



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Note: Success Criteria listed in this document are suggested and not an exhaustive list

Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)

Questioning:

6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.

6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.

6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

- KILP 10: Develop a literacy that promotes lifelong learning

Investigating:

Investigating occurs the exploration of the discipline strand standards.

Using Evidence:

6.I.U.E.1 Develop claims, citing relevant evidence, in response to compelling and supporting questions.

- KILP 1: Recognize that text is anything that communicates a message
- KILP 3: View literacy experiences as transactional, interdisciplinary, and transformational.
- KILP 7: Utilize digital resources to learn and share with others
- KILP 8: Engage in specialized, discipline-specific literacy practices

6.I.U.E.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.

- KILP 6: Collaborate with others to create new meaning.
- KILP 7: Utilize digital resources to learn and share with others.

6.I.U.E.3 Gather primary and secondary sources and determine their relevance and intended use to answer compelling and supporting questions.

- KILP 4: Utilize receptive and expressive language arts to better understand self, others, and the world.

Communicating Conclusions:

6.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.

6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional, and global levels



over time.

6.I.CC.3 Evaluate how individuals and groups addressed local, regional, and global problems throughout the development of civilizations.

6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional, and global issues.

6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.

- KILP 5: Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- KILP 7: Utilize digital resources to learn and share with others.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 0: Foundations of Social Studies			Estimated Time Frame: 15-20 days	
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>In this initial unit for the year, students will focus on the foundational skills of social studies. Through analysis of the relationship between humans and the environment and a focus on geospatial thinking and awareness, learners will engage with multiple sources to deepen their understanding of the ancient world. Students will begin to develop the essential critical thinking skills needed to use inquiry and develop claims backed with historical evidence.</p>				
Prerequisite skills and knowledge				
Compelling Question				
What essential skills and knowledge are needed to be historically literate?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How does inquiry contribute to historical literacy?	6.I.Q.1 <i>Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</i>	Learners will develop compelling questions.	-I can explain the elements of a compelling question. -I can develop compelling questions.	Inquiry Primary and secondary sources Evidence Evidentiary limitations (*KSA) Artifacts
What is the difference between	6.I.Q.2 <i>Generate supporting questions related</i>	Learners will develop supporting questions.	-I can explain the elements of a supporting question.	Map skills Maps Charts



Unit 0: Foundations of Social Studies			Estimated Time Frame: 15-20 days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
compelling and supporting questions?	<i>to the development of civilizations between 3500 BCE-600 CE. (6.I.Q.3)</i>		-I can generate supporting questions.	Absolute Location Relative Location Latitude Longitude Compelling and Supporting questions
How do both types of sources enhance historical study?	<i>6.I.U.E.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</i>	Learners will define primary sources. Learners will define secondary sources. Learners will compare primary and secondary sources. Learners will explain the difference between primary sources and secondary sources.	-I can define primary & secondary sources. -I can generate examples of primary & secondary sources. -I can analyze sources to determine whether they are primary or secondary. -I can compare evidence from primary & secondary sources.	Landforms Continents Bodies of water History Prehistory Government Monarchy Oligarchy Democracy Republic Theocracy Anarchy Economy Needs vs. wants (Common) goods
How do we use the tools of geography?	6.G.GR.1 - Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine	Learners will use maps and geographic analysis as a tool to understand similarities and differences among the ancient civilizations.	-I can identify the parts of a map. -I can use the parts of a map to make inferences about geography.	(*KSA) (Chain of) Supply (*KSA) Demand Commerce/trade Consumers Producers



Unit 0: Foundations of Social Studies			Estimated Time Frame: 15-20 days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
	<p><i>similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>		<p>-I can use a map to describe the geography of a region.</p> <p>-I can define geography, landform, absolute and relative location, latitude and longitude.</p> <p>-I can identify and define the 5 themes of geography.</p> <p>-I can use the 5 themes of geography to describe a location.</p> <p>-I can utilize the 5 themes of geography as a tool with which to illustrate similarities and differences between different locations.</p>	<p>Religion Monotheism Polytheism Atheism Culture</p>
How does	6.C.CV.1 - Analyze how historical,	Learners will explain government structures throughout history.	-I can define	



Unit 0: Foundations of Social Studies		Estimated Time Frame: 15-20 days		
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
the government reflect a civilization's values?	<i>economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i> 6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.		government. -I can explain the function of government. -I can differentiate between different types of government throughout history.	
What is culture/are the components of culture?		Learners will describe significant cultural influences throughout history.	-I can define culture. -I can describe how culture can influence the structures of a civilization. -I can define monotheistic and polytheistic religions. -I can define social hierarchy.	
What is an economy? What affects		Learners will describe economies throughout history.	-I can define economy. I can describe (chain of) supply and demand.	



Unit 0: Foundations of Social Studies			Estimated Time Frame: 15-20 days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
the development of the economy?			-I can describe how traditional and market economies worked.	
Summative Assessment				
In-House Unit 0 Summative Assessment				
Anchor Materials		Inquiry Resources	Resources	
SAAVAS DBQ <u>Inquiry-Based Lessons in World History</u> <u>Early Humans to Global Expansion</u> (Check with department chair for its location in your building) <u>Glossary for Terms for KAS for Social Studies</u>		<u>C3 Inquiry Units</u> (pdf) <u>C3 Inquiries</u>	Journey Across Time textbook History Alive textbook Geography Alive textbook PBS Learning Media <u>Mapping Populations: The Ancient World</u>	

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 1: Early Humans		Estimated Time Frame: 15 Days		
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>In this first unit introducing ancient history, students will be comparing and contrasting Paleolithic hunter-gatherers with Neolithic settlers. We will be looking at impacts of the Agricultural Revolution on early civilizations. The foundations for historical learning laid in Unit 0 will be utilized as students look at a variety of sources and analyze these sources for reliability and credibility. Here, students will continue to develop the essential critical thinking skills needed to use inquiry and develop claims backed with historical evidence.</p>				
Prerequisite skills and knowledge				
Foundations of Social Studies (Unit 0)				
Compelling Question				
Why is the Agricultural Revolution necessary to the development of civilizations?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did the environment influence human migration, ancient ways of life, and the developmen	6.G.MM.1 <i>Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and</i>	<p>Learners will explain how the environment influenced human migration.</p> <p>Learners will describe how the environment influenced the development of society.</p>	<p>I can identify human needs for survival.</p> <p>I can differentiate between wants and needs.</p> <p>I can explain how climate and landforms</p>	<p>Environmental factors/characteristics</p> <p>Domestication</p> <p>Irrigation system</p> <p>Agriculture/farming</p> <p>Revolution</p> <p>Cave painting</p> <p>nomad/nomadic</p> <p>Hunter-gatherer</p>



