

Grade: 6

Subject: Social Studies

Unit
Stone Age People

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|------------------------------|---|
| Essential Question #1 | What role did the clan play in the lives of the early people? |
| Essential Question #2 | What was the importance of the clans getting larger than 20 person limit? |
| Essential Question #3 | What major change took in the food supply of early people and how did this lead to the establishment of villages with divisions of labor? |
| Essential Question #4 | |
| Essential Question #5 | |

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Unit: Stone Age People

Essential Question # 2

What role did the clan play in the lives of the early people?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | SWBAT understand the interactions of early people to meet basic needs and develop separate cultures. | C |
| Objective/Skill #2 | SWBAT analyze positive and negative effects of shift from hunting/ gathering to agriculture | AN |
| Objective/Skill #3 | SWBAT analyze the importance of the 20 person limit of the clan | AN |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Textbook reading
Classroom discussion
Review literature on Skara Brae
Graphic organizers

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Essential Question # 3

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What major change took in the food supply of early people and how did this lead to the establishment of villages with divisions of labor?

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| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | SWBAT understand how this change led to the establishment of villages | C |
| Objective/Skill #2 | SWBAT analyze the positive and negative effects of the development of the divisions of labor | AN |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

T-chart of positive /negative effects of divisions of labor

Review literature of Skara Brae

Construct a Stone Age Village model

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Subject: Social Studies

Unit

People of the Fertile Crescent

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|-----------------------|---|
| Essential Question #1 | How did civilization in Mesopotamia evolve, and what were its key components? (economy, government and laws, religion, war, division of society and inventions) |
| Essential Question #2 | What contributions were made by the Phoenicians, Israelites and Lydians? (monotheism, alphabet and coined money) |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Fertile Crescent

Essential Question # 1
How did civilizations in Mesopotamia evolve (economy, government, religion, war, inventions, etc.)?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Analyze how governments among city states changed | AN |
| Objective/Skill #2 | Evaluate how technology changed life in Mesopotamia. | E |
| Objective/Skill #3 | Summarize how agriculture effected religion and economy in Sumeria. | C |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Textbook readings

Create ziggurats in computer class

Hands-on activities regarding Hammurabi's Code

Compare/contrast cultures of the Fertile Crescent (Babylon, Phoenicia, Lydia)

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Subject: Social Studies

Unit: Fertile Crescent

Essential Question # 2

What contributions were made by Phoenicians, Israelites, and Lydians?
(monotheism and coined money)

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Analyze how the Phoenicians changed writing. | AN |
| Objective/Skill #2 | Summarize how Lydian coined money changed trade. | C |
| Objective/Skill #3 | Observe how monotheism represented a change in religious beliefs. | C |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Chooses 3 commandments and rewrite them in modern language

Compare and contrast Phoenician and modern alphabet

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Subject: Social Studies

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| <p><u>Unit</u> African Civilization of Nile Valley</p> |
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|------------------------------|---|
| Essential Question #1 | How did the geography of Nile region affect growth of the Nile Valley civilizations? |
| Essential Question #2 | What impact did the different dynasties have on Egypt's social, religious and governmental development? |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Civilization of the Nile

Essential Question # 1
How did the geography of Nile region affect growth of the Nile Valley civilizations?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Analyze the impact of the Nile on life, technology and religion | AN |
| Objective/Skill #2 | Compare the Egyptian calendar with the cycle of the Nile River | AN |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Create projects on Egyptian architecture/culture

Classroom games

Textbook reading

Writing in hieroglyphics

Discussion on mummification

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Subject: Social Studies

Unit: Civilization of the Nile

Essential Question # 2
What impact did the different dynasties have on Egypt's social, religious and governmental development?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Evaluate Dynastic influence on Egyptian life and religion | E |
| Objective/Skill #2 | Identify new technology and changes in society | AN |
| Objective/Skill #3 | Summarize and evaluate the influence of Kush on Egypt | E |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above
Complete research/construction project on ancient Egypt

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Subject: Social Studies

Unit
Ancient Greece

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|------------------------------|--|
| Essential Question #1 | How did the geography of Greece affect the development of the Minoans and Mycenaens of early Greece? |
| Essential Question #2 | What events led to the development of a militaristic Sparta and a democratic Athens? |
| Essential Question #3 | How did Alexander the Great's Empire spread Hellenistic thought beyond the boundaries of Greece? |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Ancient Greece

Essential Question # 1
How did the geography of Greece affect the development of the Minoans and Mycenaens of early Greece?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Evaluate how geography affected early people. | E |
| Objective/Skill #2 | Analyze the effect of trade on Minoan and Mycenaean cultures | AN |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Textbook reading

