

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Grade 6 Description:

The sixth-grade social studies course explores the origins of ancient civilizations. The development of communities, government, communication, religion, and culture are analyzed throughout the course. The course of study spans from the earliest man through the Fertile Crescent, up to the Middle Ages and through the Renaissance.

Grade 6 Units:

- Unit 1: Early Humans and Societies
- Unit 2: Mesopotamia and Egypt
- Unit 3: Civilizations in India and China
- Unit 4: Foundation of Western Ideas
- Unit 5: Roman World
- Unit 6: Renewal in Europe



Subject: Ancient Civilizations	Grade: 6	Suggested Timeline: 4 weeks
Unit Title: Early Humans and Societies		
Unit Overview/Essential Understanding: The Early Humans and Societies Unit will introduce the students to why and how people study the past. Students will widen their definitions of historians and archeologist as well as the different methods they used to learn about the past. Students will begin to understand that studying the past helps people understand the world today better, and it helps make decisions for the future. This unit will also show the students that the geography of an area influences and dictates how people will live in an area. This unit will expand the students' knowledge on how there was a "prehistory" and "history" and how people survived and grown throughout the years. Students will explore the different tools, language, and "technology" that early humans used to survive in the world around them. Essential Questions: <ul style="list-style-type: none">• Why do historians and scholars study the people, events, and ideas of long ago?• How did humans' ways of living change as they interacted and adapted?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Define what history is and why it is important.• Explain that historians and archaeologists use a variety of clues to study past civilizations.• Point out that understanding the past can help people better understand the present and plan for the future.• Discuss how geography can help shape a place's history.• Identify early hominids.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment• 7.1.6.B - Describe and locate places and regions as defined by physical and human features• 7.2.6.A - Describe the characteristics of places and regions• 8.1.6.A - Explain continuity and change over time using sequential order and context of events		

Important Standards Addressed in this Unit:

- 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events
- 8.4.6.B - Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history
- CC.8.5.6-8. A - Cite specific textual evidence to support analysis of primary and secondary sources
- CC.8.5.6-8.C - Identify key steps in a text's description of a process related to history/social studies
- CC.8.5.6-8. D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CC.8.5.6-8. E - Describe how a text presents information (e.g., sequentially, comparatively, casually)
- CC.8.5.6-8. G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.5.6-8. I - Analyze the relationship between primary and secondary source on the same topic
- CC.8.6.6-8. E - Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently

Misconceptions:

- Students often think that archaeologists have made all the discoveries from the past and that nothing remains to be found.
- Students often believe that when we discuss geography it only involves the study of the Earth; they do not realize that geography is split into Physical Geography and Human Geography.
- Students often think that historians know everything we need to know about the past, they do not understand the term pre-history.

Concepts/Content:

- Pre-history - the period of time before there was writing
- History - the study of the past
- Tools of historians
- Archaeology - the study of the past based on what people left behind
- Benefits of learning and studying history

Competencies/Skills:

- Define key vocabulary words such as: pre-history and history
- Describe the variety of clues historians use to identify how people lived in the past
- Identify the difference between a historian and an archaeologist
- Describe the benefits of studying the past

Description of Activities:

- Vocabulary activities
- Timeline for a visual
- Using the internet - look at some of the artifacts/fossils and discuss what they were used for
- Show examples of primary and secondary sources
- Venn diagrams to compare and contrast



<ul style="list-style-type: none">• The differences between a fossil and an artifact; primary source and secondary source• Two types of Geography: Human and Physical• Early humans and hominids	<ul style="list-style-type: none">• Differentiate between a primary and secondary source, artifact, and fossil• Explain the two different types of Geography: Physical and Human and give examples for each• Name the four major groups of hominids	
<p>Assessments:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none">• Study guide• Section quizzes• Ticket out the door• Section Power Points• Discussion/Journal writing <p>Summative Assessments:</p> <ul style="list-style-type: none">• Chapter test• End of the unit projects/Power Points		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• Reading non-fiction texts/articles• Read aloud: fiction /non-fiction• Vocabulary acquisition• Creating multimedia presentations• Presenting and sharing in front of peers• Using Google Classroom• Digital resources• Writing with each unit• Science connection: discuss Carbon 14 Dating	<p>Additional Resources:</p> <ul style="list-style-type: none">• District approved textbook• Teacher created materials• Discovery learning – ex: discovery.com• Virtual Field Trips• Approved District resources: Kahoot/BrainPop	



