Grade 6 - Unit 4

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **10**
Status: **Published**

Rationale & Transfer Goals

Learners will trace the development of the first monotheistic religion and its impact on society.

Learners will explain the disappearance of early Greek civilizations and why others were able to thrive.

Learners will read infographics to understand the cause and effect of natural disasters, such as volcanoes.

Learners will evaluate the contributions of the first monotheistic leaders, such as Abraham and Moses.

Learners will compare the leadership style and government structure of Ancient Greece to ours today as well as those used in Ancient China.

Learners will write from multiple perspectives, such as a woman living in Ancient Hebrew society.

Targeted Standards

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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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.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.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United States Constitution.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Perspectives change over time.

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

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

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

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

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How do certain decisions in society give or take away personal freedom, individual responsibility, equality, or respect for human dignity? (slavery in Egypt and ancient Greece; Ten Commandments; lack of women's rights in Hebrew culture; different Governments of Ancient Greece; lack of voting rights for foreigners and women)

How can the study of different perspectives, beliefs systems, and cultures help us understand and challenge public actions in our diverse world? (the story of Moses; the Holocaust; Greek Gods)

How was the United States government based on the structures, ideas, and experiences of earlier governments? (the birth of democracy in Ancient Greece)

How do physical geography, human geography, and the human environment interact to cause the development of cultures, societies, and nations? (journey of Abraham and Moses; Jewish diaspora before, during, and after the Holocaust;geography of Greece; volcanic eruption on Crete; formation of the polis and colonies)

Important Vocabulary

commandment

Hebrew/Israelite/Jewish

Judaism

diaspora

plague

monotheism

peninsula

mainland

polis

mythology

pantheon

democracy

monarchy/oligarchy/tyranny

Content/Objectives

Content - What students will know

-How Abraham and Moses played critical roles in the development of the world's first monotheistic religion.

-How women's rights were limited in Ancient Hebrews and Greece.

-A timeline of important events for early Hebrews, such as their enslavement in Egypt.

-How the post-captivity diaspora throughout Europe eventually led to the Holocaust

-Timeline of events of World War II.

-Jewish holidays and traditions

-Commandment #1 of 10 Commandments.

-Daily life in Ancient Greece and the polis

-Why Greeks formed colonies

-The effects of volcano on farming

-The Greek creation story

-The major Greek Gods and their attributes on nature

-The four types of Greek government

-The difference between ancient Greek democracy and ours today

-

Skills - What students will be able to do

-Use a map to analyze the journey of Moses and Abraham.

-Read biographies of women such as Ruth and Naomi.

-Create a timeline of events

-Analyze a map of diasporas

-Name a reason for diasporas

-Explain what happened in World War 2.

-Write and perform skits of Jewish holidays

-Create a modern version of a historic document (10 Commandments)

-Describe daily life in Ancient Greece.

-Read an infographic about a volcano eruption

-Use graphic organizers to identify main ideas in the Greek creation story)

-Create a presentation about a Greek God

-Read and differentiate between 4 types of Greek governments.

-Write a compare/contrast paragraph

-Read about an event from multiple perspectives

Instructional Activites

Evidence (Assessments) - How we know students have learned

-Unit 4 Benchmark

-Exemplary Compare/Contrast paragraphs

-Creation of timelines

-Informal assessments

-Labeling of maps

-Writing samples

-Projects/Presentations on Greek mythology

-Movie review questions

-REadworks passages

Assessments

Activities/Strategies - How we teach content and skills

Guided Reading passages

Online Textbook

Kahoot Games

Quizizz Lessons

Map analysis activities

Brainpop: Athens

Brainpop: Holocaust

Films: Prince of Egypt; the Devil's Arithmetic; The Book Thief; Boy in the STriped Pajamas; My Life; My

Religion: Judaism (youtube)

Informational writing

Narrative Writing from different historical perspectives

Edpuzzles

Role Playing of Jewish holidays and traditions

SWBST graphic organizer to understand a story

Multimedia presentation on Greek mythology

Independent Read Alouds (IRAs) of biographies

Venn Diagrams or T charts to compare/contrast

Use collaboration and Canva to create “10 Middle School Commandments”

Draw your visualization of a Greek polis

-Listen to a Read Aloud of “Miriam at the River” (Moses’s sister)

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Analysis of Abraham/Moses map

Analysis of primary sources

Effect of Crete volcano on Ancient Greece

Instructional Activity

Nearpod activity

The Ten Commandments

Venn Diagram

Spiral Focus from Previous Unit

Analysis of Silk Road map

Primary vs Secondary Sources

Effect of Monsoons in India

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

Creativity and Innovation:

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Global and Cultural Awareness:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Information and Media Literacy:

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Literacy:

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Key Resources

Unit 4 Essential Questions

-Online textbook

-Guided Reading passages (Google Drive Folder)

Unit 4 Quizizz Lessons

Brainpop: Athens; Holocaust

-Nearpod Lessons

-Edpuzzle videos

-Newsela articles

-Readworks articles

-Get Epic Greek Mythology Collection

-Get Epic Judaism Collection

-Juneteenth episode of Blackish (available on Peacock)

Interdisciplinary Connections - How does this content impact the following groups

-ELA: IRA texts featuring autobiographical writings; The Book Thief/Boy in the Striped Pajamas literature study; Juneteenth picture books

RI.6.9.: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

-Math/Science: Volcanoes; Evolution of natural phenomena once attributed to Greek Gods.

MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local

geographic features, where appropriate.]

-Art: Greek God visual representations

(MA:Pr4.1.6): Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.

Intersections of History

Black: Juneteenth, influence of Hebrew captivity on 19th century Negro spirituals.

Hispanic: diaspora of Latinos from MesoAmerica

Women: Lack of women's rights in Hebrew and Greek culture

LGBTQ: Impact of voting on development of laws to protect LGBTQ community