

# Social Studies Curriculum

## Sixth Grade “World History and Geography – Ancient Civilizations”

By the end of sixth grade students will appreciate and understand the importance and impact of ancient civilizations and their significance to modern society. Emphasis will be placed on culture, government and geographical differences. Students will gain knowledge of the legacies of ancient civilizations and will develop a worldly awareness and recognize the uniqueness of cultural diversities.

### Archdiocese of Santa Fe Standard 1:

#### History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

### Critical for Mastery in Grade 6

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICIES</b>
<b>Students analyze the significance and evaluate the contributions of the classic ancient civilizations.</b>		
<b>A. Mesopotamia:</b>		
1. Recognize the rise of city states, importance of the Assyrians and city of Babylon.	<ul style="list-style-type: none"> <li>• Create an informative brochure to evaluate different city states.</li> </ul>	
<b>B. Egypt:</b>		
1. Describe the rise of the Egyptian empire including the rise and fall of the Old, Middle and New Kingdoms.	<ul style="list-style-type: none"> <li>• Group activity in which students create timelines with illustrations of the different time periods.</li> </ul>	
<b>C. Arabia:</b>		

1. Describe the rise and growth of the Arab empire and growth in Asia, Africa and the Mediterranean.	<ul style="list-style-type: none"> <li>Map activity showing the progression of the empire across different countries.</li> </ul>	
<b>D. Greece:</b>		
1. Describe the rise of the Greek civilization in the Mediterranean and its growth into Africa and Asia.	<ul style="list-style-type: none"> <li>Create a recipe for the “ingredients” of what made the Greek civilization successful in its growth.</li> </ul>	
2. Discuss the Peloponnesian Wars and the Greek city-state rivalries.	<ul style="list-style-type: none"> <li>Class/small group discussions.</li> </ul>	
<b>E. Rome:</b>		
1. Describe how the Roman city grew to a major economic, political and military power (i.e., growth from city, to republic to empire).	<ul style="list-style-type: none"> <li>Divide the classroom into a news station and have students report on the rise and fall of the Roman Empire.</li> </ul>	
2. Discuss the reasons and impact of the fall of the Roman Empire and the rise of the Byzantine Empire.	<ul style="list-style-type: none"> <li>See Assessments/Strategies for E #1.</li> </ul>	
<b>F. India:</b>		
1. Describe the development of the Indian civilization, Aryan arrival and the development of India’s first empires.	<ul style="list-style-type: none"> <li>Create a timeline of the development of the Indian civilization.</li> </ul>	
<b>G. China:</b>		
1. Discuss the rise and fall of the major dynasties in China (i.e., Shang, Qin, Han, Zhou).	<ul style="list-style-type: none"> <li>Create scrapbooks showing different aspects of a dynasty to include cultural characteristics and events leading to its fall.</li> </ul>	

**Archdiocese of Santa Fe Standard 2:**

**People in Societies, Cultural Diversity and Catholic Identity:**

**Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.**

### Critical for Mastery in Grade 6

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students understand the development of major religions and their impact on and contribution to the classical ancient civilizations.</b>		
<b>A. Mesopotamia:</b>		
1. Identify the relationship between government and religion (i.e. role of priests, cuneiform, places of worship, ziggurat and key figures).	<ul style="list-style-type: none"> <li>• Have students research the influence of Israelites on the society and hold group discussions on their findings.</li> </ul>	
2. Discuss the influence of the Israelites.	<ul style="list-style-type: none"> <li>• See Assessments/Strategies for A #1.</li> </ul>	
<b>B. Egypt:</b>		
1. Describe the impact of religion on Egyptian culture (i.e., polytheism, deity worship, belief in afterlife, mummification, hieroglyphics, pyramids and key figures).	<ul style="list-style-type: none"> <li>• Create an Egyptian culture fact file in student created hieroglyphics.</li> </ul>	
2. Describe the contributions of science and medicine.	<ul style="list-style-type: none"> <li>• Make a two column chart listing contributions of science and medicine.</li> </ul>	
<b>C. Arabia:</b>		
1. Analyze the significance of the spread of Islam through conquests, teaching and trade (i.e., Muhammad, the Koran, Five Pillars of Islam, Kaaba, Mosques and other key figures).	<ul style="list-style-type: none"> <li>• Students will review an area conquered by Arabia and write the effects it had on the culture of the area.</li> </ul>	
2. Recognize the impact of contributions in math, science and arts.	<ul style="list-style-type: none"> <li>• Create a PowerPoint detailing contributions to math, science, or the arts.</li> </ul>	
<b>D. Greece:</b>		
1. Recognize the influence of key philosophers including Pericles, Socrates, Plato, Aristotle, Euclid and other key figures.	<ul style="list-style-type: none"> <li>• Create a dialogue between a major philosopher and one of their students.</li> </ul>	

