

6th Grade History

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: Mesopotamia and Egypt	15 lessons
<input type="checkbox"/> Unit 2: Indus River Valley and China	11 lessons
<input type="checkbox"/> Unit 3: Greece and Rome	12 lessons
<input type="checkbox"/> Unit 4: Trade and Globalization	5 lessons

Unit 1: Mesopotamia and Egypt

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.HistoryCA.2.a:

Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline

6.2.8.GeoHE.2.a:

Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.HistoryCC.2.a:

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCC.4.g:

Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

6.2.8.CivicsPI.2.a:

Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.CivicsHR.2.a:

Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.GeoSV.2.a:

Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoGE.2.a:

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.b:

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

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6.2.8.HistoryCC.2.c:

Explain how the development of written language transformed all aspects of life in early river valley civilizations.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.ITH.1:

Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2:

Compare how technologies have influenced society over time.

Unit 1: Mesopotamia and Egypt

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DESIRED RESULTS

Established Goals

Through study of Early River Valley Civilizations and their geography, religion, achievements, and economic and political systems students will be able to gather evidence to form responses to the following essential questions:

1. What elements make up all civilizations?
2. What does a civilization need to survive?

Transfer

Students will be able to independently use their learning to...

1. Evaluate the elements and societal structures necessary for civilizations to thrive using the GRAPES Model (introduced in gr. 5).
2. Discuss the advantages and disadvantages of Early River Valley Civilizations.
3. Compare and contrast daily life in Early River Valley Civilizations (i.e., Mesopotamia and Egypt).
4. Determine factors that make civilizations unique through small group research.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Daily life in ancient civilizations was heavily impacted by geographic location and natural resources.**
- **Cultural practices in ancient civilizations vary by region, and reflect major differences in their religious practices, political and social structures, and major technological advancements.**
- **Images, maps, and artifacts can be used to infer information about historical events and locations.**

Essential Questions

Students will keep considering...

- **How does geographic location affect a civilization's survival?**
 - **How can water sources both help and harm civilizations? (i.e. positive effects of farming vs. irregular or dangerous flooding)**
 - **What is a natural resource?**
 - **How does the presence of natural resources affect a civilization's economy?**
- **What was life like for everyday people in Mesopotamia**

Unit 1: Mesopotamia and Egypt

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Meaning	
	<p>and Ancient Egypt?</p> <ul style="list-style-type: none">◦ How is polytheism different from Monotheism?◦ How did social hierarchies affect the experiences of individuals in different castes?◦ How does the role and power of Egypt's pharaoh and Mesopotamia's kings compare to modern leaders?• How can we use images, maps, and artifacts to learn about the past?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Early River Valley Civilizations settled along the Tigris, Euphrates, Nile, and Indus Rivers for their proximity to water sources, fertile land, and natural resources.• Civilizations have their own distinct geographic features, religious practices, achievements, political structures, and economic systems.• Mesopotamia and Ancient Egypt were Polytheistic, with religions that have a pantheon of deities.• Social hierarchies were used to assign Mesopotamians and Egyptians different, unequal roles in society based on occupation and family history.• While both Egypt and Mesopotamia had rulers and sets of laws all its people followed (i.e. Hammurabi's Code), Egyptians gave their	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Determining the effects of resources (or lack thereof) on the daily life in Mesopotamia and Egypt.• Comparing and contrasting the geographic features of Mesopotamia and Egypt.• Using GRAPEs models to compare the features of Early River Valley Civilizations.• Comparing and contrasting the attributes of polytheistic and monotheistic religions.• Comparing and contrasting daily life for ancient Egyptians of different castes.• Determining leadership qualities needed to be effective rulers in ancient Civilizations.• Use maps, images and artifacts to make inferences about life in Mesopotamia and Ancient Egypt.

Unit 1: Mesopotamia and Egypt

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Acquisition	
<p>pharaoh absolute power, believing them to be a deific incarnation.</p> <ul style="list-style-type: none">• Maps, portraits, landscapes, engravings, and cave drawings can show us details about life in early civilizations.• Artifacts can tell us about a civilization's cultural and religious practices, natural resources, location, language, and more.	