<p>t of societies?</p>	<p><i>Classical Empires between 3500 BCE-600 CE.</i></p>		<p>influenced settlement and migration.</p> <p>I can describe how the environment influenced the lives of nomadic people (hunter-gatherers).</p>	<p>migration/migrate Paleolithic Neolithic prehistory/prehistoric Trade Archaeologist/Artifact Fossils</p>
<p>How did the Agricultural Revolution change the way people live?</p>	<p>6.E.ST.2 Examine how new knowledge, technology and specialization increases productivity.</p> <p>6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.</p>	<p>Learners will explain the transition from hunter and gathering to farming caused a revolution.</p> <p>Learners will examine how new discoveries (ie: technology) lead to specialization.</p> <p>Learners will explain how trade networks developed between neighboring villages.</p>	<p>- I can explain how agriculture led to settlements.</p> <p>- I can explain how technology contributed to the development of humans over time.</p> <p>- I can explain how surplus in agriculture allowed specialization and trade to occur.</p>	
<p>Summative Assessment</p>				
<p>Common Unit Assessment Combined Unit 1-2 Released Unit 1-2 CUA Items</p>				
<p>Anchor Materials</p>		<p>Inquiry Resources</p>	<p>Resources</p>	



2024-2025 Social Studies Framework
Social Studies Grade 6: Development of Civilizations

<p>SAAVAS DBQ <u>Inquiry-Based Lessons in World History Early Humans to Global Expansion</u> (Check with department chair for its location in your building) <u>Glossary for Terms for KAS for Social Studies</u></p>	<p>http://www.3teachers.org/inquiries/agriculture C3 Inquiries</p>	<p>Journey Across Time textbook History Alive textbook (Neolithic Nick & Nel Comic Book) Human Prehistory 101 video series (3) YouTube PBS Learning Media Gross Science: What Can You Learn from Ancient Poop Edpuzzle Stonehenge, Khan Academy Neolithic Lesson PBS NewsHour Ancient Skills Reveal Man's Early History PBS Learning Media Interactive Human Migration Map PBS Learning Media How did Human Civilization Spread Neolithic Revolution Lesson Blooket Early Humans Review Mr. Nicky Prehistory Song Horrible Histories The Ages of Stone Song</p>
---	--	---

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 2: Civilizations of the Fertile Crescent			Estimated Time Frame: 25 Days	
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>In this unit, students will look at the rise of the first civilizations in the Fertile Crescent. Students will identify the characteristics of civilization and use that knowledge to recognize the factors that allowed Fertile Crescent to develop into the first advanced civilization. Through the analysis of primary and secondary sources, students will see how the geography impacted settlement, how their individual culture developed and how they still have a modern impact on the world.</p>				
Prerequisite skills and knowledge				
Foundations, Agricultural Revolution, Settlement, Polytheism, Monotheism				
Compelling Question				
How does geography influence the location of settlements and development of civilizations?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the characteristics of a civilization?	6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and	Learners will analyze how the characteristics of civilization allowed for the rise of social and governmental structures.	<p>I can identify the characteristics of a civilization. (eg: GRAPES, HARDLEGS WETGRASS)</p> <p>I can identify how geography influenced the development of</p>	<p>Geography Religion Achievements/accomplishments Government/politics Economics Social Structure Technology Art/Writing Mesopotamia/</p>



	<p><i>Classical Empires between 3500 BCE and 600 CE.</i></p>		<p>the Fertile Crescent.</p> <p>I can explain how religions developed in the Fertile Crescent.</p> <p>I can describe the achievements/ accomplishments of people in the Fertile Crescent and their impact on daily life.</p> <p>I can identify governmental structures of the Fertile Crescent.</p> <p>I can explain the development of the economy of the Fertile Crescent.</p> <p>I can identify social structures of the Fertile Crescent.</p>	<p>Sumer Settlements City-states Environmental Factors/Characteristics Fertile Crescent Polytheism Monotheism Monarchy Theocracy Ziggurat Judaism Hebrews Irrigation Hammurabi's Code Trade/Barter market Traditional Economy Israel Surplus Specialization</p>
--	---	--	---	---



<p>How did the physical environment of the Fertile Crescent affect its development?</p>	<p>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and between various Classical Empires between 3500 BCE - 600 CE.</p> <p>6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p>	<p>Learners will analyze how physical environments shaped the development of the Fertile Crescent.</p>	<p>I can explain the physical barriers that were advantages and disadvantages. of the physical environment of the Fertile Crescent. I can describe how physical features impacted human settlement.</p>	
<p>What new ideas and technology were beneficial in the Fertile Crescent?</p>	<p>6.E.ST.2 Examine how new knowledge, technology and specialization increases productivity.</p>	<p>Learners will examine how new innovations allowed people to settle in the Fertile Crescent and lead to further specialization.</p>	<p>-I can explain the benefits of new technology that impacted the development of the Fertile Crescent.</p> <p>-I can examine the development of</p>	



			<p>agriculture on the first civilizations.</p> <p>-I can examine the new technology and knowledge acquired during the creation of the first civilizations.</p> <p>-I can evaluate the impact of new knowledge and technology on productivity.</p>	
<p>What were the factors that contributed to the development of the economy in the Fertile Crescent?</p>	<p>6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.</p> <p>6.E.MA.1 <i>Describe how civilizations used bartering to establish mediums of exchange to meet their wants.</i></p>	<p>Learners will explain how markets exist whenever there is an exchange of goods and services</p> <p>Learners will compare how wants versus needs impacts supply and demand.</p>	<p>- I can describe the growth and development of markets.</p> <p>- I can explain how wants/needs influenced markets.</p>	
<p>Why did monarchies</p>	<p>6.C.CV.1 Analyze how historical, economic,</p>	<p>Learners will explain the rise of city-states, creating the first empires</p>	<p>I can describe the political</p>	