2. Recognize the influence of Alexander the Great and the spread of the Greek culture throughout Asia and Africa.	<ul style="list-style-type: none"> <li>Trace the spread of the Greek culture throughout Asia and Africa.</li> </ul>	
3. Describe the influence of Greek mythology and religion on society.	<ul style="list-style-type: none"> <li>In groups, students research a Greek myth and present findings to the class.</li> </ul>	
4. Identify the impact of literature, art, language and science (i.e., alphabet, Homer and Greek epics).	<ul style="list-style-type: none"> <li>Make a four column chart. Students use “post its” to add examples of Greek contributions to literature, art, language, and science.</li> </ul>	
<b>E. Rome:</b>		
1. Analyze and evaluate the origins of Christianity, the life and teachings of Jesus Christ and beginnings of the Roman Catholic Church.	<ul style="list-style-type: none"> <li>Interview a priest to gain knowledge on the apostles, the Virgin Mary and other Christian figures during this time period.</li> </ul>	
2. Analyze the impacts of key Christian figures to include the Twelve Apostles, St. Paul, the Virgin Mary and the spread of Christian faith throughout the Roman empire.	<ul style="list-style-type: none"> <li>Create a business card for a Roman or Christian leader.</li> </ul>	
3. Discuss Roman legacies to include law and government, language, arts, and technology.	<ul style="list-style-type: none"> <li>Class large and small group discussions.</li> </ul>	
4. Identify the impact of key figures (i.e., Julius Caesar, Augustus, Diocletian, Constantine, Spartacus, Ptolemy).	<ul style="list-style-type: none"> <li>Choose a key figure. Prepare an oral report that highlights their impact on Roman civilization.</li> </ul>	
5. Identify the architectural achievements including the Coliseum, Pantheon, and the importance of aqueducts.	<ul style="list-style-type: none"> <li>Create a PowerPoint highlighting Roman architectural achievements. Include photos.</li> </ul>	
<b>F. India:</b>		
1. Discuss the impact of the cast system.	<ul style="list-style-type: none"> <li>On a poster students will create a diagram of the cast system.</li> </ul>	
2. Explain the evolution of early Hinduism and its importance to the Indian society (i.e., the Vedas and Dharmas, Karma and other major beliefs).	<ul style="list-style-type: none"> <li>Research Hinduism, Buddhism, Confucianism and Taoism. Make a compare/contrast chart.</li> </ul>	

3. Know the life and teachings of Buddha as well as the spread of Buddhism throughout Asia (i.e., the eight fold path, and Middle Way).	<ul style="list-style-type: none"> <li>• See Assessment/Strategies for F #2.</li> </ul>	
4. Understand Indian contributions to math, science, literature, and language.	<ul style="list-style-type: none"> <li>• Make a four column chart listing Indian contributions to math, science, literature and language.</li> </ul>	
<b>G. China:</b>		
1. List the polices and achievements of the emperor Shi Huangdi in unifying northern china under the Qin Dynasty.	<ul style="list-style-type: none"> <li>• Make paper fortune cookies with the sayings of Confucius.</li> </ul>	
2. Explain the life of Confucius and the fundamental teachings of Confucianism and Taoism and their influence on Chinese culture.	<ul style="list-style-type: none"> <li>• See Assessments/Strategies for F #2.</li> </ul>	
3. Identify the significance of the Chinese arts, writing system and the Great Wall of China.	<ul style="list-style-type: none"> <li>• On a classroom chart list significant Chinese contributions to writing and the arts.</li> </ul>	
4. Develop an awareness of social justice and the need for social justice and basic human rights amongst all cultures.	<ul style="list-style-type: none"> <li>• Design a community project to raise justice issues and awareness among specific populations.</li> </ul>	

