# 6th Grade Social Studies, Era 3: The Classical Civilizations of the Mediterranean World, India and China (1000 BCE-600 CE)

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

## Performance Expectations: World History/Global Studies

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

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| SOC.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. |
| SOC.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). |
| SOC.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. |
| SOC.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. |
| SOC.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. |
| SOC.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. |
| SOC.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. |
| SOC.6.2.8.EconGE.3.a | Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor. |
| SOC.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. |
| SOC.6.2.8.HistoryUP.3.a | Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality. |
| SOC.6.2.8.HistoryUP.3.b | Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). |
| SOC.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. |
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| SOC.6.2.8.HistoryCA.3.a | Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. |
| SOC.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. |

## Performance Expectations: Interdisciplinary Connections

| LA.RL.8.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. |
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| LA.RL.8.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| LA.RI.8.6 | Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

## Performance Expectations: 21st Century Life and Career Skills

| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |

## Performance Expectations: Technology

| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
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| TECH.8.1.8.A.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.A.3 | Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| TECH.8.1.8.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |

## Accommodations and Modifications

*English Language Learners*

Strategies may include:

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    - o Use graphic organizer web chart
    - o Identify words that create an image
    - o Use pair work for students to choose recurring themes and main idea in different resources
    - o Ask students to recall stories in their cultures and identify common themes
    - o Post essential questions to help students identify themes

*Special Education/504 Plans*

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture ir movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

*Gifted and Talented*

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)

- teacher modeling
- pattern sentences

*Students at Risk of School Failure*

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one intruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

## Assessments

Formative Assessments

- Participation/Observations
- Questioning
- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

Benchmark Assessments

- Unit Assessment

Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

## Core Ideas

- An individual's perspective is impacted by their background and experiences.

- Economic interdependence is impacted by increased specialization and trade.

- Governments have different structures which impact developmental (expansion) and civic participation.

- Governments have protected and abused human rights (to varying degrees) at different times throughout history.

- Historians analyze claims within sources for perspective and validity.

- Historical contexts and events shaped and continue to shape people's perspectives.

- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

- People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.

- Perspectives change over time.

- Relationships between humans and environments impact spatial patterns of settlement and movement.

- The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.

## Content

- Decline and fall of the Roman Empire, Gupta India, and Han China

- Development of world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism),

- Legacy and major achievements

- Legal systems of classical civilizations (Athenian democracy, Babylonian Code of Hammurabi, Roman Justinian Code and Roman Republic, Israelite Jewish Law)

- Methods of rule (autocratic rule, philosophies, and bureaucratic structures)

- Natural resources of the classical civilizations

- Political, economic, and social structures of classical civilizations

- Social hierarchies

- Technology and innovations

- Uniform system of exchange

## Resources

- Biographies
- Discovery Education Streaming
- Guided Reading, Vocabulary and Skillbuilding Activities
- Journey Across Time (National Geographic and Glencoe)
- Maps, graphs, charts, diagrams
- National Geographic online
- Primary Sources