<p>develop in the Fertile Crescent?</p> <p>How was Hammurabi's Code a revolutionary approach to organizing government?</p>	<p>geographic and cultural characteristics influence social and government structures in River Valley Civilizations.</p> <p>6.C.PR.1 <i>Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>	<p>(political & economic factors).</p>	<p>characteristics of the civilization.</p> <p>I can explain the forms of government that developed and how these impacted people.</p> <p>I can discuss the importance of the creation of laws and their impact on society.</p> <p>I can explain the importance and impact of Hammurabi's Code.</p>	
<p>What were the cultural characteristics of Mesopotamia and how did they develop?</p>	<p>6.C.CV.1 <i>Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between</i></p>	<p>Learners will analyze the cultural characteristics of Mesopotamia.</p>	<p>I can explain and discuss the development of social structures.</p> <p><i>(eg social hierarchy, GRAPES/ WETGRASS (HARDLEGS))</i></p>	



	<i>3500 BCE-600 CE.</i>			
How did the major religious and philosophical systems support individuals, rulers, and societies?	<i>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i>	Learners will explain the connection between religion and government. Learners will analyze the role of religion in Mesopotamian citizen's daily lives.	I can describe the relationship between religious leaders and the government. I can describe how religious beliefs affected the daily lives of Mesopotamians.	
In what ways are monotheistic and polytheistic religions similar and different?	<i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i> <i>6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations</i>	Learners will explain the differences between monotheistic and polytheistic religions. Learners will describe the three major monotheistic religions, judaism, christianity and islam.	I can describe how polytheism is revealed through city-states' chief gods. I can identify the common patriarch of the world's monotheistic religions. I can describe the beliefs of Judaism. I can describe the beliefs of Christianity. I can describe the beliefs of Islam.	



			I can compare and contrast monotheistic and polytheistic religions.	
What was the lasting impact of the Fertile Crescent?	<p>6.E.ST.2 <i>Examine how new knowledge, technology and specialization increases productivity.</i></p> <p>6.H.CE.1 <i>Analyze the causes and effects of the rise of River Valley Civilizations.</i></p>	Learners will examine achievements of the Fertile Crescent civilization and how these impacted other cultures and still impact society today.	<p>I can describe how the invention of the writing system aided in record keeping and communication.</p> <p>I can describe how irrigation systems developed in the Fertile Crescent increased agricultural productivity.</p> <p>I can describe how the invention of sailboats expanded trade.</p>	
Summative Assessment				
<p>Administer Unit 1-2 Common Unit Assessment at the end of this unit. Released Unit 1-2 CUA Items</p>				
Anchor Materials		Inquiry Resources	Resources	
<p>SAAVAS DBQ (Hammurabi's Code: Was it Just?) Inquiry-Based Lessons in World History</p>		<p>C3 Inquiries</p>	<p>Journey Across Time textbook History Alive textbook EdPuzzle Geography: Mesopotamia</p>	



<p><u>Early Humans to Global Expansion</u> (Check with your department chair for its location in your building)</p> <p><u>Glossary for Terms for KAS for Social Studies</u></p>	<p>EdPuzzle <u>What is Judaism</u> EdPuzzle <u>What is Christianity</u> EdPuzzle <u>What is Islam</u> PBS Learning Media <u>Geography and the Settlement of Mesopotamia</u> PBS Learning Media <u>The Sumerian City of Ur: Teaching with Primary Sources</u> PBS Learning Media <u>Nebuchadnezzar's Babylon: Teaching with Primary Sources</u> PBS Learning Media <u>Jerusalem: Sacred and Contentious</u> PBS Learning Media <u>Map Based Exploration: Phoenicia's Colonies and Language</u> Parody <u>Hammurabi's Codes of Laws</u> Stanford History Education Group (SHEG) <u>Hammurabi's Code</u> SHEG/ Digital Inquiry Groups <u>Assyrian Empire Lesson</u> (nice primary source of siege) Ducksters <u>Ziggurats</u> Big Myth <u>Babylon</u> Quizlet <u>Characteristics of a Civilization</u> Blooket <u>Fertile Crescent Review</u> Mr. Nicky <u>Ancient Mesopotamia</u> They Might Be Giants <u>The Mesopotamians</u></p>
---	---

Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 3: Egypt and Kush			Estimated Time Frame: 20 Days	
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
In this unit, students will look at the rise of the Egyptian civilization. Students will use their previous knowledge of the characteristics of civilization to prove that Egypt was an advanced civilization. Through the analysis of primary and secondary sources, students will see how geography impacted settlement, how religion impacted their daily lives, how their unique culture developed, and how they still have a modern impact on the world.				
Prerequisite skills and knowledge				
5 Themes of Geography, Polytheism, Monotheism, Foundations of Social Studies (Unit 0)				
Compelling Question				
How did rivers fulfill the needs of early humans?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did the physical environment of Egypt affect its development?	6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River	Learners will use maps and geospatial reasoning to analyze how physical environments shaped the development of ancient Egypt.	I can draw conclusions about how the physical environment of Egypt shaped its development. I can explain the physical barriers that were advantages and disadvantages.	Geography/physical environments Religion Achievements/accomplishments Economics Social Structure Cataracts Kemet/Deshret Upper Egypt



	<p>Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p> <p>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</p>			<p>Lower Egypt Afterlife Hieroglyphics Mummification Pyramids Papyrus Canopic jars Rosetta Stone Irrigation systems Dynasty Pharaoh Cultural Exchange Economic Interdependence Economic Markets Scarcity</p>
<p>What interactions occurred between the Fertile Crescent and Egypt?</p>	<p><i>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and</i></p>	<p>Learners will examine the positive and negative interactions between Egypt and the Fertile Crescent.</p>	<p>I can identify goods traded between Egypt and the Fertile Crescent.</p> <p>I can explain how Hebrews became slaves in Egypt and the impact they had on the economy.</p>	