**Archdiocese of Santa Fe Standard 3:**

**Geography:**

**Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.**

**Critical for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
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<b>Understand and describe how topography, resources and climate influence and change civilizations through lifestyles, cultures and settlements.</b>		
<b>A. Mesopotamia:</b>		
1. Locate the Fertile Crescent Persian Gulf, Tigris and Euphrates Rivers and discuss their influence on settlement patterns.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
<b>B. Egypt:</b>		
1. Locate the Nile River and discuss its importance on trade, agriculture and settlement patterns.	<ul style="list-style-type: none"> <li>• Create a diorama of a citizens daily life as revolving around the Nile River and write a paper explaining their dependence on the river.</li> </ul>	
<b>C. Arabia:</b>		
1. Recognize how the deserts, coastline and oases of Arabia helped shape the Arab way of life.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
2. Locate on a map the Mecca, Medina, Persian Gulf and Arabian Sea.	<ul style="list-style-type: none"> <li>• On map above locate and label Mecca, Medina, the Persian Gulf and Arabian Sea.</li> </ul>	
<b>D. Greece:</b>		
1. Locate Europe, Greece, Peloponnesus, Attica, Aegean Sea, Ionian Sea, Macedonia and major islands and the Mediterranean Sea.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
2. Describe the impact of the Mediterranean Sea on Greek culture.	<ul style="list-style-type: none"> <li>• Write a two paragraph essay to describe the impact of the Mediterranean Sea on Greek culture.</li> </ul>	
3. Recognize the impact of the topography on the lifestyle of the Greek civilization (i.e., mountains, islands).	<ul style="list-style-type: none"> <li>• Class large and small groups discussions.</li> </ul>	
<b>E. Rome:</b>		
1. Locate the Italian Peninsula, the Alps, the Tiber River, Rome, and the Apennines.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
2. Outline the Roman Empire at the height of its civilization.	<ul style="list-style-type: none"> <li>• On the map above highlight the Roman Empire at the height of its civilization.</li> </ul>	

3. Discuss the significance and control the Mediterranean Sea had on the growth of the Roman Empire.	<ul style="list-style-type: none"> <li>• Add two paragraphs to essay in D #2 discussing the signification of the Mediterranean Sea on the growth of the Roman Empire.</li> </ul>	
<b>F. India:</b>		
1. Locate the Indian subcontinent, Himalayas, Inus River, Ganges River, Bay of Bengal, Hindu Kush and Arabian Sea.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
<b>G. China:</b>		
1. Locate China, the Yellow Sea, Huang He River, Chang Jiang River, and Gobi Desert.	<ul style="list-style-type: none"> <li>• Draw, label and color on a map using a worksheet, web quest or smart board and compare it to a modern day map.</li> </ul>	
2. Describe how topography and rivers shaped society.	<ul style="list-style-type: none"> <li>• Class large and small group discussions.</li> </ul>	

**Archdiocese of Santa Fe Standard 4:**

**Economics:**

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

**Critical for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students recognize and describe economic structures of early classical ancient civilizations.</b>		
<b>A. Mesopotamia:</b>		

1. Explain the differences in the social classes and their contributions to the economy (i.e., artisans, scribes, kings, priests, government officials, prisoners of war and slaves).	<ul style="list-style-type: none"> <li>Students will write a narrative about their life as a person in each social class and discuss their contributions to society.</li> </ul>	
<b>B. Egypt:</b>		
1. Describe the economic activity including farming and trade.	<ul style="list-style-type: none"> <li>Class large and small group discussions.</li> </ul>	
2. Discuss how the social class system effected the economy (i.e., pharaohs, priests and nobles, traders, artisans, shopkeepers and scribes, farmers and herders, unskilled workers and slaves).	<ul style="list-style-type: none"> <li>Create a resume for each profession including their skills and importance to society.</li> </ul>	
<b>C. Arabia:</b>		
1. Describe the economic activity including the importance of trade to the Arabic society.	<ul style="list-style-type: none"> <li>Simulate an Islamic bazaar to demonstrate the barter system and identify the origin of the products traded.</li> </ul>	
<b>D. Greece:</b>		
1. Explain how industry developed through specialization.	<ul style="list-style-type: none"> <li>Create a timeline showing the development of Greek industry.</li> </ul>	
2. Recognize the importance of trade within the colonies and with other civilizations including specific goods traded.	<ul style="list-style-type: none"> <li>Write an essay describing interdependence of city-states through trade and specialization of products.</li> </ul>	
<b>E. Rome:</b>		
1. Identify the influence of agriculture and industry on the economy.	<ul style="list-style-type: none"> <li>Write a two paragraph essay on the influence of agriculture and industry on the Roman economy.</li> </ul>	
2. Recognize how trade impacted the Roman market.	<ul style="list-style-type: none"> <li>Add two paragraphs to the essay in E #1 that describe how trade impacted the Roman market.</li> </ul>	
3. Identify the impact of a unified coin currency.	<ul style="list-style-type: none"> <li>Students will examine different Roman coins and the value of each. Hold a classroom discussion on the importance of unified currency.</li> </ul>	
<b>F. India:</b>		



