

6th Grade Unit 3: The Classical Civilizations of the Mediterranean World, India, and China

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 3/Module Overview

- In this unit, students will explore the classical civilizations of Greece, Rome, India, and China. During this exploration, they will determine what distinguishes a classical civilization from a RVC.
- The emphasis in this unit is on government, military, advancements, and trade. Students will investigate how these factors helped to shape both the civilizations of this era, but also civilizations today. The impact of the classical civilizations can be seen in today's societies. The foundation of democracy during this time was what would influence the development of the U.S. government. Students will be able to compare early democracy to our current U.S. democracy. Advancements in science and math made during this time still impact our world today.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

- SOC.6.2.8.HistoryCC.1.d Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- SOC.6.2.8.HistorySE.1.a Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- SOC.6.2.3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

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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.
- 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.
- SOC.6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- SOC.6.2.8.EconGE.4.a Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.
- SOC.6.2.8.HistoryCC.4.b Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- SOC.6.2.8.HistoryCC.4.c Assess the demographic, economic, and religious impact of the plague on Europe.
- SOC.6.2.8.HistoryCC.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

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- SOC.6.2.8.HistoryCC.4.e Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
- SOC.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.
- SOC.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.

Essential Questions

- How did geography impact the Greek civilization?
- What were the similarities and differences between Athens and Sparta?
- What has been the lasting impact of ancient Greek civilization on current society?
- How did Greek mythology influence daily life?
- Who was Alexander the Great? How, where, and why did he spread Greek culture?
- What led to the decline in power of the ancient Greek civilization?
- What distinguishes the classical civilizations in this period from the river valley civilizations?
- What are the benefits and challenges for expanding an empire?
- How do the government, economy, society, and culture change as a result of increased growth and connection?
- Which form of democracy served as a model for American democracy and why?
- Which form of democracy served as a model for American democracy and why?
- What, and how did, advancements lead to improvement in the quality of life?
- How did democracy contribute both to the rise and fall of Greece and Rome? How did these failures influence the formation of our system of government?

**Unit/Module Weekly Learning Activities and Pacing Guide
Trimester 3**

Week	Topic	Lessons/Activities	Goals/Targets	Materials
5 Weeks	Ancient Greece	<ul style="list-style-type: none"> • Assign vocabulary • Assign Greek Mythology project • PowerPoint: <ul style="list-style-type: none"> o Map skills o Geographic features 	Goals: <ul style="list-style-type: none"> • Use map skills to chart location of different classical civilizations and their features. • Explore the foundational concepts of Athenian democracy that later influenced the development of the United States Constitution. • Compare and contrast the legal systems of classical 	<ul style="list-style-type: none"> • PowerPoint • Vocabulary • Lesson Questions • Maps • Worksheets • Greek Mythology project • Tests

