

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

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **April**
Length: **9 Weeks**
Status: **Published**

Unit 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 be 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 to 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.

Priority Standards

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)
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.
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 democracy contribute both to the rise and fall of Greece and Rome? How did these failures influence the formation of our system of government?
- How did geography impact the Greek civilization?
- How did Greek mythology influence daily life?
- How do the government, economy, society, and culture change as a result of increased growth and connection?
- What are the benefits and challenges for expanding an empire?

- What distinguishes the classical civilizations in this period from the river valley civilizations?
- What has been the lasting impact of ancient Greek civilization on current society?
- What led to the decline in power of the ancient Greek civilization?
- What were the similarities and differences between Athens and Sparta?
- What, and how did, advancements lead to improvement in the quality of life?
- 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?
- Who was Alexander the Great? How, where, and why did he spread Greek culture?

Unit Learning Goals

Students will be able to:

- Analyze the impact of expanding trade routes and a standard system of exchange in Greece.
- Analyze the impact of expanding trade routes and a standard system of exchange in Rome.
- 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 Greece.
- Determine how geography and natural resources influenced the political systems, economics, and culture of Rome.
- Examine the importance of achievements and enduring legacies of Greece.
- Examine the importance of achievements and enduring legacies of Rome.
- Explore the foundational concepts of Athenian democracy that later influenced the development of the United States Constitution.
- Explore the foundational concepts of the Roman Republic that later influenced the development of the United States Constitution.
- 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.
- Use map skills to chart location of different classical civilizations and their features.

Unit Learning Targets

Students know:

- Analyze the growth and development of Spartan society.
- Analyze the impact of the reign of the emperor Augustus on Roman government and society.
- Analyze the reasons for the expansion of Roman territory beyond the Italian peninsula.
- Chart the development of Roman government from the cities founding to the creation of the republic.
- Chart the rise of the empire of Alexander the Great.
- Chart the rise of the Persian Empire and identify its rulers and form of government.
- Compare and contrast the ancient Minoan and Mycenaean civilizations.

- Compare the different roles of classes, men, women, and children in Athenian society.
- Describe the physical geography of Italy and the impact it had on people's lives.
- Explain the reasons why the Roman republic began to collapse during the 100s BC.
- Identify the causes, events, and consequences of the Peloponnesian War.
- Identify the different geographical features of Greece and their impact on the people living there.
- Identify the importance of the Ancient Olympics to the Greeks.
- Illustrate and present the story of an important Greek myth or epic story.
- Summarize and analyze the main achievements of Greek philosophers, scientists, and doctors.
- Summarize and illustrate the evolution of Athenian government from monarchy to democracy.
- Summarize the different origin myths of ancient Rome and analyze their impact on Roman thought and government.
- Summarize the role played by Julius Caesar in dismantling the Roman republic.

Cross Curricular Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	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.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.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).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding

plagiarism and providing basic bibliographic information for sources.

LA.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.6.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Learning Plan (Pacing Guide)

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"> ○ Map skills ○ Geographic features ○ Natural resources ○ Trade routes ○ Map skills ○ Minoans ○ Mycenaean ○ Culture Legends, Myths ○ Dark Age ○ Greek City-States ○ Government Types ○ Greek Achievements ○ Warfare ○ Sparta/Athens/Persians ○ Alexander the Great • Present Greek Mythology Project • Study Guide • Close Reading Assignment • Chapter Tests • <ul style="list-style-type: none"> ○ Geography Skills ○ Vocabulary ○ Content 	<p>Goals:</p> <p>Use map skills to chart location of different classical civilizations and their features.</p> <p>Explore the foundational concepts of Athenian democracy that later influenced the development of the United States Constitution.</p> <p>Compare and contrast the legal systems of classical civilizations with the American legal system, to determine how they influenced our current legal system.</p> <p>Determine how</p>	<ul style="list-style-type: none"> • PowerPoint • Vocabulary • Lesson Questions • Maps • Worksheets • Greek Mythology project • Tests • Close Reading Material • History Alive! The Ancient World, TCI

