

Grade: 6

Subject: Social Studies

Unit
Stone Age People

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	

Grade: 6

Subject: Social Studies

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

Grade: 6

Essential Question # 3

Subject: Social Studies

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?

Unit: Stone Age People

		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

Grade: 6

Subject: Social Studies

Unit

People of the Fertile Crescent

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	

Grade: 6

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)

Grade: 6

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

Grade: 6

Subject: Social Studies

<p><u>Unit</u> African Civilization of Nile Valley</p>
--

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	

Grade: 6

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

Grade: 6

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

Grade: 6

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?
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	

Grade: 6

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

Grade: 6

Subject: Social Studies_

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

Grade: 6

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

Grade: 6

Subject: Social Studies

<h1><u>Unit</u></h1> <h2>Ancient Rome</h2>
--

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	

Grade: 6

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)

Grade: 6

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

Grade: 6

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	

Grade: 6

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

Grade: 6

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

Grade: 6

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	

Grade: 6

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

Grade: 6

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

Grade: 6

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.

Grade: 6

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.

Grade: 6

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.

Grade: 6

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	

Grade: 6

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.

Grade: 6

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