	<i>ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>			
What human and physical characteristics impacted the development of Egypt's economy?	<p><i>6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants and needs.</i></p> <p><i>6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires</i></p> <p><i>6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.</i></p>	<p>Learners will explain how both supply and demand and wants and needs impact relationships with neighboring civilizations.</p> <p>Learners will compare, using a map, how interconnected trade routes allow for the global distribution of goods and ideas.</p>	<p>I can explain how trade is affected by wants and needs.</p> <p>I can explain how trade is affected by supply and demand.</p> <p>I can use a map to examine trade routes between Egypt and the Fertile Crescent.</p>	
How does a growing population	<i>6.G.HI.1 Explain how population changes in River</i>	Learners will analyze the impact of human settlement on geographic/environmental characteristics of Egypt. (<i>farming, spread of</i>	I can explain the causes for the increase in population	



<p>change a civilization?</p>	<p><i>Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.</i></p> <p><i>6.G.HI.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.</i></p>	<p><i>cities, and conquering neighboring tribes, empires)</i></p> <p>Learners will explain how the expansion of population in the Egyptian empire allowed for economic success (conquered to gain resources).</p>	<p>in Egypt.</p> <p>I can explain how a larger population can be an advantage and disadvantage for a society.</p>	
<p>How did Egypt organize society?</p>	<p><i>6.C.CP.1 Explain the origins, functions and structures of governments in Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between</p>	<p>Learners will analyze the connection between religion and government in ancient Egypt (power of pharaoh/theocracy).</p> <p>Learners will describe how the social structure of Egypt ensured a stable society.</p>	<p>I can define and explain theocracy in Egypt.</p> <p>I can describe the Egyptian social hierarchy.</p> <p>I can explain how the social hierarchy of ancient Egypt promoted economic prosperity.</p>	



	<p>3500 BCE-600 CE.</p> <p><i>6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>			
<p>How did the Egyptian polytheistic religion influence daily life?</p>	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>	<p>Learners will analyze how religion influenced Egyptian daily life.</p>	<p>I can describe the ancient Egyptian religion.</p> <p>I can explain how religion influenced daily life.</p>	
<p>How did Egypt exemplify the characteristics of a civilization?</p>	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics</i></p>	<p>Learners will analyze how the characteristics of civilization allowed for the rise of social and governmental structures.</p>	<p>I can identify the characteristics that make Egypt a civilization.</p>	



	<i>influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>		(eg GRAPES/ WETGRASS,HARDLEG S)	
What was the lasting impact of ancient Egypt?	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.E.ST.2 Examine how new knowledge, technology and specialization increases productivity.</i></p> <p><i>6.H.CE.1 Analyze the causes and effects of the rise of River Valley</i></p>	<p>Learners will examine the impact of Ancient Egyptian achievements.</p> <p>Learners will describe interactions, using maps, between civilizations through trade routes and networks.</p> <p>Learners will use multiple sources to explain the lasting impact of Egypt.</p>	<p>I can describe how the invention of the writing system aided in record keeping and communication.</p> <p>I can describe how Egypt’s irrigation systems developed and increased agricultural productivity.</p> <p>I can describe the medical achievements of the Egyptians.</p> <p>I can describe cultural exchanges amongst civilizations due to trade.</p> <p>I can select the most impactful</p>	



	<i>Civilizations.</i>		achievement using supporting evidence to explain the lasting impact of Egypt.	
Summative Assessment				
Administer Unit 3 Common Unit Assessment After This Unit Released Unit 3 CUA Items				
Anchor Materials		Inquiry Resources	Resources	
<p>SAAVAS DBQ (How Did the Nile Shape Ancient Egypt?) Inquiry-Based Lessons in World History Early Humans to Global Expansion - Check with department chair for its location in your building) Glossary for Terms for KAS for Social Studies</p>		<p>C3 Inquiries</p>	<p>Journey Across Time textbook History Alive textbook PBS Learning Media Introduction to the Black Pharaohs of the Kush Empire: Rise of the Black Pharaohs PBS Learning Media Building the Pyramids of Ancient Egypt PBS Learning Media The Kush in Ancient Nubia and Egypt PBS Learning Media Ancient Egyptian Religion: Teaching with Primary Sources PBS Learning Media Tutankhamun’s Hidden Treasures: Egypt’s Treasure Guardians PBS Learning Media Understanding Slavery in Egypt, Assyria and Sparta EdPuzzle Geography: Egypt Mapping Project Best Egypt websites with descriptions Ancient Egypt map Blooklet Egypt Review</p>	



		Edpuzzle Social structure Egypt SHEG/ Digital Inquiry Groups Did Slaves Build the Pyramids? - Will become Digital Inquiry Group- hyperlink to SHEG will work Big Myth Egyptian polytheism Big Myth Judaism/Christianity Horrible Histories Compilation Ancient Egypt Mr. Nicky Ancient Egypt
--	--	--

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 4: Ancient India			Estimated Time Frame: 10-15 Days	
<u>Inquiry Standards and Interdisciplinary Literacy Practices</u>				
Big Idea				
<p>In this unit, students will look at the rise of civilization in India. Students will use their previous knowledge of the characteristics of civilization to prove that ancient India was an advanced civilization. Through the analysis of primary and secondary sources, students will see how the geography impacted settlement, how the religion of Buddhism and Hinduism developed and spread, how their individual culture developed, and how they still have a modern impact on the world.</p>				
Prerequisite skills and knowledge				
Foundations of Social Studies (Unit 0)				
Compelling Question				
How can geographic features both help and hinder the growth of a civilization?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the geographic characteristics of India and how did they impact its development?	6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River	<p>Learners will use maps and geospatial technology to analyze the physical environment of ancient India.</p> <p>Learners will explore the relationships between civilizations and the physical environment. (eg humans on land - cities, Mohenjo Daro; land on civilizations - Himalayan Mountains, monsoons, etc)</p>	I can use maps and geographical tools to analyze the physical environment of ancient India. (Ex. Google Earth)	<p>Geography/physical environments</p> <p>Religion</p> <p>Achievements/accomplishments</p> <p>Economics</p> <p>Social Structure</p> <p>Monsoon</p> <p>Subcontinent</p> <p>Harappa</p>



