b> – to develop writing skills, enhance understanding, and maintain consistent approach to writing

<b>Assessment:</b> what evidence will show that the students understand the Essential Questions?
<b>Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.</b>
<b>Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.</b>
<ul style="list-style-type: none"> <li>• Section and chapter textbook tests</li> <li>• Maps</li> <li>• Timelines</li> <li>• Individual or group research projects</li> </ul>

Resources	Materials	Experts/Colleagues

<b>Technology Options</b>

<b>Framework Standard:</b>
L.S. 6.12, 6.13, 6.14, 6.15, and 6.16

<b>Grade Level: Six</b>	<b>Unit: 6</b>
<b>Topic/Content: Roots of Western Civilization: Ancient Greece, c. 800-300 BC/BCE</b>	<b>Time Frame: 6-7 weeks</b>

**Essential Questions:**

**What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?**

How did the democratic foundations and philosophical and educational practices influence civilizations that followed?

**Skills and Understandings: what should students know and be able to do?**

**The “Important Understandings” and “Important Skills” you want to leave with your students:**

- On historical map of Mediterranean area, locate Greece and trace its influence to 300 BC/BCE.
- On modern map locate England, France, Greece, Italy, Spain, Balkan peninsula, Crete, Egypt, India, Middle East, Pakistan, and Turkey.
- CS 1: Compare information shown on historical and modern map of same region.
- CS 2: Use words or abbreviations for identifying time periods or dates.
- Explain how geographical location of Athens and other city-states contributed to maritime trade, colonies in Mediterranean, and expansion of cultural influence.
- CS 3: Construct and interpret timelines of events.
- CS 5: Identify causes and effects in historical events.
- Explain why government of Athens is considered the beginning of democracy.
- Explain democratic political concepts developed in ancient Greece: the "polis" or city state; civic participation and voting rights; legislative bodies, constitution writing, rule of law.
- CS 7: Define and use correctly words and terms relating to government.
- Compare and contrast life in Athens and Sparta; apply concepts and skills learned in previous grades.
- Describe status of women and functions of slaves in ancient Athens; apply concepts and skills learned in previous grades.
- Analyze causes, course, and consequences of Persian Wars, including origins of marathons.
- CS 4: Distinguish between primary and secondary sources and describe how each is used in interpreting history.
- CS 5: Identify causes and effects of historical events.
- Analyze causes, course, and consequences of Peloponnesian Wars between Athens and Sparta.
- CS 4: Distinguish between primary and secondary sources and describe how each is used in interpreting history.
- CS 5: Identify causes and effects of historical events.
- Describe the rise of Alexander the Great and the spread of Greek culture.
- CS 3: Construct and interpret timelines of events.
- CS 5: Identify causes and effects in historical events.
- Describe myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, events, and where and how we see their names used today; apply concepts and skills learned in previous grades.
- Explain why city-states of Greece instituted a tradition of athletic competitions and describe kinds of sports they featured.
- CS 5: Identify causes and effects when explaining historical events.

- Describe purposes and functions of Greek institutions such as the lyceum, gymnasium, and Library of Alexandria.
- Identify major accomplishments of ancient Greeks: Thales (Science); Pythagoras and Euclid (math); Hippocrates (medicine); Socrates, Plato, and Aristotle (philosophy); Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) ;apply concepts and skills learned in previous grades.

**Instructional Strategies** – to further content understanding, interpretation, application, and perception

- Houghton Mifflin
- Teacher Created Materials binder
- Atlas
- Maps
- Posters
- Video
- Teacher Created Materials or InterAct projects.
- Apply PRIMES as you go through unit.
- Research project on another ancient civilization.
- Research includes index cards, bibliography, written paper and visual. Allow plenty of time to correct. Project can cover two units.
- Literature suggestion, *Atalanta's Race*, a Greek Myth, and related activities.

