

Stratford School District
Stratford, New Jersey

Samuel S. Yellin School

Social Studies Curriculum Guide Revised August 2022 NJSLs

Grade 6 Ancient World

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	NJSLS Standards for Social Studies	NJSLS ELA Anchor Standards for Social Studies
Annual Objectives:	<ul style="list-style-type: none"> ● Student Learning Objectives as identified in NJSLS ● Identify key ideas & details, author's craft & structure, and integrate knowledge & ideas through reading the Civic textbook and participating in discussion and research projects ● Complete in depth review of academic and domain specific vocabulary in order to write in an academic format ● Read and view text for comprehension of message, critique of author's craft, and connections to self, world, and text. ● Orally present views with fluency, clarity and responsibility ● Demonstrate active listening behaviors. ● Compare & contrast written text and real time events vs. media versions of texts and witness accounts 	<p>RH 6.8 1-10 W 1-10</p>

NJSLS	6.2.8.GeoPP1,3 All 6.2.8.HistoryCC1,3 All 6.2.8.HistorySE1 All 6.2.8.HistoryUP.3 All 6.2.8.HistoryCA.3 All 6.2.8.CivicsPI.2-3 All 6.2.8.EconEM.3 All	Interdisciplinary Connections for All Units Career Readiness, Life Literacies and Key Skills: 9.1.8FP.2,4 9.4.8.CI..3 9.4..DC..1-6 9.4.8.GCA.1-2 9.4.8.IML All 9.4.8.TL.3
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<p>Ongoing:</p>	<p><u>Skills:</u> -Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts, to infer information, and to note cause and effect -Writing skills (dialogue, argument, compare and contrast, narrative, expository, A.R. Responses) -Define and incorporate vocabulary terms -Discussion Skills/ Work in cooperative groups -Create graphic organizers -Note-taking skills -Study skills -Map Skills -Public speaking -Create and/or analyze political cartoons/artwork - Analyze videos/music</p> <p><u>Materials:</u> -History Alive: The Ancient World TCI and other Websites -History Alive: Student Interactive Notebook -Presentation materials (computers, projectors, etc., as needed and available) -Maps -DVD/ Video clips/Audio tracks - Supplemental and teacher created materials</p>	<p><u>Options for Learning Activities:</u></p> <ul style="list-style-type: none"> • Interpret information • Discussion Skills • Create graphic organizers • Analyze different perspectives • Public speaking • Analyze political cartoons • Study skills • Work in cooperative groups • Read for a variety of purposes: Critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts. • Draw inferences from factual material. • Note cause and effect relationships. • Group Projects <p>Benchmarks and Assessments:</p> <p>Formative: Lesson Follow-Ups Topical Projects Guided Reading Role Playing Daily Logs</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks Précis of primary documents and multi-media excerpts Current Events Presentations</p> <p><u>Modifications:</u> BSI-ELL-SE-Enrichment (Differentiated Instruction, if necessary) • Provide more detailed explanation of classroom assignments(both written and oral)</p> <ul style="list-style-type: none"> • Overhead Aides • Choice of projects • Notes Provided • Modified Tests • Modified Rubrics • Modified Assignments • Flexible Grouping • Summarizing Key Facts • Check and review homework • Emphasis and reword vocabulary and historical terms • Organize different types of review strategies • Ask questions as if I were student
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| | | <ul style="list-style-type: none">• Opportunities to retake tests or rewrite essays |