Unit 1: Mesopotamia and Egypt

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>GRAPEs Rankings: Students will rank the GRAPEs attributes of Mesopotamia from 1 - 5 to demonstrate which elements they believe to be most to least important to daily life there (Geography, Religion, Achievements, Politics, and Economics). After, students will craft a R.A.C.E. Response for the #1 OR #5 choice, using evidence from their GRAPEs organizer to describe why they believe that element had the greatest or least impact on Mesopotamians.</p> <p>Run for Pharaoh: Students will create campaigns running for pharaoh to demonstrate characteristics they believe are necessary for rulers of Early River Valley Civilizations.</p> <p>Polytheism Profiles: Students will create one page profiles detailing the characteristics of an Egyptian deity of their choice, and how their religious attributes affected daily life for Egyptians (through practice, observance, and ritual).</p> <p>Invention Advertisements: After completing the Egyptian Achievements Choice Board, students will choose 1 invention to complete a 30 second advertisement for, attempting to sell the product to ancient Egyptians when it was first created. Advertisements should be written, reflecting the characteristics and purpose of the invention, persuasive, and presented to the class after completion.</p>
	<p>Other Evidence:</p> <p>GRAPEs Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Kahoot Review Quizzes</p>

Unit 1: Mesopotamia and Egypt

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Mesopotamia

Lesson 1. What elements make up a civilization?

Objective: Create civilizations in small groups using the GRAPEs organizer to understand the elements that make up all civilizations.

Lesson 2. How did the Fertile Crescent get its name? How does geography affect food, living conditions, and daily life?

Objective: Decide what geographic features existed in Mesopotamia (landforms, natural resources, bodies of water, etc.) through map analysis, secondary source reading, and photograph analysis.

Lesson 3. What was daily life like for Mesopotamians?

Objective: Use stations of photographs, primary sources, secondary sources, and videos to make inferences about life in Mesopotamia.

Lesson 4. What does Hammurabi's code tell us about living in ancient Mesopotamia?

Objective: Explain the laws and expectations Mesopotamian people had to follow every day through primary source analysis.

Lesson 5. How do we infer information from primary sources?

Objective: Infer what jobs, work, and trade was available to Mesopotamians based on what students already know.

Consider: reintroducing previously shown photographs of Mesopotamian life, food, etc. to help students make inferences (ex: fish = fishermen, pottery = artisans, bread = baker)

Lesson 6. What does a civilization need to survive?

Objective: Use background knowledge and unit materials to rank and justify each letter in the GRAPEs model from most to least important to survival of Mesopotamian life and culture. *(Consider: Which letters are ABSOLUTELY necessary for Mesopotamia to be Mesopotamia? Which in your opinion are less important?)*

Part 2: Ancient Egypt

Lesson 7. Compare and contrast what students know about Mesopotamia to images of life in a new civilization- Ancient Egypt.

Objective: Determine the differences between life in Mesopotamia and Egypt using inference skills and existing notes and organizers.

Lesson 8. How is the Nile different from the Tigris and Euphrates Rivers?

Objective: Make inferences using images and text about why ancient Egyptians settled near the Nile river, the benefits the Nile provided ancient Egyptians, and compare its benefits, disadvantages, and resources to the Tigris and Euphrates.

Lesson 9. What did Ancient Egyptians believe, and how did it affect their daily lives?

Objectives: 1. Make written connections on how the actions and rituals of ancient Egyptians connected to specific religious beliefs or respect for deities in the Egyptian pantheon.

Lesson 10. Polytheism Profiles (3 day project)

Lesson 11. How do the achievements of ancient Egypt still impact life today?

Objective: Complete a choice board investigating the origins and modern uses of Egyptian inventions (i.e

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Pyramids, Hieroglyphics, Papyrus (paper), Mathematics, Medicine)

Lesson 12. Invention Advertisements

Lesson 13. Time Capsule

Objective: After completing a secondary source analysis on Egyptian mummification, burial, and beliefs regarding the afterlife, students will assemble a time capsule in a graphic organizer of items they would take with them, explaining their reasoning for each.

Lesson 14. Politics and Economics

After completing guided notes on Egypt's Political and Economic Structures in their GRAPEs organizers, students will work in groups to draft their Run for Pharaoh campaigns. (Note: While students work in small groups of 2-3 to draft their campaign speech, only one student will be the potential "pharaoh;" that student will serve as the speaker of the group and present their written campaign speech.

Lesson 15: Run for Pharaoh Presentations

Objective: Students will present their Pharaoh campaign speeches, then vote based on quality of the speech given and leadership qualities the candidates described. Students will complete small group evaluations as their exit ticket.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 2: Indus River Valley and China

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.GeoPP.3.b:

Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline

6.1.8.EconNE.4.b:

Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.2.8.GeoHE.2.a:

Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.GeoGE.2.a:

Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.HistoryCC.2.b:

Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.HistoryCC.2.a:

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.HistoryCA.3.a:

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.ITH.1:

Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2:

Compare how technologies have influenced society over time.