	<p>Valley Civilizations and Classical Empires 3500 BCE-600 CE</p> <p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations</i></p> <p><i>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations</i></p> <p><i>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively</i></p>		<p>I can explore the relationships between civilizations and the physical environment. (eg humans on land - cities, Mohenjo Daro; land on civilizations - Himalayan Mountains, monsoons, etc)</p> <p>I can draw conclusions about how the physical environment of India shaped its development.</p>	<p>Mohenjo-Daro Polytheism Hinduism Reincarnation Buddhism Four Noble Truths Eightfold Path Nirvana Buddha Meditation Theocracy Sanskrit Caste System Dharma Karma Aryan</p>
<p>How did the major</p>	<p><i>6.C.CV.1 Analyze how historical,</i></p>	<p>Learners will analyze the impact of Hinduism on Indian culture.</p>	<p>I can describe the basic beliefs</p>	



<p>religious and philosophical systems support individuals, rulers, and societies?</p>	<p><i>economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations</i></p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations</i></p> <p><i>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations</i></p>	<p>Learners will analyze the caste system and how it impacted the government within Indian culture.</p> <p>Learners will explain ways that multiple world religious teachings further impacted Indian culture.</p> <p>Learners will compare the impact of early world religions.</p>	<p>of Hinduism.</p> <p>I can analyze the social hierarchy and its effects on Indian culture.</p> <p>I can compare and contrast Buddhism and Hinduism.</p> <p>I can explain the interconnected influence of Buddhism and Hinduism.</p>	
<p>How did India exemplify the characteristics of a civilization?</p>	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>	<p>Learners will analyze how the characteristics of civilization allowed for the rise of social and government structures.</p>	<p>I can describe the characteristics of a civilization within the context of ancient India. (eg GRAPES/ WETGRASS, HARDLEGS)</p>	



<p>How does the complexity of Indian social institutions compare to Mesopotamia and Egypt during this time period?</p>	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p>	<p>Learners will compare the Egyptian, Mesopotamian social pyramid to the Indian caste system.</p>	<p>I can compare and contrast the social hierarchies of Egypt, Mesopotamia, and India.</p>	
<p>Summative Assessment</p>				
<p>Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)</p>				
<p>Anchor Materials (bolded mandatory by state)</p>		<p>Inquiry Resources</p>	<p>Resources</p>	
<p>SAVVAS DBQ (Asoka: Ruthless Conqueror or Enlightened Ruler?) Inquiry-Based Lessons in World History</p>		<p>C3 Inquiries</p>	<p>Journey Across Time textbook History Alive textbook Edpuzzle Ancient India: Geography EdPuzzle What is Hinduism</p>	



<p><u>Early Humans to Global Expansion</u> (Check with department chair for its location in your building)</p> <p>Glossary for Terms for KAS for Social Studies</p> <p>FCPS 6th Grade Resource Folder</p>		<p>EdPuzzle What is Buddhism</p> <p>PBS Learning Media Environment: Middle East & Indus Valley</p> <p>Blooklet India Review</p> <p>The Rig Veda</p> <p>The Upanishads</p> <p>Caste System Role Play Simulation</p> <p>Buddha Biography</p> <p>PBS</p> <p>BBC</p> <p>Big Myth Hindu</p> <p>Mr. Nicky Ancient India</p> <p>Caste system activity</p>
---	--	--



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 5: Ancient China			Estimated Time Frame: 15 Days	
<u>Inquiry Standards</u>				
Big Idea				
<p>In this unit, students will look at the rise of civilization in China. Students will use their previous knowledge of the characteristics of civilization to prove that ancient China was an advanced civilization. Through the analysis of primary and secondary sources, students will see how the geography impacted settlement through making them so isolated, how their individual culture developed and spread through the Silk Road, and how they still have a modern impact on the world.</p>				
Prerequisite skills				
Foundations of Social Studies (Unit 0)				
Compelling Question				
How did China overcome geographic isolation?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the geographic characteristics of China and how did they affect its development?	*6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among	<p>Learners will analyze the geographic features of China on a map</p> <p>Learners will analyze how the geographic and environmental factors</p>	I can use maps and geographical tools to describe the physical environment of ancient China. (Ex. Google Earth)	<p>Geography/physical environments</p> <p>Religion</p> <p>Achievements/accomplishments</p> <p>Economics</p> <p>Social Structure</p> <p>Geographic Isolation</p>



	<p>River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p> <p><i>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations</i></p> <p><i>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.</i></p>	<p>affected farming, settlement and travel/trade.</p>	<p>I can draw conclusions about how the physical environment of China shaped its development.</p>	<p>Ancestral Worship Buddhism Oracle Bones Cultural Diffusion/Spread Cultural Exchange Filial Piety Great Wall Dynasty Mandate of Heaven Emperor Silk Road Dynasty Daoism/Taoism Confucianism Legalism Philosophy Civil Service</p>
<p>What impact did the Silk Road have on China?</p>	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations</i></p> <p><i>6.H.CE.1 Analyze the causes and effects of</i></p>	<p>Learners will explain how China overcome isolation through use of the Silk Road and sea routes.</p> <p>Learners will give and explain examples of goods and ideas that are traded with neighbors and beyond.</p> <p>Learners will compare advances and ideas created by the ancient Chinese and how these impacted other ancient cultures and still impact society today.</p>	<p>I can explain how the Silk Road connected China to other civilizations.</p> <p>I can identify and explain the usefulness of the goods traded along the Silk Road.</p>	



	<p><i>the rise of River Valley Civilizations. (focus on impacts on one another)</i></p> <p>6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.</p> <p><i>6.E.MI.4 Compare the markets of River Valley civilizations and Classical Empires between 3500 BCE and 600 CE</i></p> <p><i>6.E.MI.1 Trace the chain of supply for a needed product</i></p> <p><i>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</i></p>	<p>Learners will describe interactions, using maps, between civilizations through trade routes and networks.</p>		
<p>What were the social, political and economic institutions and how did</p>	<p><i>6.C.CP.1 Explain the origins, functions and structures of governments in Civilizations and Classical Period</i></p>	<p>Learners will explain the social institutions and how they impacted society.</p>	<p>I can explain the social hierarchy of China.</p> <p>I can analyze the advantages and disadvantages of China's</p>	