Geography lessons

Analyze timeline

Introduction to Greek mythology

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Unit: Ancient Greece

Essential Question # 2
What events led to the development of a militaristic Sparta and a democratic Athens?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Summarize democracy in Athens | C |
| Objective/Skill #2 | Compare and contrast Greek city-states | C |
| Objective/Skill #3 | Observe the effect outside pressures had on Greek city-states | C |
| Objective/Skill #4 | Analyze and interpret the achievements and end of the Athenian Golden Age | AN |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Computer-based project on Greek gods

Textbook-based reading

Jeopardy game

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Subject: Social Studies

Unit: Ancient Greece

Essential Question # 3
How did Alexander the Great's Empire spread Hellenistic thought beyond the boundaries of Greece?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Analyze and evaluate Alexander the Great's multicultural empire | E |
| Objective/Skill #2 | | |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above
Analyze geography of Alexander the Great's Empire

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Subject: Social Studies

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| <h1><u>Unit</u></h1> <h2>Ancient Rome</h2> |
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|-----------------------|--|
| Essential Question #1 | How did the Roman government change from a republic to a dictatorship? |
| Essential Question #2 | What structures helped Rome become a mighty empire, and how did they impact the known world? |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Ancient Rome

Essential Question # 1
How did the Roman Republic develop and change to a dictatorship?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Evaluate the effects of geography on early Rome | E |
| Objective/Skill #2 | Interpret the effect of Julius Caesar on the end of the Roman Republic | E |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above
Textbook reading
Walking field trip for Greco/Roman architecture
Classroom discussion
Discuss legendary founding of Rome (literature connection)

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Subject: Social Studies

Unit: Ancient Rome

Essential Question # 2
What structures helped Rome become a mighty empire, and how did they impact the known world?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Analyze the Roman Republic and expansion of the empire | AN |
| Objective/Skill #2 | Observe Augustus' role in the formation of the empire | C |
| Objective/Skill #3 | Analyze how the government, army road system united the empire | AN |
| Objective/Skill #4 | Summarize the rise and spread of Christianity and its effect on the Roman Empire | C |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above
Independent research project
Discuss art and architecture of Rome
Read and discuss Vesuvius
Watch video, Vesuvius

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Subject: Social Studies

Unit
Heirs of Rome & Persia

| | |
|------------------------------|---|
| Essential Question #1 | How did the Roman Empire influence Justinian and Theodora's Byzantine Empire? |
| Essential Question #2 | What was the impact of Islam and the Muslim Empire on the ancient world? |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Heirs of Rome & Persia

Essential Question # 1
How did the Roman Empire and Christianity influence Justinian and Theodora's Byzantine Empire?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Evaluate the changes that Justin the I and Theodora brought to the Byzantine Empire | E |
| Objective/Skill #2 | Understand the disagreements that divided the Christian Church | C |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Classroom discussion

Textbook reading

Discussion of modern day legacies of schism

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Subject: Social Studies

Unit: Heirs of Rome & Persia

Essential Question # 2
What was the impact of Islam and the Muslim Empire on the ancient world?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Analyze the growth and division of Islam | AN |
| Objective/Skill #2 | Evaluate the impact of the Muslim Empire on Europe | E |
| Objective/Skill #3 | | |
| Objective/Skill #4 | | |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Textbook reading

Videos

Discussion of modern views of Islam

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Subject: Social Studies

Unit

Middle Ages, Renaissance & Reformation

| | |
|-----------------------|--|
| Essential Question #1 | How did the establishment of the feudal system affect the development of western European countries? |
| Essential Question #2 | How did the Renaissance develop and what changes occurred in the arts, sciences, government and religion during the Renaissance? |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: Middle Ages, Renaissance & Reformation

Essential Question # 1
How did the establishment of the feudal system affect the development of western European countries?

| | | CT LEVEL |
|--------------------|---|-------------|
| Objective/Skill #1 | Analyze the impact of Charlemagne on the Middle Ages | AN |
| Objective/Skill #2 | Describe the Feudal System | K |
| Objective/Skill #3 | Evaluate the impact of the Crusades on life in Europe | E |
| Objective/Skill #4 | Compare conditions in Europe before and after the Black Death | E |
| Objective/Skill #5 | Interpret the Magna Carta and its importance | E |

Activities that you may opt to use with objectives/skills being taught above
Textbook reading
Discussion of heraldry, chivalry, social order
Design you own heraldic crest
Analyze social structure
Classroom activities

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Subject: Social Studies

Unit: Middle Ages, Renaissance & Reformation

Essential Question # 2
How did the Renaissance develop and what changes occurred in the arts, sciences, government and religion during the Renaissance?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Analyze the cause of the Renaissance | AN |
| Objective/Skill #2 | Summarize the changes in art, science, and technology during the Renaissance | C |
| Objective/Skill #3 | Summarize the effects of establishing new monarchies in Europe | C |
| Objective/Skill #4 | Analyze the Reformation | AN |
| Objective/Skill #5 | Summarize the factors that led to European exploration and England's rise to a world power | C |