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8.2.8.ITH.4:

Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

8.2.8.ITH.5:

Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

8.2.8.NT.4:

Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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DESIRED RESULTS

Established Goals

Through study of River Valley and Classical Civilizations and their geography, religion, achievements, and economic and political systems students will be able to gather evidence to form responses to the following essential questions:

1. How do physical geography and natural resources influence a society?
2. What contributions do ancient civilizations bring to our world today?

Transfer

Students will be able to independently use their learning to...

1. Examine the effects of geography and climate on where and how civilizations develop.
2. Determine how China's dynamic regional geography caused regional cultural differences.
3. Determine the societal need for and lasting influence of new tools, like irrigation.
4. Compare and contrast the resources available to and used by China, Egypt, Indus River Valley, and Mesopotamia.

Meaning

Big Ideas & Understandings

Students will understand that...

- **Settlers develop civilizations in areas with geographic and climatic benefits.**
- **As civilizations develop, new technologies are needed to adapt and change over time.**
- **Areas in different regions of the world have different available resources, which impact their development uniquely.**

Essential Questions

Students will keep considering...

- **What is the ideal place to start a civilization?**
 - **What are the advantages and disadvantages of settling in the Indus River Valley?**
 - **How does life in China differ by geographic region?**
 - **Is it better to settle in an area surrounded by other nations, or in an isolated region?**
- **How does technology influence societal change?**
 - **What causes new technologies to emerge?**
 - **How were ancient and classical technologies used within their communities?**
 - **How are ancient and classical technologies used today?**
- **How do civilizations make use of their unique natural**

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Meaning	
	<p>resources?</p> <ul style="list-style-type: none"> How did the Indus River Valley's resources influence trade and religious practices? How did China's natural resources influence cultural traditions, trade, and daily life?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> Settlement of civilizations is determinant on several factors: geographic features of an area, relative climate, natural resources, and proximity to other civilizations. While the Indus River Valley settled in a mountainous region with abundant resources and unified cultural experiences, China has many different geographic regions- each with unique characteristics, climate, resources (or lack thereof), neighbors, and resulting cultural practices. New technologies have cultural, and religious, and military significance within their civilizations of origin. While some technologies from ancient and classical civilizations have become outdated, many are still used in modern society or influence modern invention. Just like Egypt and Mesopotamia, China and the Indus River Valley settled in regions with unique natural resources. The Indus River Valley's access to precious metals such as gold and silver impacted their ability to trade with other nations. China's access to semi precious metals, mercury, salt, 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Describing the advantages and disadvantages of living in different regions of a civilization (i.e. Tibetan Highlands, Northeast China Plains, Gobi Desert). Determine the impact of favorable and unfavorable climates of daily life in the Indus River Valley and China's geographic regions. Using GRAPEs models to compare the distinguishing features of the Indus River Valley and ancient China. Determine the use and significance of ancient and classical inventions within their civilization of origin. Explain the modern use or influence of ancient and classical technologies. Infer how the emergence of new technologies changed daily life in the Indus River Valley and ancient China. Infer how natural resources were used in ancient and classical civilizations. Determine the impact of having abundant or few natural resources of various kinds (crops, metals, etc.)

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Acquisition	
and unique crops will impact its cultural traditions, festivals, military advancements (i.e. creation of gunpowder), trade with other nations, and daily life.	

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>R.A.C.E. Response: River Valley Civilization Comparison. What do Mesopotamia, Egypt, and the Indus River Valley all have in common? What are their differences? Consider their geography, location, and what we know about their societies. Use evidence from your GRAPEs notes on Egypt, Mesopotamia, and the Indus River Valley to support your response.</p> <p>Indus Artifacts Choice Board: After choosing 3 artifacts to learn about through choice board activities, students will choose one to focus on for a short writing prompts. Students will 1. explain the artifact's use in religious, economic, and/or cultural practices in Indus River Valley, and 2. infer their modern use and relevance in society today.</p> <p>China Travel Slides: Students will create travel advertisements in Google Slides for a unique region of China of their choice, persuading visitors to visit the area. Slides should use images, characteristics of the regions climate and geography, and elements of daily life in the region to persuade viewers.</p> <p>Code of Conduct: Inspired by the analects of Confucius, students will work in small groups to create a Code of Conduct, with 7-10 principles everyone should follow to live a good life. Student groups should include brief explanation as to why each principle is both necessary and impactful.</p>
	<p>Other Evidence:</p> <p>GRAPEs Organizers</p> <p>Pre-Assessments</p> <p>Exit Tickets</p> <p>R.A.C.E. Responses</p> <p>Nearpod Lessons</p> <p>Small Group Research Projects</p> <p>Kahoot Review Quizzes</p>

Unit 2: Indus River Valley and China

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Indus River Valley

Lesson 1: Preview Indus River Valley Civilization, Infer characteristics based on regional geography.