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<p>Unit 1 Early Humans and Mesopotamia</p> <p>September October November</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -The tools and evidence that social scientists use to learn about the past. -The five major hominid groups, their capabilities, and their technology. -That the agricultural revolution resulted in a stable food supply and led to important changes in shelter, communities, jobs and trade. -That culture includes the food, language, religion, arts, etc. - The key features of a Sumerian city-state (including: ziggurats, irrigation, and defense) -The five main characteristics of civilizations: stable food supply, social structure, system of government, religion, developed culture, language. -Geographic features contribute to the development of city-states in Mesopotamia. -The locations and major achievements of the four Mesopotamian empires. -The physical environment including the flooding of the Tigris and Euphrates rivers provided problems that had to be solved in order for civilizations to be able to prosper. <p><u>Materials:</u></p> <ul style="list-style-type: none"> -History Alive: The Ancient World -TCI and other Websites -History Alive: Student Interactive Notebook -Presentation materials (computers, projectors, etc., as needed and available) -Maps -DVD/ Video clips/Audio tracks - Supplemental and teacher created materials 	<p><u>Options for Learning Activities:</u></p> <ul style="list-style-type: none"> -Cave art interpretation activity -Hominid timelines (Reading Notes 2) -Five ways people changed from hunter-gatherer to farming -(Reading Notes 3) -Analysis of problems and solutions in Sumerian citystates. (Reading Notes 4) <p>Direct instruction</p> <ul style="list-style-type: none"> – What are the characteristics of a civilization. - Analyze ancient Sumerian artifacts and determine their relevance to civilization. -Complete a graphic organizer for each of the four Mesopotamian empires. (possible jigsaw) -Classroom cave art activity and interpretation (after Hominid Timelines) -Spoke diagrams for modern items that are examples of modern civilizations. -Timeline Challenge 1 <p>Benchmarks and Assessments:</p> <p>Formative:</p> <p>Lesson Follow-Ups</p> <p>Topical Projects</p> <p>Guided Reading</p> <p>Role Playing</p> <p>Daily Logs</p> <p>Summative:</p> <p>Content Tests</p> <p>Vocabulary Definitions</p> <p>Rubric Based Tasks</p> <p>Précis of primary documents and multi-media excerpts</p> <p>Current Events Presentations</p> <p>Create a REAL ESTATE advertisement to encourage people travel to a Sumerian city-state.</p> <p>-“Neolithic Nick and Nel” comic strip that compares Neolithic life to modern life (after Reading Notes 3)</p>
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<p>Unit 2 Ancient Hebrews and Ancient Egyptians</p> <p>November December January</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -The factors that contributed to the growth of Egyptian civilization. -The changes in technology that happened over time and as a result of interaction with other people. -The changing structure of Egyptian society and government. -The forces that pulled on the Egyptian leaders (the concept of PUSH/PULL). -The relationship between the Nile River and the growth of civilization. -Detailed study of the geography of North Africa and the Middle East. -Specific vocabulary and social studies terms connected to ancient Egypt. -The role of conflict within and from outside Egypt that shaped the civilization. -Egypt's interrelationship with her neighbors – trade, war, growth and decline. -The role and relationship between religion and governmental power. -Social roles in a society and the introduction of specialized labor. -The concept of “leadership”. <p><u>Materials:</u></p> <ul style="list-style-type: none"> -History Alive: The Ancient World -TCI and other Websites -History Alive: Student Interactive Notebook -Presentation materials (computers, projectors, etc., as needed and available) -Maps -DVD/ Video clips/Audio tracks - Supplemental and teacher created materials 	<p><u>Options for Learning Activities:</u></p> <ul style="list-style-type: none"> -Map analysis of Israel -Notes on Ancient Hebrews -Video clips of Ancient Hebrew text topics -“What is this?” session – each table gets an item (pyramid, Sarcophagus, Hieroglyphics, etc) -Create a “Help-Wanted” ad for jobs created with the advent of specialization. <p>Direct Instruction:</p> <ul style="list-style-type: none"> -The geography of Israel -The geography of Egypt – Map