		<p>geography and natural resources influenced the political systems, economics, and culture of Greece.</p> <p>Analyze the impact of expanding trade routes and a standard system of exchange in Greece.</p> <p>Understand the impact of technology and innovation on daily life and the division of labor.</p> <p>Understand the social hierarchies and how they impact power, wealth, and equality.</p> <p>Examine the importance of achievements and enduring legacies of Greece.</p> <p>Targets:</p> <p>Define and apply relevant academic vocabulary</p> <p>Identify the different geographical features of Greece and their impact on the people living there.</p> <p>Compare and contrast the</p>	
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		<p>ancient Minoan and Mycenaean civilizations.</p> <p>Summarize and illustrate the evolution of Athenian government from monarchy to democracy.</p> <p>Compare the different roles of classes, men, women, and children in Athenian society.</p> <p>Analyze the growth and development of Spartan society.</p> <p>Illustrate and present the story of an important Greek myth or epic story.</p> <p>Summarize and analyze the main achievements of Greek philosophers, scientists, and doctors.</p> <p>Identify the importance of the Ancient Olympics to the Greeks.</p> <p>Chart the rise of the Persian Empire and identify its rulers and form of government.</p> <p>Identify the causes, events, and consequences of the</p>
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			<p>Peloponnesian War.</p> <p>Chart the rise of the empire of Alexander the Great.</p>	
4 Weeks	Ancient Rome	<ul style="list-style-type: none"> • Assign vocabulary • PowerPoint: Study Guide <ul style="list-style-type: none"> ○ Map skills ○ Founding of Rome ○ The Roman Republic ○ Map skills ○ Roman Expansion ○ The Republic Weakens ○ Roman Empire ○ Everyday Life • Close Reading Assignment • Chapter Tests <ul style="list-style-type: none"> ○ Geography Skills ○ Vocabulary ○ Content 	<p>Goals:</p> <p>Use map skills to chart location of different classical civilizations and their features.</p> <p>Explore the foundational concepts of the Roman Republic that later influenced the development of the United States Constitution.</p> <p>Compare and contrast the legal systems of classical civilizations with the American legal system, to determine how they influenced our current legal system.</p> <p>Determine how geography and natural resources influenced the political systems, economics, and culture of Rome.</p> <p>Analyze the impact of expanding trade routes and a standard system of exchange in</p>	<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

			<p>Rome.</p> <p>Understand the impact of technology and innovation on daily life and the division of labor.</p> <p>Understand the social hierarchies and how they impact power, wealth, and equality.</p> <p>Examine the importance of achievements and enduring legacies of Rome.</p> <p>Targets:</p> <p>Define and apply relevant academic vocabulary</p> <p>Describe the physical geography of Italy and the impact it had on people's lives.</p> <p>Summarize the different origin myths of ancient Rome and analyze their impact on Roman thought and government.</p> <p>Chart the development of Roman government from the cities founding to the creation of the republic.</p> <p>Analyze the reasons for the</p>	
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			<p>expansion of Roman territory beyond the Italian peninsula.</p> <p>Explain the reasons why the Roman republic began to collapse during the 100s BC.</p> <p>Summarize the role played by Julius Caesar in dismantling the Roman republic.</p> <p>Analyze the impact of the reign of the emperor Augustus on Roman government and society.</p>	
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Unit Assessments (Required)

- Close Reading
- Content Test
- Geography Skills Test
- Greek Mythology Project
- Vocabulary Test

Unit Assessments (Formative)

- Exit Tickets
- Lesson Questions
- Notes
- Primary/Secondary Sources Worksheet
- Technology Integration Activity
- Worksheets

Materials and Resources

- Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers
- Exit Slips
- History Alive! The Ancient World, TCI
- Lesson Questions
- PowerPoints
- Vocabulary
- World History Detective® by John De Gree

Technology Integration

- Use Chromebooks
- Use Google Classroom
- Use Google Docs/Slides/Sheets

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
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.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
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.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

21st Century Life & Career Ready Practices

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the

workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
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).
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).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
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).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
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).
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., 6.3.2.GeoGI.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.

Strategies for Supports (At-Risk, Special Ed., 504, and ELL)

- Choice Boards/Menus
- Chunk assignments, tests, notes
- Copies of notes with fill in the blanks
- Extended Time
- Independent lesson extensions
- Modify assignments and variety of assignment options (tier)
- Modify assignments/assessments as needed
- Provide a variety of ways to learn - visual, auditory, kinesthetic
- Provide graphic organizers
- Provide word banks
- Provide written copy of notes
- Use color coding

- Utilize visual aids
- Vocabulary cards/lists with graphics

Supports for Gifted & Talented

- Article extensions with Newsela
- Challenge projects
- Flexible groupings based on topics of interest
- IXL Resources
- Mini projects with focus on choice
- Webquests