Subject: Ancient Civilizations	Grade: 6	Suggested Timeline: 6 weeks
Unit Title: Mesopotamia and Egypt		
Unit Overview/Essential Understanding: The world's first civilizations developed in Asia and Africa after people learned how to farm. These civilizations began in river valleys, which made it a perfect place to farm. With the development of farming, people were able to settle down in one place. As time went on, they began to build towns, cities, writing, and begin a government. Sumerians developed the world's first civilization. Writing invented the first writing system, the wheel, and religion. Egypt was called the gift of the Nile and civilizations developed along the Nile. This unit will explore the early civilizations of Mesopotamia, Sumerians, and Egypt. Essential Questions: <ul style="list-style-type: none">• How did geography influence the development of civilization in Southwest Asia?• How was the success of the Egyptian civilization tied to the Nile River?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Explain how the Mesopotamia civilization began to grow.• Describe the early agricultural techniques people used in Mesopotamia.• Explain the importance of the Fertile Crescent.• Define Sumerian civilization.• List the significant achievements invented by the Sumerians,• Identify who Hammurabi was in Ancient society.• Describe the Nile River and its importance.• Identify key vocabulary words: acquire, afterlife, mummies, elite, and pyramids.• Observe a pyramid up close.• Describe the writing system used by the Egyptians.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.1.6.B - Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services• 6.4.6. A, B - Explain why people specialize in the production of goods and services and divide labor		

- Explain how trade affects standards of living; Explain how transportation, communication networks, and technology contribute to economic interdependence
- 6.5.6. A, B - Describe how the availability of goods and services is made possible by the work of members of the society. Explain the concept of labor productivity
- 7.1.6. A, B - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, and Political activities
- 7.4.6.A, B - Describe and explain the effects of the physical systems on people within regions; Describe and explain the effects of people on the physical systems within regions
- 8.1.6.A, B - Explain continuity and change over time using sequential order and context of events. Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events
- 8.4.6. A, C, D - Explain the social, political, cultural, and economic contributions of individuals and groups to world history; Explain how continuity and change have impacted world history; Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations; Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world

Important Standards Addressed in this Unit:

- CC.8.5.6-8. A - Cite specific textual evidence to support analysis of primary and secondary sources
- CC.8.5.6-8. B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.5.6-8. D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CC.8.5.6-8. G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.5.6-8. I - Analyze the relationship between a primary and secondary source on the same topic
- CC.8.6.6-8. E - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

Misconceptions:

- Students are under the assumption that pyramids were built to live in, students are very surprised when they find out they are large tombs for the pharaohs.
- Hieroglyphics was an Egyptian writing that was unable to be read by historians, it was not until the Rosetta Stone was found until they could decipher the writing.

Concepts/Content:

- The rivers of Southwest Asia supported the growth of civilization
- New farming techniques led to the growth of towns and cities
- The Fertile Crescent
- Sumerians invented the world first system of writing
- Hammurabi and the importance of his code
- Nile River and what it meant to Egypt
- Pyramids in ancient Egypt
- Hieroglyphics

Competencies/Skills:

- Name the rivers that help to develop Mesopotamia
- Identify the variety of farming techniques used in the early civilizations
- Describe why and how the Fertile Crescent got its name
- Describe the name of the writing system and what it looked like
- Explain who Hammurabi was and his code of laws
- Analyze why the Nile River is called the "Gift of the Nile"
- Observe a pyramid and explain what a pyramid is used for
- Researching hieroglyphics and decoding their name into hieroglyphic writing

Description of Activities:

- Cause and effect posters
- Look at a map and located the Fertile Crescent
- Examine the farm techniques and describe how it was used on the farm
- Clay and toothpick to recreate "cuneiform".
- Group activity – reading a "scenario" and what the punishment would be now to what the punishment was during Hammurabi time.
- Find and point to the Nile River on a map.
- Virtual field trip of the "Pyramid of Giza"
- Write their name using hieroglyphics