showing environments, landforms, cities. Have a discussion about the nature of the annual flooding and the impact the flooding had on the development of agriculture in the Nile River Valley. (R E) -Discuss the importance of irrigation in terms of being able to control floodwaters and maintain crops. (R) - Definitions of culture, civilization and irrigation. -The stratification of Egyptian society, which was built upon the farming class – social pyramid. -Teach outside influences that led to changes within Egypt – specifically how the Hyksos invasion resulted in improvements to the Egyptian army. <p>Homework:</p> <ul style="list-style-type: none"> -Individual culture example project – Artistic production (R E) -PQ3R reading strategies <p>Benchmarks and Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> Lesson Follow-Ups Topical Projects Guided Reading Role Playing Daily Logs <p>Summative:</p> <ul style="list-style-type: none"> Content Tests Vocabulary Definitions Rubric Based Tasks Précis of primary documents and multi-media excerpts Current Events Presentations
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<p>Unit 3 Ancient India</p> <p>January February March</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> -The eight key physiographic features of the Indian subcontinent, including the major river systems. -Locations of human settlement in India circa 2500 B.C.E. -The function of artifacts and ruins in the Mohenjodaro site. -Daily life in the Indus-Sarasvati region. -The five basic Hindu beliefs. -The basic Buddha teaching. -The life and moral teachings of Buddha. -The moral and political achievements of king Ashoka. -Ashoka's edicts. -The achievements of the Gupta Empire. -India's Golden Age. -Seven locations in the Gupta Empire. <p><u>Materials:</u></p> <ul style="list-style-type: none"> -History Alive: The Ancient World TCI and other Websites -History Alive: Student Interactive Notebook -Presentation materials (computers, projectors, etc., as needed and available) -Maps -DVD/ Video clips/Audio tracks - Supplemental and teacher created materials 	<p><u>Options for Learning Activities:</u></p> <ul style="list-style-type: none"> -Geography Challenge: India and (Buddhism and Hinduism) -Draw and label an ideal location to resettle. -Label and identify the map of India. -Analyzing photographs of items found in Ancient India and what archaeologists believed the items were used for. -Create mandalas for each of the five core Hindu Beliefs. Match readings and images to the five core Hindu beliefs. -Create an acrostic for the word Hinduism that reflects Hinduism's role in India. -Analyze painting that reflects the life and moral teachings of Buddha. Create captions for each drawing. -Interpret excerpts from Ashoka's edicts. Illustrate each edict. -Describe your own, personal "Golden Age" in your life so far. Illustrate and achievement and explain it in a paragraph. -Identify achievements in India's "Golden Age" in traditions, medicine, arts, metallurgy, and mathematics. -Indian Timeline Challenge. <p>Benchmarks and Assessments:</p> <p>Formative: Lesson Follow-Ups Topical Projects Guided Reading Role Playing Daily Logs</p> <p>Summative: Content Tests Vocabulary Definitions Rubric Based Tasks Précis of primary documents and multi-media excerpts Current Events Presentations Create a real estate advertisement to convince people to settle in the area of one of the key geographic features in India.</p> <p>Compare Hindu and Buddhist beliefs. Design a web page celebrating King Ashoka and the Mauryan Empire.</p>
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Unit 4 Ancient Greece & Ancient Rome April	<u>Skills:</u> -The physical environment of the Greek peninsula including the terrain, water and soil issues that impacted the development of the Greek civilization.	<u>Options for Learning Activities:</u> -Given a description of two types of classrooms, students will choose which class they would rather be a part of and explain why. -Looking at two teams, one that is structured, disciplined and organized and the other which is “out