<p>these impact their society?</p>	<p><i>Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.CH.1 Describe how River Valley</i></p>	<p>Learners will explain the political institutions and how they impacted society.</p>	<p>social hierarchy.</p> <p>I can explain China's use of an imperial monarchy.</p>	
------------------------------------	--	--	--	--



	<i>Civilizations transitioned to empires between 3500 BCE-600 CE.</i>			
How did the major religious and philosophical systems support individuals, rulers, and societies?	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p> <p><i>6.C.CP.1 Explain the origins, functions and structures of governments in Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p>	Learners will analyze the influence of the 3 main philosophies (Daoism, Confucianism and Legalism) on ancient China’s social and government structures..	<p>I can compare and contrast the 3 main philosophies of ancient China.</p> <p>I can explain the impact of the 3 philosophies on ancient China’s rulers and government.</p> <p>I can describe the impact of the 3 philosophies on Chinese society and social structures.</p>	



	<p><i>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>			
<p>How does the complexity of Chinese social institutions compare to Mesopotamia, Egypt, and India during this time period?</p>	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HI.2 Analyze the impact of interactions between various River</i></p>	<p>Learners will analyze the impact of the environment on social institutions (isolation of China).</p> <p>Learners will compare and contrast the rise and fall of empires/dynasties to those in other River Valleys.</p> <p>Learners will compare and contrast social structures between River Valley civilizations.</p>	<p>I can explain China’s isolation as an advantage and a disadvantage.</p> <p>I can compare and contrast the rise of the Chinese empire to Egypt.</p> <p>I can compare and contrast the social hierarchies of Egypt, India, and China.</p>	



	<p><i>Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</i></p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p> <p><i>6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.</i></p>			
--	--	--	--	--



	<p><i>6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.</i></p>			
<p>How did China exemplify the characteristics of a civilization?</p>	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.E.ST.1 Compare specialization in two or more civilizations or empires.</i></p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p>	<p>Learners will analyze how the characteristics of civilization allowed for the rise of social and governmental structures.</p>	<p>I can describe the characteristics of a civilization within the context of ancient China. (eg.GRAPES/ WETGRASS, HARDLEGS)</p>	



	<i>6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.</i>			
What was the lasting impact of ancient China?	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the</i></p>	<p>Learners will compare advances and ideas created by ancient Chinese and how these impacted other ancient cultures and still impact society today.</p> <p>Learners will describe interactions, using maps, between civilizations through trade routes and networks.</p> <p>Learners will analyze the impact of River Valley Civilizations.</p>	<p>I can describe cultural diffusion and cultural exchange through the civilizations connected through the Silk Road.</p> <p>I can compare economic, political, social, and cultural impacts of River Valley civilizations.</p>	



	<p><i>environment, both positively and negatively, between 3500 BCE-600 CE.</i></p> <p>6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p> <p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p> <p><i>6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.</i></p>			
Summative Assessment				



Anchor Question Bank link (items tied to power standards) (<i>Link to Common Unit Assessment</i>)		
Anchor Materials	Inquiry Resources	Other Resources
<p>SAVVAS DBQ (The Great Wall of Ancient China: Did the Benefits Outweigh the Costs? and/or The Silk Road: Recording the Journey) <u>Inquiry-Based Lessons in World History</u> <u>Early Humans to Global Expansion</u> (Check with department chair for its location in your building) Glossary for Terms for KAS for Social Studies FCPS 6th Grade Resource Folder</p>	<p>C3 Inquiries</p>	<p>Journey Across Time Textbook History Alive Textbook Edpuzzle Silk Worms EdPuzzle Ancient China Geography Chinese History Ancient China for Kids British Museum Exploring the Silk Roads Field Museum Silk Road Lesson Plan Brooklyn Museum Silk Road Lesson Plan East Asia National Resource Center Silk Road Lesson Plan PBS Learning Media Silk Roads & Trade PBS Learning Media How the Shang Invented Writing: The Story of China Edpuzzle Great Wall of China SHEG/Digital Inquiry Group “What caused the end of the Qin Dynasty?” Booklet China Review SHEG/Digital Inquiry Group “What did ancient Chinese philosophers think was the ideal form of government?” Big Myth China Mr. Nicky Ancient China</p>

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 6: Ancient Greece			Estimated Time Frame: 25-35 days	
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>In this unit, students will look at the rise of civilization in Ancient Greece. Students will use their previous knowledge of the characteristics of civilization to prove that ancient Greece was an advanced civilization. Through the analysis of primary and secondary sources, students will see how geography impacted settlement through colonization and the necessity of trade, how democracy developed and spread, how their individual culture developed, and how they still have a modern impact on the world.</p>				
Prerequisite skills and knowledge				
Foundations of Social Studies (Unit 0)				
Compelling Question				
What is the lasting legacy of Greece in the modern world?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the geographic characteristics of Greece and how does this impact the economy?	6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences	<p>Learners will use maps to analyze the geographic/environmental characteristics of Greece.</p> <p>Learners will analyze how the physical</p>	I can explain how the physical environment of Greece led to colonization and trade.	<p>Geography/physical environments</p> <p>Religion</p> <p>Achievements/accomplishments</p> <p>Economics</p> <p>Social Structure</p> <p>Colonies</p> <p>City-state</p>



	<p>among River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p> <p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HI.2 Analyze the impact of interactions</i></p>	<p>environment of Greece shaped its development</p> <p>Learners will analyze how availability of resources impacted their relationships within city-states and with neighboring civilizations.</p>		<p>Mythology Philosophy Monarchy Oligarchy Tyranny Democracy Direct democracy Consent of the governed <i>(*KAS)</i> Conquest Representative Democracy Rights Greco-Persian War Peloponnesian War Columns (Ionic, Doric, Corinthian) Aesop Iliad and Odyssey Mutiny</p>
--	---	--	--	--



	<p><i>between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.</i></p>			
<p>How did the social structures of Ancient Greek city-states affect daily life?</p>	<p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p>6 C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of</p>	<p>Learners will analyze the social institutions of ancient Greece and how they impacted society.</p> <p>Learners will evaluate the concept of citizenship in Classical Greece.</p>	<p>I can compare and contrast Athenian and Spartan social structures and norms.</p> <p>I can compare the different rights, roles, and responsibilities of men, women and slaves in Ancient Athens and Sparta.</p> <p>I can define ‘citizen’ using the standards of</p>	