What are some advantages and disadvantages of living in a mountainous region near a river?

Lesson 2: Compare and Contrast: Indus River Valley to other River Valley Civilizations.

What do Mesopotamia, Egypt, and the Indus River Valley all have in common? What are their differences? Consider their geography, location, and what we know about their societies.

Lesson 3: City Development: Mohenjo-Daro.

Why did the Indus people build Mohenjo-Daro along the Indus River? How did this necessitate the invention of irrigation, sewage systems, and elevated housing?

Lesson 4: Indus River Artifacts

How can we determine the ways that artifacts were used in cultural, economic, and religious practices?

What contributions did Indus River inventions make to modern society (specifically in cities and urban planning?)

Part 2: China

Lesson 5: China's Many Geographic Regions

Where is China located? How does its size cause it to be split into regions? Infer: How might life be different within China's unique regions?

Lesson 6: Compare and Contrast: China's Regional Geography, Climate, and Daily Life

How does geography and climate vastly differ among China's geographic regions, and what impact does this have on daily life?

Lesson 7: Confucianism

How is Confucianism different from other religions we have learned about? How were its analects meant to act as a moral conduct (i.e., the "golden rule")?

How can we learn from Confucian ideas to create our own Codes of Conduct?

Lesson 8: China's Achievements

What are the lasting legacies of ancient China? Why are they considered achievements? How can I use websites to conduct research responsibly?

Lesson 9: China's Inventions

How did China's inventions have cultural, religious, economic, or military use? How can we infer this with limited information?

What modern significance do various Chinese inventions have?

Lesson 10: Dynasties

How are dynasties and their emperors similar and different to other political leaders we have learned about, like Pharaohs and Kings?

Lesson 11: The Silk Road

To what extent did global trade routes influence China's economy and culture?

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS



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Unit 3: Greece and Rome

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.GeoPP.3.b:

Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline

6.2.8.HistoryCA.3.b:

Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.CivicsPI.3.a:

Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.CivicsPI.4.a:

Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.CivicsDP.3.b:

Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

6.2.8.CivicsHR.3.a:

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.HistoryUP.3.a:

Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

6.2.8.HistoryCC.4.f:

Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.HistoryCA.3.a:

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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6.2.8.CivicsDP.3.a:

Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

6.2.8.GeoPP.3.a:

Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.HistoryCC.3.a:

Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.ITH.1:

Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2:

Compare how technologies have influenced society over time.

8.2.8.NT.2:

Analyze an existing technological product that has been repurposed for a different function.

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DESIRED RESULTS

Established Goals

Established Goals

Through study and comparison of two Classical civilizations (Greece and Rome) and their geography, religion, achievements, and economic and political systems students will be able to gather evidence to form responses to the following essential questions:

1. What contributions do ancient civilizations bring to our world today?
2. How can a government affect the lives and culture of its people?

Transfer

Students will be able to independently use their learning to...

1. Determine how Greece's dynamic regional geography lead to the creation of city-states.
2. Evaluate the importance of the Greek and Roman pantheon to their civilization's traditions and culture.
3. Compare and contrast the societal impacts of various government systems (like democracies and republics) and laws (i.e. the 12 Tables).

Meaning

Big Ideas & Understandings

Students will understand that...

- Ancient Greece was separated into city-states, each with their own unique culture, government structure, and geographic makeup.
- Greece and Rome's polytheistic religion was an essential aspect of life in both civilizations, influencing arts, festivals and traditions, and Government policy.
- Greece and Rome are the birthplaces of several modern government systems, including democracies and republics.

Essential Questions

Students will keep considering...