<p>May June</p>	<ul style="list-style-type: none"> -How rivalries among city-states often led to war and other changes in society. -The patterns of trade and commerce among Greek citystates, their colonies, and the Mediterranean area. -The transitions from tyranny to oligarchy to early democracy and back to dictatorship. -The differences between life in Athens and Sparta. -The roles of Athens and Sparta in the Peloponnesian War. -The founding, expansion, and political organization of the Persian Empire. -The causes and results of the Persian wars. -The cultural achievements of Athens and the importance of sports there. -Who Alexander the Great was and his accomplishments. -The contributions of the Greeks to modern language, literature, medicine, math, architecture, government, entertainment, and sports. -Specific terms and vocabulary dealing with government, empire, and culture. -The location of the city of Rome and the boundaries and key geographic features and of the Roman Empire. -The ways in which the Roman civilization was influenced by Etruscan and Greek cultures. -The identity and roles of legendary figures like Aeneas and Romulus and Remus and the differences between the historical and mythical founding of Rome. -The structure of the Pantheon of Olympus and several myths. -The circumstances that led to the rise of the Roman Republic and the transitions that occurred to make it more democratic. 	<ul style="list-style-type: none"> of control,” students must decide which team will win. (compare Persians to the Greeks.) -Geography Challenge 5 -recreate the settlement of lands in Greece and simulate the need for and benefits of trade. -Create icons that represent the growth and development of Greek civilization. -Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship and understand the reasons for the failures of each type of government. -Use their knowledge of the Persian Wars to create headlines and captions for a series of illustrations. Then choose one of the illustrations to use as a writing prompt and write a newspaper story about the events surrounding the picture. -Design four medallions that commemorate different parts of Alexander’s plans to conquer and unite his empire. -In a group, create a metope that illustrates some aspect of life in Athens or Sparta. -Create a venn-diagram comparing Athens and Sparta and add two pictures specific to Athens and Sparta. - Compare two images of ancient Greek and Roman life and hypothesize about why similarities in daily life exist between the two cultures. -Take part in a simulation of the differences between the Plebeians and Patricians of the Roman Republic. -Explain the metaphor “A belief and unite his empire. - Geography Challenge 6 -After the simulation to develop differences between “Plebs” and “Pats” have students engage in a discussion about how to change the system. -Students will search for answers to trivia questions about daily life in Rome. Then they will select and act out some aspect of daily Roman life that they have learned. -Explain how Roman engineering achievements have been incorporated into modern life. -Identify the relationship between Roman Law and Philosophy and modern thought -Play the Rome to Home game. -Describe common Roman Art forms and identify items from modern life that utilize similar designs and techniques. -Create the front and back of a coin to commemorate a great Roman leader/ important person, or important events in Etruscan history.
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	<p>-The differences between the patricians and plebeians in the Roman Republic.</p> <p>-The causes for the transformation from Roman Republic to Roman Empire and the importance of figures like Cincinnatus, Julius Caesar, and Augustus. -The political and geographic reasons for the expansion of the Roman Empire.</p> <p>-The effects, both positive and negative, of military expansion on Roman society.</p> <p>-Many aspects of daily life in the Roman Empire including the use of currency and trade.</p> <p>-The differences between life in ancient Rome and Modern times.</p> <p>-Key events in the development and spread of Christianity and the perceived threat that Christianity posed for the Roman Empire. - The role of Rome in preserving and transmitting Christianity. -The internal weaknesses of the Roman Empire and the reasons for its fall.</p> <p><u>Materials:</u></p> <p>-History Alive: The Ancient World</p> <p>TCI and other Websites</p> <p>-History Alive: Student Interactive Notebook</p> <p>-Presentation materials (computers, projectors, etc., as needed and available)</p> <p>-Maps</p> <p>-DVD/ Video clips/Audio tracks - Supplemental and teacher created materials</p>	<p>Benchmarks and Assessments:</p> <p>Formative:</p> <p>Lesson Follow-Ups</p> <p>Topical Projects</p> <p>Guided Reading</p> <p>Role Playing</p> <p>Daily Logs</p> <p>Summative:</p> <p>Content Tests</p> <p>Vocabulary Definitions</p> <p>Rubric Based Tasks</p> <p>Précis of primary documents and multi-media excerpts</p> <p>Current Events Presentations</p> <p>Compare and contrast Athens and Sparta</p> <p>Identify and label the most important Greek citystates, the -Persian Empire, and Macedonia and make historical hypotheses based upon interpretations of a map.</p> <p>Create a scrapbook of a visit to the most important sites in ancient Greece and explain each of the pictures in each section of the scrapbook. (performance task 1)</p> <p>Create a picto –word for each of the forms of government in the Greek city-states.</p> <p>Write a poem praising the growth of the Roman empire.</p> <p>Create tribute columns to commemorate one of the four periods of major expansion in the Roman Empire. -</p> <p>Create a mosaic to demonstrate the organization of the Roman Republic.</p>
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