	<p><i>citizen in Classical Greece and Rome.</i></p> <p><i>6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>		<p>Ancient Athens and Sparta.</p>	
<p>How do Greek political institutions compare to political institutions in river valley civilizations?</p>	<p><i>6.C.CP.1 Explain the origins, functions and structures of governments in Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CP.3 Describe the political</i></p>	<p>Learners will explain the structure and functions of governments in ancient Greece.</p> <p>Learners will examine the development and impact of democracy on ancient Greece.</p>	<p>I can identify the different types of governments (monarchy, democracy, oligarchy, tyranny) of Ancient Greece.</p> <p>I can describe the origins of democracy in Ancient Greece.</p> <p>I can explain how democracy developed and spread through Ancient Greece.</p> <p>I can describe the impact of democracy</p>	



	<p><i>institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky’s state government.</i></p>	<p>Learners will create comparisons between the governments in Kentucky/United States and ancient Greece.</p>	<p>on Ancient Greece and the modern world</p> <p>I can compare and contrast types of democracy.</p> <p>I will compare and contrast the direct democracy of Athens and the representative democracy of the United States/ Kentucky.</p>	
<p>How did Greece’s religion influence daily life?</p>	<p><i>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</i></p>	<p>Learners will analyze the impact of ancient Greece’s religion on society.</p> <p>Learners will compare early world religions.</p>	<p>I can explain how the values of Greek society are reflected within or are a reflection of its religion.</p> <p>I can compare and contrast religions from Mesopotamia, Judaism, Egypt, India, and China with Greece.</p>	



<p>How did warfare impact the longevity of Greek culture?</p>	<p><i>6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.</i></p> <p>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</p> <p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p>	<p>Learners will analyze the causes and effects of the wars of ancient Greece.</p> <p>Learners will analyze the impact of Alexander the Great.</p>	<p>I can explain how isolation and shortage of resources created wars between city-states.</p> <p>I can explain how the victory after the Greco-Persian Wars led to a sense of nationalism and unity in Greece.</p> <p>I can identify causes of the Peloponnesian War.</p> <p>I can explain how the Peloponnesian War caused a shift of power in ancient Greece.</p> <p>I can compare the structures and functions of Greek city-states before and after the wars.</p> <p>I can explain how Alexander the Great's</p>	
---	---	--	---	--



			<p>empire spread Greek culture and united the city-states of Greece.</p> <p>I can explain the various reasons for the collapse of Alexander’s empire (lack of an heir, mutiny in India, size of empire)</p>	
How does Greece meet the characteristics of a civilization?	6.C.CV.1 Analyze <i>how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>	Learners will analyze how the characteristics of civilization allowed for the rise of social and governmental structures.	I can describe the characteristics of a civilization within the context of ancient Greece. (eg GRAPES/WETGRASS, HARDLEGS)	
How did Greek art, literature, and architecture influence future	6.C.CV.1 Analyze <i>how historical, economic, geographic and cultural characteristics influence social</i>	Learners will analyze the characteristics of Greek art, literature and architecture and its influence in the modern world.	<p>I can identify and describe Greek art.</p> <p>I can describe and explain the importance of Aesop’s Fables and Homer’s Iliad and the</p>	



societies?	and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.		Odyssey. I can identify and describe Greek architecture. I can identify evidence of Greek art, literature and architecture in the modern world.	
Summative Assessment				
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)				
Anchor Materials (bolded mandatory by state)	Inquiry Resources	Resources		
SAVVAS DBQ (Citizenship in Athens and Rome: Which Was the Better System? , Education in Sparta: Did the Strengths Outweigh the Weaknesses? , and/or How Great was Alexander the Great?) Inquiry-Based Lessons in World History Early Humans to Global Expansion (Check with department chair for its location in your building) Glossary for Terms for KAS for Social Studies FCPS 6th Grade Resource Folder	C3 Inquiries	Journey Across Time textbook History Alive textbook Edpuzzle Geography of Greece PBS Learning Media The Greeks PBS Learning Media The Minoan Legacy: The Greeks PBS Learning Media Athletics in Ancient Greece: Teaching with Primary Sources PBS Learning Media Ancient Greek Architecture: Teaching with Primary Sources PBS Learning Media The Birth of Democracy: The Greeks PBS Learning Media How Greek Mythology Inspires Us: It's Lit PBS Learning Media Trade and Migration in the Greek Mediterranean		



	<p>SHEG “Was Greece really democratic?” SHEG/Digital Inquiry Group Democracy: From Athens to Greece PearDeck Big Myth Greek Blooket Greece Review Suggest role play direct democracy and representative democracy using the same issue (Ex: classroom rules, incentive ideas, school dress code changes, etc...).</p> <p>EdPuzzle Last Stand of the 300 Britannica Alexander the Great Mr. Corwin Persian Wars Ducksters Peloponnesian War Khan Academy The Peloponnesian War Ancient Greek architecture: Doric, Ionic & Corinthian</p>
--	---



[Unit 0](#)

[Unit 1](#)

[Unit 2](#)

[Unit 3](#)

[Unit 4](#)

[Unit 5](#)

[Unit 6](#)

[Unit 7](#)

Unit 7: Ancient Rome			Estimated Time Frame: 25-35 Days	
Inquiry Standards and Interdisciplinary Literacy Practices				
Big Idea				
<p>In this unit, students will look at the rise of civilization in ancient Rome. Students will use their previous knowledge of the characteristics of civilization to prove that ancient Rome was an advanced civilization. Through the analysis of primary and secondary sources, students will see how the geography impacted settlement, how the religion of Christianity developed and spread, the transition from a republic to an empire and later fell, how their individual culture developed, and how they still have a modern impact on the world.</p>				
Prerequisite skills and knowledge				
Foundations of Social Studies (Unit 0)				
Compelling Question				
In what ways are components of the ancient Roman Empire still evident today?				
Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
What are the geographic characteristics of Rome and how does it compare to previous civilizations?	6.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences	Learners will analyze and compare the geographic/environmental characteristics of Rome with previous civilizations.	<p>I can analyze maps and other geographic representations to draw conclusions about ancient Rome.</p> <p>I can use maps to compare</p>	<p>Geography/physical environments</p> <p>Religion</p> <p>Achievements/accomplishments</p> <p>Economics</p> <p>Social Structure</p> <p>Peninsula</p> <p>Polytheism</p> <p>Monotheism</p>