- How are Greek city-states fundamentally different from one another?
 - How did Greece's geography influence where and how city-states were founded?
 - How does life in different city-states (like Athens and Sparta) compare to one another?
- What role does religion play in a civilization?
 - How does the Greek pantheon appear in Greek festivals, art, plays, and traditions?
 - How does Greek and Roman religion influence

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Meaning	
	<p>their governments and policies?</p> <ul style="list-style-type: none">◦ How did the religious beliefs of Greek and Roman leaders influence their leadership and decision-making?• How can everyday people participate in government policy?<ul style="list-style-type: none">◦ How did common people participate in early democracies and republics?◦ How was Athenian democracy and the Roman republic similar and different to America's democratic republic?◦ Who was included and excluded from early democracies and republics, and how did it create a social hierarchy?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Greek City-States were founded along the Greek peninsula, and were largely isolated from one another due to natural boundaries (like mountains, rivers, and seas). Despite their isolation, trade and mercantilism was common across Greece.• Their separation caused Greek City-States to develop differently over time, each developing unique traditions, cultural practices, and government structures. Athens and Sparta, two City-States on the Greek Peninsula, are great examples of this.• Despite their isolation from each other, trade and mercantilism between City-States was common across Greece, and City-States would work together to	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Analyzing different kinds of maps (topographical, economic, and population) to infer key information about Greek City States' geographic features, natural resources, and population.• Comparing and Contrasting the GRAPEs of Athens and Sparta.• Evaluate the advantages and disadvantages of the City-State model, and compare its structure to modern U.S. statehood.• Analyze the influence of the Greek and Roman pantheon on common oral traditions, myths, and plays (i.e. Pandora's Box, the Trojan Horse, Prometheus and the Gift of Fire)

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Acquisition

combat external invading forces

- Greece and Rome both had polytheistic religions with a pantheon of deities worshipped by their people, and acknowledged in festivals, holidays, and cultural traditions.
- Greek and Roman art heavily reflected their religious beliefs; the stories of Greek and Roman deities were the center of plays and stories, and deities in each pantheon illustrated in paintings, drawings, mosaics, and sculptures.
- Religious beliefs influenced the government structures and decisions of each City-State and region within Rome.
- Athens is often considered one of the birthplaces of democracy; it allowed its full citizens direct government representation.
- In contrast, the Roman Republic offered its citizens representation in legislature, who made decisions on behalf of their patricians.
- Early democracies and republics did not represent all of the people of Greece and Rome (Greek women, enslaved peoples, and those who were not full citizens; Roman plebeians), and often increased social stratification.

- Use primary and secondary sources to infer the influence of "patron gods and goddesses" on the culture of individual City-States (i.e., Athena in Athens, Ares and Artemis in Sparta).
- Evaluate the advantages and disadvantages of direct and representative governments.
- Determine who in Athens and Rome were excluded from government representation, and analyze primary sources (i.e. the 12 Tables) to infer its lasting negative impact on commoners and plebeians in both civilizations.
- Use Venn Diagrams to compare and contrast the qualities of Athenian Democracy, Roman Republic, and American Democratic Republic.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Greek Map Analysis Greek Myth Comic Strips Government Venn Diagrams
	Other Evidence: GRAPEs Organizers Pre-Assessments Exit Tickets R.A.C.E. Responses Nearpod Lessons Small Group Research Projects Kahoot Review Quizzes

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: Greece

Lesson 1: Introduction: Greek Map Analysis

Lesson 2: What is a City-State, and what makes them unique? How does geography influence where and how they develop?

Lesson 3: How did Greek City-States have unique cultures, traditions, and Government Systems? Case Study: Athens and Sparta

Lesson 4: Greek Pantheon: Based on art and myths, what did the Greeks believe?

Lesson 5: Based on Greek stories, myths, and laws, how did Greek religion influence everyday life?

Lesson 6: Greek Myth Comic Strips

Part 2: Rome

Lesson 7: Introduction: How did imperialism allow Rome to become an empire? How did expansion influence its cultural and religious, and economic development?

Lesson 8: How did controlling a vast empire necessitate the need for representative government (republic)?

Lesson 9: How did republican government increase societal inequalities between patricians and plebeians?

Lesson 10: How do the Athenian Democracy, Roman Republic, and American Democratic Republic compare to one another?

Lesson 11: How do Roman achievements in plays, myths, art and architecture reflect their religious beliefs?

Lesson 12: Why is the Roman Colosseum considered an "achievement" of the Roman Empire? How does the structure have cultural, political, and economic importance to ancient Rome?

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

ATTACHMENTS

 Differentiated_Instruction_Document_.pdf

Unit 4: Trade and Globalization

6th Grade History - Last Updated on August 23, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

6.2.8.EconEM.3.a:

Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.HistoryUP.3.c:

Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

6.2.8.GeoHP.4.b:

Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).

6.2.8.HistoryCC.4.g:

Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time

6.2.8.HistoryCA.3.a:

Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

8.2.8.NT.4:

Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

DESIRED RESULTS

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

Unit 4: Trade and Globalization

6th Grade History - Last Updated on August 23, 2022

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

See attachment.

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