1. Discuss the importance of trade, agriculture and specialization.	<ul style="list-style-type: none"> <li>Research and discuss Indian trade goods and compare it to modern times.</li> </ul>	
<b>G. China:</b>		
1. Discuss the impact of silk making, agriculture and specialization.	<ul style="list-style-type: none"> <li>Make a three column chart using the items in G #1 as headings. List the impact of silk making, agriculture and specialization under the appropriate column.</li> </ul>	
2. Recognize the importance of the “silk-road” and trade.	<ul style="list-style-type: none"> <li>Create a journal of a trader on the “silk road” including goods traded and stops made along the route.</li> </ul>	

**Archdiocese of Santa Fe Standard 5:**

**Government, Civics and Citizenship:**

**Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.**

**Critical for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>Students distinguish between types of government and identify the basic features and modern examples of each type.</b>		
<b>A. Mesopotamia:</b>		
1. Analyze the importance of the Hammurabi Code.	<ul style="list-style-type: none"> <li>Write a comparison of the Hammurabi Code to laws and morals from other civilizations (i.e., The Bill of Rights, 12 Tables, Ten Commandments, the Middle Way, Eightfold Path, etc.).</li> </ul>	

<b>B. Egypt:</b>		
1. Analyze the structure of government (i.e., the relationships between villages, chiefs, kingdoms, and pharaohs).	<ul style="list-style-type: none"> <li>• Create a three-dimensional social pyramid. Include descriptions of each level of society.</li> </ul>	
<b>C. Arabia:</b>		
1. Analyze the structure of government (i.e., the role of the caliph, sultan and caliphate).	<ul style="list-style-type: none"> <li>• Create an outline or chart describing jobs and roles of each in society.</li> </ul>	
<b>D. Greece:</b>		
1. Discuss the development of city-states (polis) including Athens, Sparta and Troy.	<ul style="list-style-type: none"> <li>• Students create skits or short plays portraying life in Greek city-states.</li> </ul>	
2. Recognize the impact of a democratic system, invention of the idea of citizenship and the use of a trial system.	<ul style="list-style-type: none"> <li>• Role play a trial using democratic principles.</li> </ul>	
<b>E. Rome:</b>		
1. Describe the government of the Roman Republic and its significance (i.e., written constitution and law, tripartite government, checks and balances, civic duty).	<ul style="list-style-type: none"> <li>• Compare and contrast Roman government principles and ideas to the United States.</li> <li>• Create comparison charts.</li> </ul>	
<b>F. India:</b>		
1. Identify the role of the caste system in governing society.	<ul style="list-style-type: none"> <li>• Conduct a panel discussion on restriction of life within the caste system.</li> </ul>	
2. Identify the political influence of the Maurya empire and the achievements of Asoka.	<ul style="list-style-type: none"> <li>• Research the items in F #2 and #3. Create a five frame PowerPoint highlighting each area. Include at least one visual for each.</li> </ul>	
3. Recognize the role of theocracy and the role of the Lamas.	<ul style="list-style-type: none"> <li>• See Assessment/Strategies for F #2.</li> </ul>	
<b>G. China:</b>		
1. Compare and contrast the governing systems of the major dynasties.	<ul style="list-style-type: none"> <li>• Create Venn diagrams on dynasties.</li> <li>• Using the diagram have students create Chinese fans showing the evolution of the government system.</li> </ul>	

**Archdiocese of Santa Fe Standard 6:**

**Social Studies Skills, Methods and Technology:**

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

**Critical for Mastery in Grade 6**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
1. Read maps, diagrams, charts, timelines, etc.	<ul style="list-style-type: none"> <li>Refer to Assessments/Strategies for Standard 3.</li> </ul>	
2. Utilize research skills.	<ul style="list-style-type: none"> <li>Research projects.</li> </ul>	
3. Distinguish between primary and secondary resources.	<ul style="list-style-type: none"> <li>Prepare a class presentation using both primary and secondary sources.</li> </ul>	
4. Differentiate between reliable and unreliable sources.	<ul style="list-style-type: none"> <li>Using presentations in #3 indicate perceived reliability of sources.</li> </ul>	
5. Relate history to current events and ancient civilizations to modern countries.	<ul style="list-style-type: none"> <li>Refer to Assessment/Strategies for Standard 3 #A1.</li> </ul>	
6. Understand cause and effect.	<ul style="list-style-type: none"> <li>Relate skill to understand historical events.</li> </ul>	
7. Apply chronological thinking.	<ul style="list-style-type: none"> <li>Students construct timelines of ancient civilizations.</li> </ul>	
8. Employ fundamental social studies vocabulary.	<ul style="list-style-type: none"> <li>Create a classroom Social Studies vocabulary chart.</li> </ul>	
9. Take notes.	<ul style="list-style-type: none"> <li>Students apply skills daily.</li> </ul>	
10. Outline.	<ul style="list-style-type: none"> <li>Students apply skills daily.</li> </ul>	