	<p>among River Valley Civilizations and Classical Empires 3500 BCE-600 CE.</p> <p><i>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and between various Classical Empires...</i></p> <p><i>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively</i></p>		<p>Classical Rome to other ancient civilizations.</p>	<p>Christianity Gladiator Republic Byzantine Empire Julius Caesar First Triumvirate Second Triumvirate Octavian-Augustus Punic Wars Emperor Patricians Plebeians Greco-Roman Federal System (*KAS) Executive Branch Legislative Branch Judicial Branch</p>
<p>How did the Romans meet their needs through cultural exchange?</p>	<p><i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and</i></p>	<p>Learners will analyze how supply and demand impact their relationships with neighboring civilizations.</p> <p>Learners will examine ideas that spread through trade.</p>	<p>I can identify the goods Romans needed and examine how trade provided these goods.</p>	



	<p><i>Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</i></p>		<p>I can describe how cultural diffusion spread ideas like Christianity and democracy throughout the Roman Empire.</p>	
<p>What were the social and political institutions and how did this impact their society?</p>	<p><i>6.C.CP.1 Explain the origins, functions and structures of governments in Civilizations and Classical Period Empires between 3500 BCE-600 CE.</i></p> <p>6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.</p> <p><i>6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley</i></p>	<p>Learners will explain the origins of Rome.</p> <p>Learners will explain the development of the Roman Republic and its impact on Roman society.</p> <p>Learners will compare the laws of Rome to those of other ancient civilizations.</p> <p>Learners will compare the population and economical changes when transitioning from a republic to an empire.</p>	<p>I can interpret the story of Romulus and Remus to understand the foundations of Rome and Roman values.</p> <p>I can describe the characteristics and functions of a republic.</p> <p>I can compare and contrast the principles of the 12 Tables with modern law.</p>	



	<p><i>Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. (farming, spread of cities, and conquering neighboring tribes, empires)</i></p> <p><i>6.C.PR.1 Analyze the purposes and</i></p>	<p>Learners will evaluate the roles of citizens in Roman society.</p> <p>Learners will analyze the impact the Roman government had on the Kentucky State Government.</p>	<p>I can explain Caesar’s role in the collapse of the Republic and rise of the Empire.</p> <p>I can explain how a growing population affects the functioning of a society.</p> <p>I can describe the role of patricians and plebeians in Roman government.</p> <p>I can explore Kentucky’s government structure and compare that with the Roman Republic.</p>	
--	--	--	---	--



	<i>effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>			
How did the emergence of Rome as a regional power transform the world?	<p><i>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</i></p>	Learners will analyze the impact of the expansion of the Roman empire.	<p>I can describe the cause and effect of the Punic Wars.</p> <p>I can explain how the expansion of the Roman empire contributed to Rome’s economic, political, and social control.</p>	
How did expansion lead to the eventual fall of Rome?	<p><i>6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.H.KH.1 Determine the influences of</i></p>	<p>Learners will explain the division of the Roman empire.</p> <p>Learners will describe factors that led to the fall of the Roman empire.</p>	<p>I can compare the Western and Eastern (Byzantine) Roman Empires.</p> <p>I can describe the economic, political and</p>	



	<p><i>Classical Greece and Rome on the structures of Kentucky's state government.</i></p> <p><i>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i></p> <p><i>6.C.CP.3 Describe the political institutions of monarchy,</i></p>	<p>Learners will explain factors that allowed the Byzantine empire to continue after the fall of Western Roman empire.</p>	<p>social factors that led to the fall of the Roman Empire.</p> <p>I can explain the economic, political and social reasons why the Byzantine Empire lasted long after the fall of Rome.</p>	
--	--	--	--	--



	<i>democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>			
How does Rome meet the criteria of a civilization?	<i>6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</i>	Learners will analyze the characteristics of civilization in ancient Rome	I can use GRAPES/HARDLEGS to describe the characteristics of Roman civilization.	
What are the lasting impacts of Ancient Rome?	<i>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500</i>	Learners will analyze the impact of Classical Empires and River Valley Civilizations.	I can compare economic, political, social, and cultural impacts of the River Valley and Classical Period civilizations.	



	BCE-600 CE.		
Summative Assessment			
Anchor Question Bank link (items tied to power standards) (Link to Common Unit Assessment)			
Anchor Materials (bolded mandatory by state)	Inquiry Resources	Resources	
<p>SAVVAS DBQ (Citizenship in Athens and Rome: Which Was the Better System?, Why Did Christianity Take Hold in the Ancient World?, and/or What Were the Primary Reasons for the “Fall” of Rome?) Inquiry-Based Lessons in World History Early Humans to Global Expansion (Check with department chair for its location in your building) Glossary for Terms for KAS for Social Studies FCPS 6th Grade Resource Folder</p>	<p>C3 Inquiries</p>	<p>Journey Across Time textbook History Alive textbook Bell Ringers Blooket Rome Review Edpuzzle Daily Life in Rome EdPuzzle Geography of Rome Mr. Donn Plebeians & Patricians Roman Law: The Twelve Tables PBS Learning Media Julius Caesar’s Impact on the Roman Empire: Teaching with Primary Sources SHEG/Digital Inquiry Group What Kind of Leader Was Augustus SHEG/Digital Inquiry Group Cleopatra SHEG/Digital Inquiry Group Roman Republic Religious Tolerance and Persecution in the Roman Empire The Roman Empire SHEG/Digital Inquiry Group History.com 8 Reasons Why Rome Fell History.com 10 Innovations that Built Ancient Rome History.com How Ancient Rome Thrived During the Pax Romana World History Encyclopedia Circus Maximus History.com Colosseum</p>	



2024-2025 Social Studies Framework
Social Studies Grade 6: Development of Civilizations

		Britannica Byzantine Empire Suggested: Teach with Magic - Cold Case Rome Mr. Nicky Ancient Rome Mr. Nicky The Byzantine Empire Horrible Histories Compilation Rotten Romans
--	--	---