Assessments:

Formative Assessments:

- Study guide
- Section quizzes
- Ticket out the door
- Section Power Points



- Discussion/Journal writing

Summative Assessments:

- Chapter test
- End of the unit projects/Power Points

Interdisciplinary Connections:

- Reading non-fiction texts/articles
- Read aloud: fiction /non-fiction
- Vocabulary acquisition
- Creating multimedia presentations
- Presenting and sharing in front of peers
- Digital resources
- Writing with each unit

Additional Resources:

- District approved textbook
- Teacher created materials
- Discovery learning – ex: discovery.com
- Virtual Field Trips
- Approved District resources: Kahoot/BrainPop



Subject: Ancient Civilization	Grade: 6	Suggested Timeline: 4 weeks
Unit Title: Civilizations in India and China		
Unit Overview/Essential Understanding: This unit focuses on two of the earliest civilizations of the ancient world in India and China. In both places, river valleys provided settings for the development of civilizations. They both built large empires, and made many advances in science, art, and learning. India introduced two of the world's major religions – Hinduism and Buddhism. China introduced Confucianism and Daoism to their civilizations. Essential Questions: <ul style="list-style-type: none">• How do India's rich history and culture affect the world today?• How do the people, events, and ideas that shaped ancient China continue to influence the world?• How does trade connect people, cultures, and ideas?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Describe the geography of India.• Name and describe two main cities in India's civilizations.• Identify the Aryan society and how it differs from the Harappan society.• Describe the religious beliefs of Hinduism and Buddhism.• List ancient India's achievements.• Describe the physical features of China.• Name and describe Confucius and Laozi and their beliefs.• Describe the Silk Road.• List ancient China's achievements.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.4.6.A - Identify how countries have varying interests• 6.1.6.A - Explain how limited resources and unlimited wants cause scarcity• 6.1.6.B - Compare ways that people meet their needs with how they meet their wants; Describe how resources are combined to produce different goods and services		



- 6.4.6.A - Explain why people specialize in the production of goods and services and divide labor
- 6.4.6.B - Explain how trade affects standards of living
- 6.5.6.A - Describe how the availability of goods and services is made possible by the work of members of the society
- 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.6.B - Describe and locate places and regions as defined by physical and human features
- 7.2.6.A - Describe the characteristics of places and regions
- 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.6.B - Describe and explain the effects of people on the physical systems within regions

Important Standards Addressed in this Unit:

- 8.1.6.A - Explain continuity and change over time using sequential order and context of events
- 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events
- 8.4.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups to world history
- CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Misconceptions:

- Students believe that the Great Wall of China is the only man-made object that can be seen from space or even the moon.
- Students did hear of "Buddha", but they did not realize that it was real person.

Concepts/Content:

- Geography of India - subcontinent is a large land mass that is smaller than a continent

Competencies/Skills:

- Locate the continent of Asia and then have students locate the subcontinent of India

Description of Activities:

- Map skills
- Vocabulary activities
- Venn diagram activity



<ul style="list-style-type: none"> • Hinduism/Buddhism are the two major religions that began in India • India's and China's achievements and the great contributions to the arts and sciences • Harappan and Aryans civilizations • Physical features of China and the role it played for Chinese civilizations • Confucius and Laozi are key religious icons in ancient China • Silk Road 	<ul style="list-style-type: none"> • Define and describe each of the two religions • Identify the achievements and contributions that were made and how it impacts life today • Describe the two civilizations and how they are alike and different • Locate China on the map • Discuss the major rivers and desert • Describe Confucianism and Daoism • The Silk Road was a long trade rout that stretched across Asia 	<ul style="list-style-type: none"> • Journal writing choose an achievement/contribution from each civilization and write about it. • T-chart activity to compare the two civilizations. • Label the key features on a blank map • Make a chart to show explain the main ideas and beliefs. • Role play the Silk Road - have classroom set up as if it were the "Silk Road".
<p>Assessments:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Study guide • Section quizzes • Ticket out the door • Section Power Points • Discussion/Journal writing <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End of the unit projects/Power Points 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading non-fiction texts/articles • Read aloud: fiction /non-fiction • Vocabulary acquisition • Creating multimedia presentations • Presenting and sharing in front of peers • Digital resources • Writing with each unit 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Teacher created materials • Discovery learning - ex: discovery.com • Virtual Field Trips • Approved District resources: Kahoot/BrainPop 	