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		<ul style="list-style-type: none"> o Natural resources o Trade routes o Map skills o Minoans o Mycenaean o Culture Legends, Myths o Dark Age o Greek City-States o Government Types o Greek Achievements o Warfare o Sparta/Athens/Persians o Alexander the Great · Present Greek Mythology Project · Study Guide · Close Reading Assignment · Chapter Tests <ul style="list-style-type: none"> o Geography Skills o Vocabulary o Content 	<p>civilizations with the American legal system, to determine how they influenced our current legal system.</p> <ul style="list-style-type: none"> ● Determine how geography and natural resources influenced the political systems, economics, and culture of Greece. ● Analyze the impact of expanding trade routes and a standard system of exchange in Greece. ● Understand the impact of technology and innovation on daily life and the division of labor. ● Understand the social hierarchies and how they impact power, wealth, and equality. ● Examine the importance of achievements and enduring legacies of Greece. <p>Targets:</p> <ul style="list-style-type: none"> ● Define and apply relevant academic vocabulary ● Identify the different geographical features of Greece and their impact on the people living there. ● Compare and contrast the ancient Minoan and Mycenaean civilizations. ● Summarize and illustrate the evolution of Athenian government from monarchy to democracy. ● Compare the different roles of classes, men, women, and children in Athenian society. ● Analyze the growth and development of Spartan society. ● Illustrate and present the story of an important Greek myth or epic story. <p>Summarize and analyze the main achievements of Greek philosophers, scientists, and doctors.</p>	<ul style="list-style-type: none"> ● · Close Reading Material ● · History Alive! The Ancient World, TCI
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4 Weeks	Ancient Rome	<ul style="list-style-type: none"> · Assign vocabulary · PowerPoint: Study Guide <ul style="list-style-type: none"> o Map skills o Founding of Rome o The Roman Republic o Map skills o Roman Expansion o The Republic Weakens o Roman Empire o Everyday Life · Close Reading Assignment · Chapter Tests <ul style="list-style-type: none"> o Geography Skills o Vocabulary o Content 	<p>Goals:</p> <ul style="list-style-type: none"> ● Use map skills to chart location of different classical civilizations and their features. ● Explore the foundational concepts of the Roman Republic that later influenced the development of the United States Constitution. ● Compare and contrast the legal systems of classical civilizations with the American legal system, to determine how they influenced our current legal system. ● Determine how geography and natural resources influenced the political systems, economics, and culture of Rome. ● Analyze the impact of expanding trade routes and a standard system of exchange in Rome. ● Understand the impact of technology and innovation on daily life and the division of labor. ● Understand the social hierarchies and how they impact power, wealth, and equality. ● Examine the importance of achievements and enduring legacies of Rome. <p>Targets:</p> <ul style="list-style-type: none"> ● Define and apply relevant academic vocabulary 	<ul style="list-style-type: none"> ● · PowerPoint ● · Vocabulary ● · Lesson Questions ● · Maps ● · Worksheets ● · Tests ● · Close Reading Material ● · Unit 3 Benchmark ● · History Alive! The Ancient World, TCI

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			<ul style="list-style-type: none"> Describe the physical geography of Italy and the impact it had on people's lives. Summarize the different origin myths of ancient Rome and analyze their impact on Roman thought and government. Chart the development of Roman government from the cities founding to the creation of the republic. Analyze the reasons for the expansion of Roman territory beyond the Italian peninsula. Explain the reasons why the Roman republic began to collapse during the 100s BC. Summarize the role played by Julius Caesar in dismantling the Roman republic. Analyze the impact of the reign of the emperor Augustus on Roman government and society. 	
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Materials and Resources	Possible Assessments	Technology Integration	21st Century Life & Career Ready Practices
<ul style="list-style-type: none"> History Alive! The Ancient World, TCI Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers World History Detective® by John De Gree Vocabulary 	<ul style="list-style-type: none"> Geography Skills Test Vocabulary Test Content Test Greek Mythology Project Close Reading Technology Integration Activity Worksheets 	<ul style="list-style-type: none"> Use Chromebooks Use Google Docs/Slides/Sheets Use Google Classroom <p>CS.6-8.8.1.8.DA.1 - Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>CS.6-8.8.1.8.IC.1 - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p>	<p>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</p>

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<ul style="list-style-type: none"> • PowerPoints • Lesson Questions • Exit Slips 	<ul style="list-style-type: none"> • Notes • Primary/Secondary Sources Worksheet • Lesson Questions • Exit Tickets 	<p>CS.6-8.8.1.8.IC.2 - Describe issues of bias and accessibility in the design of existing technologies.</p> <p>CS.6-8.8.1.8.NI.1 - Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.</p> <p>CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time.</p> <p>TECH.9.4.2.CI.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>TECH.9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>TECH.9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>TECH.9.4.2.DC.2 Explain the importance of respecting digital content of others.</p> <p>TECH.9.4.2.DC.6 Identify respectful and responsible ways to communicate in digital environments.</p> <p>TECH.9.4.2.TL.1 Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</p> <p>TECH.9.4.2.TL.2 Create a document using a word processing application.</p> <p>TECH.9.4.2.TL.5 Describe the difference between real and virtual experiences.</p> <p>TECH.9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).</p> <p>TECH.9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p> <p>TECH.9.4.2.IML.3 Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g.,</p>	<p>academic skill in a workplace situation.</p> <p>CRP.K-12.CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p> <p>CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
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		6.3.2.GeoGl.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). Digital tools and media resources provide access to vast stores of information that can be searched.	
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)