Activities that you may opt to use with objectives/skills being taught above
Research guilds
Portray a Renaissance person (artist, musician, scientist, etc.)
Write a dialogue of a Renaissance personality
Geography lesson on exploration

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Subject: Social Studies

Unit
Age of Revolution

| | |
|------------------------------|--|
| Essential Question #1 | How did the Democratic Revolutions influence each other? |
| Essential Question #2 | How did the Industrial Revolution effect technology, economy and social structure? |
| Essential Question #3 | What is nationalism and how did it lead to colonialism and imperialism? |
| Essential Question #4 | |
| Essential Question #5 | |

Grade: 6

Subject: Social Studies

Unit: Age of Revolution

Essential Question # 1

How did the Democratic Revolutions influence each other?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Analyze how the American Revolution influenced the French Revolution. | AN |
| Objective/Skill #2 | Evaluate the effects of the French Revolution. | E |
| Objective/Skill #3 | Describe how the actions of the ruling class led to the French Revolution. | AN |
| Objective/Skill #4 | Explain the effect of the Napoleonic Empire on Europe. | AN |
| Objective/Skill #5 | Explain the effect they have on modern day nations? | AN |

Activities that you may opt to use with objectives/skills being taught above

Recreate a major event of the French Revolution.

Research and present the life of an important figure of the Revolutionary Era.

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Subject: Social Studies

Unit: Age of Revolution

Essential Question # 2
How did the Industrial Revolution effect technology, economy and social structure?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Summarize changes in British agriculture in the 18 th century. | C |
| Objective/Skill #2 | Describe what life was like for working people during the Industrial Revolution. | AN |
| Objective/Skill #3 | Analyze why Britain led the Industrial Revolution. | AN |
| Objective/Skill #4 | Describe the technological advances of the Industrial Revolution | AN |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above

Make a timeline of innovations during the Industrial Revolution.

Analyze the importance of James Watt's steam engine.

Read Lyddie by Katherine Patterson.

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Subject: Social Studies

Unit: Age of Revolution

Essential Question # 3
What is nationalism and how did it lead to colonialism and imperialism?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Identify steps industrial nations took to find new markets and sources of raw materials. | C |
| Objective/Skill #2 | Analyze how the first modern nations unified (Germany, Italy, Britain) | AN |
| Objective/Skill #3 | Identify conditions that encourage nationalistic feelings. | C |
| Objective/Skill #4 | Analyze how European powers came to control much of Asia and Africa. | AN |
| Objective/Skill #5 | Evaluate the lasting effects of European colonization on Africa and Asia. | E |

Activities that you may opt to use with objectives/skills being taught above

Research important figures of national movements in Europe and Asia.

Research and create a geographic timeline of European nations from 1800-WWI.

Create maps showing European colonization of Africa.

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Subject: Social Studies

Unit
World War

| | |
|------------------------------|--|
| Essential Question #1 | How did the treaty ending WW I and the Great Depression lead to WW II? What was the cause of WW I and its effect on Europe? |
| Essential Question #2 | What were the causes and effects of WW II? |
| Essential Question #3 | |
| Essential Question #4 | |
| Essential Question #5 | |

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Subject: Social Studies

Unit: World War

Essential Question # 1
How did the treaty ending WW I and the Great Depression, lead to WW II?
What was the cause of WW I and its effect on Europe?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Evaluate how European nationalism caused conflicts in the early 1900s. | E |
| Objective/Skill #2 | Analyze the development and effectiveness of the European alliance system? | AN |
| Objective/Skill #3 | Interpret the events that led to WW II? | E |
| Objective/Skill #4 | Explain how the industrial age change the face of war? | E |
| Objective/Skill #5 | Explain how WW I and the Czarist excesses led to the Russian Revolution | E |

Activities that you may opt to use with objectives/skills being taught above
Create a timeline of the events leading to WW I
Write a biographical sketch of an important leader of the time.
Create a newspaper with events of the time.

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Subject: Social Studies

Unit: World War

Essential Question # 2
What were the causes and effects of WW II?

| | | CT LEVEL |
|--------------------|--|-------------|
| Objective/Skill #1 | Analyze the causes of WW II. | AN |
| Objective/Skill #2 | Compare and contrast the Allies victories in Europe and the Pacific. | E |
| Objective/Skill #3 | Analyze the Germans' treatment of the Jews. | AN |
| Objective/Skill #4 | Analyze the effects of the spread of Communism after WW II. | AN |
| Objective/Skill #5 | | |

Activities that you may opt to use with objectives/skills being taught above
Read fiction and nonfiction accounts of the Holocaust.
Create a pictorial timeline of the rise and fall of Nazi Germany.
Prepare a Power Point presentation on a person or important event from WW II?
Create a journal about a survivor of WW II and/or the Holocaust