Subject: Ancient Civilizations	Grade: 6	Suggested Timeline: 6 weeks
Unit Title: Foundations of Western Ideas		
Unit Overview/Essential Understanding: The foundations of Western civilizations can be traced back more than 2,000 years ago to the eastern Mediterranean region. This unit will cover ancient Hebrews and ancient Greeks, and the development of many ideas and traditions that shaped our world today. The Jewish religion, Judaism, is based on the belief of one God. The Greek civilization believed in the belief of many gods, but the Greeks created the world's first democracy.		
Essential Questions: <ul style="list-style-type: none"> • How did the Hebrews and their descendants defend themselves and maintain their beliefs? • What factors shaped government in Greece? • What advances did the Greeks make that still influence the world today? 		
Unit Objectives: Students will be able to: <ul style="list-style-type: none"> • Identify who Abraham was and where he moved the Hebrews. • Sequence the events that lead up to the Exodus. • Describe the code moral laws and how the law shaped Israelite life. • Explain the term monotheism. • Recognize what the Torah is and its importance to Judaism. • Describe the geographical features of Greece. • Understand the government of Athens and Sparta. • Explain and describe Greek mythology. • Recognize the Greek achievements. 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 5.4.6.A - Identify how countries have varying interests • 6.1.6.A - Explain how limited resources and unlimited wants cause scarcity 		

- 6.1.6.B - Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services
- 6.4.6.A - Explain why people specialize in the production of goods and services and divide labor
- 6.4.6.B - Explain how trade affects standards of living
- 6.5.6.A - Describe how the availability of goods and services is made possible by the work of members of the society
- 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.6.B - Describe and locate places and regions as defined by physical and human features
- 7.2.6.A - Describe the characteristics of places and regions
- 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.6.B - Describe and explain the effects of people on the physical systems within regions

Important Standards Addressed in this Unit:

- CC.8.5.6-8. A- Cite specific textual evidence to support analysis of primary and secondary sources
- CC.8.5.6-8. B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.5.6-8. D - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- CC.8.5.6-8. G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Misconceptions:

- The Hebrew Bible and the Old Testament are different names for the same books.
- The Ten Commandments are the most important part of the Bible/Torah.
- The Trojan War did happen, but there was no Trojan horse.
- Democracy was present in ancient Greece; however, it is not the democracy we have today.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Two key people that led the Hebrews were: Abraham and Moses • Routes that Abraham and Moses took to get to Canaan • Ten Commandments / Torah / Diaspora • Geography of Greece • Athens / Sparta • Greek mythology / literature • Greek achievements 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Compare and contrast Abraham and Moses • Look at map and locate Canaan and different routes • Define key vocabulary words • Describe the different regions and land features of Greece • Locate Athens/Sparta on map • Identify the Greek gods/philosophers • Read Aesop fables, Odyssey • Identify Greek architecture and other achievements (science, medicine, etc.) 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Venn Diagram • World map activity/comparing maps • Vocabulary activities • Make flashcards (google slides) • Map activities, Google earth • Compare and compare the two city-states (flipbook) • Create a city-state • Matching game of the name of the Greek god and match it with what he is known for. (Zeus – king of gods) • Research one of the achievements make poster to describe the achievement.
<p>Assessments:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Study guide • Section quizzes • Ticket out the door • Section PowerPoints <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End of the unit projects/Presentations 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading non-fiction texts/articles • Read aloud: fiction /non-fiction • Vocabulary acquisition • Creating multimedia presentations 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook • Teacher created materials • Discovery learning – ex: discovery.com 	



pennsylvania
DEPARTMENT OF EDUCATION



- Presenting and sharing in front of peers
- Digital resources
- Writing with each unit