**Writing Prompts** – to develop writing skills, enhance understanding, and maintain consistent approach to writing


**Assessment:** what evidence will show that the students understand the Essential Questions?

- Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.**
- Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.**
- Section and chapter tests from textbook
  - Group/individual projects
  - Written assignments/research
  - Timelines
  - Maps

Resources	Materials	Experts/Colleagues

**Technology Options**

**Framework Standard:**

L.S. 6.24, 6.25, 6.26, 6.27, 6.28, 6.29, 6.30, 6.31, 6.32, 6.33 and 6.34

<b>Grade Level: Six</b>	<b>Unit: 7</b>
<b>Topic/Content: Roots of Western Civilization: Ancient Rome c. 500 BC/BCE - 500 AD/CE</b>	<b>Time Frame: 7-8 weeks</b>

**Essential Questions:**

**What questions point to the identified skills and understandings? What questions provide a broader intellectual focus to the work?**

How did the Ancient Roman culture influence modern western civilization?

**Skills and Understandings: what should students know and be able to do?**

**The “Important Understandings” and “Important Skills” you want to leave with your students:**

- On historical map, identify ancient Rome and trace the extent of Roman Empire to 500 AD/CE.
- Find modern day countries to correspond with Roman Empire.
- CS 1: Compare information shown on modern and historical maps of same region.
- CS 2: Use correctly abbreviations for time periods or dates in historical narratives.
- Explain how geographical location of ancient Rome helped shape Roman society and expansion of its political power in the Mediterranean region and beyond.
- CS 5: Identify causes and effects for historical events.
- CS 7: Define and use words and terms relating to government.
- CS 8: Define and apply economic concepts learned in previous grades.
- Explain rise of Roman Republic and role of mythical and historical figures in Roman history.
- Include Romulus and Remus; Hannibal and Carthaginian Wars; Cicero; Julius Caesar; Caesar Augustus; and Hadrian; apply concepts and skills learned in previous grades
- Describe government of Roman Republic and its contribution to development of democratic principles, including separation of powers, rule of law, representative government, and notion of civic duty.
- CS 7: Define and use correctly words and terms relating to government
- Describe influence of Julius Caesar and Caesar Augustus in Rome's transition from republic to empire.
- Explain reasons for growth and long life of Empire. Include military organization; purpose and function of taxes, promotion of economic growth through use of standard currency, road construction, and protection of trade routes; and benefits of Pax Romana.
- CS 4: Distinguish between primary and secondary sources. Describe how each kind of source is used in interpreting history.
- CS 7: Define and use correctly words and terms relating to government.
- CS 8: Define and apply economic concepts learned in previous grades.
- Describe characteristics of slavery under the Romans; apply concepts and skills learned in previous grades.
- Describe the origins of Christianity and its central features. Include monotheism; belief in Jesus as the Messiah and God's son who redeemed humans from sin; concept of salvation, belief in Old and New Testament; lives and teachings of Jesus and St. Paul; relationship of early Christians to officials of Roman Empire; apply concepts and skills learned in previous grades.
- Explain how inner forces (rise of autonomous military powers, political corruption, economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to disintegration of Roman Empire.
- CS 5: Identify causes and effects when explaining historical events.

- Describe contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).
- CS 3: Construct and interpret timelines of events and civilizations studied.
- Explain spread and influence of Roman alphabet and Latin language, the use of Latin as language of education for more than 1,000 years, and role of Latin and Greek in scientific and academic vocabulary.
- CS 5: Identify causes and effects when explaining historical events.

**Instructional Strategies** – to further content understanding, interpretation, application, and perception

- Houghton Mifflin
- Teacher Created Materials binder
- Maps
- Posters
- Video
- For unit: Teacher Created Material project
- Literature suggestion: *Pompeii*, *Nightmare at Midday* and related activities.

**Writing Prompts** – to develop writing skills, enhance understanding, and maintain consistent approach to writing


**Assessment:** what evidence will show that the students understand the Essential Questions?

- Describe how students will be assessed to demonstrate understanding of this unit’s “Big Ideas”.**
- Describe how students will be assessed to demonstrate proficiency in the unit’s target skills.**
- Section and chapter tests from textbook
  - Group/individual projects
  - Written assignments/research
  - Timelines
  - Maps

Resources	Materials	Experts/Colleagues

**Technology Options**

**Framework Standard:**

L.S. 6.35, 6.36, 6.37, 6.38, 6.39, 6.40, 6.41, 6.42, 6.43, and 6.44