- Virtual Field Trips
- Approved District resources: Kahoot/BrainPop

Subject: Ancient Civilizations	Grade: 6	Suggested Timeline: 6 weeks
Unit Title: The Roman World		
Unit Overview/Essential Understanding: Rome grew to become the center of one of the world's greatest empires. Rome made many huge advancements in architecture, engineering, and they developed written laws and government. Rome, also, spread Christianity throughout the empire.		
Essential Questions: <ul style="list-style-type: none">• How did the Rome become the dominant power in the Mediterranean region?• Why did the Roman Empire fall, and what is its legacy?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Locate Rome on the map.• Analyze the Roman Government• Describe the disorder in Rome.• Identify Julius Caesar and Augustus.• Name Rome's accomplishments.• Describe Christianity.• Identify the decline of Rome.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.4.6.A - Identify how countries have varying interests• 6.1.6.A - Explain how limited resources and unlimited wants cause scarcity• 6.1.6.B - Compare ways that people meet their needs with how they meet their wants; Describe how resources are combined to produce different goods and services• 6.4.6.A - Explain why people specialize in the production of goods and services and divide labor• 6.4.6.B - Explain how trade affects standards of living• 6.5.6.A - Describe how the availability of goods and services is made possible by the work of members of the society		

- 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.6.B - Describe and locate places and regions as defined by physical and human features
- 7.2.6.A - Describe the characteristics of places and regions
- 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.6.B - Describe and explain the effects of people on the physical systems within regions

Important Standards Addressed in this Unit:

- 8.1.6.A - Explain continuity and change over time using sequential order and context of events
- 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events
- 8.4.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups to world history
- CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Misconceptions:

- Students believe that gladiators were always fighting the slaves, but most of the time it was just men volunteering to fight the gladiators to get attention.
- All gladiators were men, that is not true some were women.

Concepts/Content:

- Geography:
 - two major mountain ranges
 - Italy is a peninsula
 - Tiber River
- Romulus and Remus

Competencies/Skills:

- Locate the Alps and Apennines on the map
- Locate the peninsula and discuss that it looks like a "BOOT"
- Locate Tiber River on the map

Description of Activities:

- Map skills
- Vocabulary activities
- Read the legend of Romulus and Remus
- Make a T-chart to show "quick facts" about the patricians and plebeians.

<ul style="list-style-type: none"> • Roman society and the different social classes • Roman government • Law of the Twelve Tables • Julius Caesar/Augustus • Rome’s Accomplishment • Introduction to Christianity • Fall of Rome – the end of an empire 	<ul style="list-style-type: none"> • Discuss the legend behind Romulus and Remus • Identify patricians and plebeians • Explain and describe the type of government: magistrates/consuls, senate, assemblies, and tribunes. • Describe the Law of the Twelve Tables were written to keep order in Rome • Identify Julius Caesar and his role in Rome • Identify Augustus and his role in Rome • Describe and list all the accomplishments made by Rome • Identify how the spread of Christianity came to be in Rome • Sequence the problems and conflicts that caused the fall of Rome 	<ul style="list-style-type: none"> • Make a trifold flip book to show the different forms of government. • Role playing to explain and describe the forms of government. • Use primary sources to analyze the Twelve Tables • List leadership qualities that Julius Caesar and Augustus had in a graphic organizer. • Design a PowerPoint that shows Rome’s accomplishments. • Make a chart of the different religions discussed and how Christianity differs from the others. • Make a timeline to show how Rome grew and fell.
<p>Assessments:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Study guide • Section quizzes • Ticket out the door • Section PowerPoints <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter test • End of the unit projects/Presentations 		



Interdisciplinary Connections:

- Reading non-fiction texts/articles
- Read aloud: fiction /non-fiction
- Vocabulary acquisition
- Creating multimedia presentations
- Presenting and sharing in front of peers
- Digital resources
- Writing with each unit

Additional Resources:

- District approved textbook
- Teacher created materials
- Discovery learning – ex: discovery.com
- Virtual Field Trips
- Approved District resources: Kahoot/BrainPop



Subject: Ancient Civilizations	Grade: 6	Suggested Timeline: 8 weeks
Unit Title: Renewal in Europe		
Unit Overview/Essential Understanding: When the Roman Empire collapsed, Europe lost its power, and a new period called the Middle Ages began. During the Middle Ages, Europe was divided into small kingdoms. Feudalism emerged as a new social order of the Middle Ages, it provided a social and political structure in Europe. During feudalism popes of the Roman Catholic Church and kings dominated society.		
Essential Questions: <ul style="list-style-type: none">• How did life in Europe change after the fall of Rome?• How did feudalism emerge as a new social order of the Middle Ages?• What political and economic changes led to the Renaissance?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• Identify the physical features of Europe.• Identify that the Middle Ages is also known as the Medieval period.• Explain feudalism and manor life.• Define Crusade and Holy Land.• Explain the various stages of becoming a knight.• Describe monks and friars.• Identify the key components of a castle.• Describe the Black Death.• Define that renaissance means rebirth.		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 5.4.6.A - Identify how countries have varying interests• 6.1.6.A - Explain how limited resources and unlimited wants cause scarcity		

- 6.1.6.B - Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services
- 6.4.6.A - Explain why people specialize in the production of goods and services and divide labor
- 6.4.6.B - Explain how trade affects standards of living
- 6.5.6.A - Describe how the availability of goods and services is made possible by the work of members of the society
- 7.1.6.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment
- 7.1.6.B - Describe and locate places and regions as defined by physical and human features
- 7.2.6.A - Describe the characteristics of places and regions
- 7.3.6.A - Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.6.B - Describe and explain the effects of people on the physical systems within regions

Important Standards Addressed in this Unit:

- 8.1.6. A - Explain continuity and change over time using sequential order and context of events
- 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events
- 8.4.6. A - Explain the social, political, cultural, and economic contributions of individuals and groups to world history
- CC.8.5.6-8.B - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- CC.8.5.6-8.G - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC.8.6.6-8.C - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Misconceptions:

- The idea that knights' armor was so heavy that they had to use "cranes" to get onto their horses. Typical armor was not too heavy or awkward, if it were it would have limited movement.
- The feudal system was a neat pyramid with kings at the top sending commands down to well-defined noblemen down to peasants. Feudalism was a confusing time of personal obligations, where people contracted various bits of authority out to others in return for specific kinds of services or fees.

<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Physical features of Europe • Middle Ages/Medieval period • Charlemagne/Benedict/Patrick • Manors and Manor life /serfs • Feudalism • Knights/chivalry • Crusades/Holy Land • Black Death – plague • Role of the castle • Renaissance and reformation 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Identify the topography of the region • Define that the Middle Ages falls between ancient times and modern times • Compare and compare key people during this time-period • Describe a manor and list key components on a manor • Identify the term feudalism and describe the feudal system from highest rank to lowest rank • Describe the stages of becoming a knight: page, squire, and knight • Define the key words Crusades and Holy Land • Identify that Renaissance=rebirth • Create a castle and label the key parts of a castle • Describe what the Black Death was and how it came to the city 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Locate the region on a map • Map skills • Vocabulary activities • Journal writing how life was like during the Middle Ages/Medieval period • Make a digital poster to introduce a key person. • Create a “Manor Life” mural – labeling key places that would be found on a manor • Role-playing Feudalism – act out/demonstrate their life as: King/queen, nobles, knights, peasants • Research the lives of knights – make a google slide/PowerPoint • Diary writing – pretending what life was like throughout each stage of becoming a knight. • Discovery video clip to introduce Crusades and Holy Land • Discussion of the Black Death and how it took a toll on Europe’s population. • Make and label castle • Venn Diagram to compare Middle Ages and The Renaissance
<p>Assessments:</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Study guide • Section quizzes • Ticket out the door • Section PowerPoints <p>Summative Assessments:</p>		



- Chapter test
- End of the unit projects/Presentations

Interdisciplinary Connections:

- Reading non-fiction texts/articles
- Read aloud: fiction /non-fiction
- Vocabulary acquisition
- Creating multimedia presentations
- Presenting and sharing in front of peers
- Digital resources
- Writing with each unit

Additional Resources:

- District approved textbook
- Teacher created materials
- Discovery learning – ex: discovery.com
- Virtual Field Trips
- Approved District resources: Kahoot/BrainPop