

BRSU Social Studies Curriculum

Unit Title:	Pre-History
Grade:	6
Pacing Guide:	10 – 15 days

Enduring Understandings:

- ▶ Scientific and technological developments impact people's lives and the environment, and transform societies.
- ▶ The development of agriculture (specifically domestication – the process of changing plants or animals to make them more useful) has brought great changes to human society, beginning with prehistoric peoples.
- ▶ Migration (forced and voluntary) played an essential role in the development of technology and agriculture in early human cultures: as people migrated around the world, they learned to adapt to new environments.

Essential Questions:

What impact did each technological advancement have on human development?

Focusing questions:

- a. What is the chronology of the technology that led from the Old Stone Age to the new Stone Age?
- b. What are the technological advancements that led humans out of the Old Stone Age? (stone tools, migration, use of fire, hunting in groups, farming, domesticating animals, permanent settlements)

What impact did agriculture have on early humans?

Focusing questions:

- a. How did farming contribute to the growth of towns?
- b. How did early people use domesticated animals?
- c. How did life change for people moving from hunting/gathering to farming?

What major environmental changes influenced prehistoric peoples?

Focusing questions:

- a. How did the ice ages, and climate changes in general, influence human migration? How does this concept connect to current human/environmental interactions in our world?
- b. What kinds of adaptations did people have to make to new environments (clothing, shelter, tools, technologies)?

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Vermont Grade Expectations:

<p>H&SS 5-6: 4</p>	<p>Inquiry</p>
<p>H&SS 5-6: 8</p>	<p>History</p>
<p>H&SS 5-6: 10</p>	

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The specific advancements in the old stone age • Farming signified the beginning of the new stone age • Improvement in agriculture allowed for improvement in society – the creation of towns. • The reasons for human migration 	<ul style="list-style-type: none"> • Create a sequence map of the old and new stone age • Create a sequence map of the old and new stone age, noting key technological advancements • Create a graphic organizer to show one cause and three effects of the development of agriculture. • Create a sequencing map showing the migration of early peoples from Eastern Africa, through Europe, Asia, Australia and to the Americas, with time periods included. • Constructed response: explain why human migration developed. • Debate: How were things better/worse for people?

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Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Creation/use of timelines as a graphic organizer to study five groups of hominids (Australopithecus afarensis, homo habilis, homo erectus, homo sapiens neanderthalensis, homo sapiens sapiens, modern humans).
- ▶ Using notes to create storyboards or sequence maps showing the advancements in technology and/or agriculture in prehistoric times.
- ▶ Analyze and/or create maps showing early domestication on different continents
- ▶ On-going note taking or use of graphic organizer to track changes over time concerning *climate, use of plants, use of animals, technology, and daily life.*
- ▶ Creating skits: show early human societies discovering fire, a new tool, a new way of doing a task, etc..
- ▶ Online exploration of prehistoric art (possibly in collaboration with art teachers): *example – prehistoric cave paintings in Altamira, Spain.* What do these paintings say about the life of early people?
- ▶ Looking at artifacts – even local tools. What is it? How is it used? How could it be used? What led to its creation?
- ▶ Compare/contrast – early agriculture and modern agriculture.
- ▶ Use of Reading Notes in History Alive! Interactive student notebook – nice selection of timelines, graphic organizers, visual aids, cause/effect flowcharts.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Prehistory • Hominid • Tool • Paleolithic Era • Neolithic Era • Society • Hunter/gatherers • Archeologist • Historian • Artifact • Migrate • Ice ages • Land bridge • Domesticate/Domestication 	<ul style="list-style-type: none"> • <u>History Alive: The Ancient World</u> textbook and interactive student notebook – Unit 1. • http://www.mnsu.edu/emuseum/prehistory/ (this site will work well for all of the sixth grade curriculum) • http://www.teachersnetwork.org/powertolearn/web/Prehistory%20Web%20Quest/index.htm • http://witcombe.sbc.edu/ARTHprehistoric.html • http://www.students.sbc.edu/ogborn03/prehistoricart.htm

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Terms/concepts	Resources
<ul style="list-style-type: none">• Agriculture• Technology• Megaliths• Anthropology• Archaeology• Remains• Biped• trade	<ul style="list-style-type: none">• http://members.aol.com/TeacherNet/PreHistory.html - Award winning Educational Reference site with in-depth compilations on aspects of Prehistory. Some examples: Ice Mummies, Bering Land Bridge, Mound Builders

BRSU Social Studies Curriculum

Unit Title:	Mesopotamia and the Fertile Crescent
Grade:	6
Pacing Guide:	15-20 days

Enduring Understandings:

- ▶ A society is a group or groups of people who form an association for their mutual benefit and protection.
- ▶ A civilization is a multi-faceted organization.
- ▶ Individuals can have a significant effect on history.
- ▶ Geographic factors have influenced the development of human society.

Essential Questions:

What constitutes a civilization?

Focusing questions:

- a. Was ancient Sumer a civilization?
- b. Why did civilization develop in the Fertile Crescent region?

How did City-States develop?

Focusing question:

- a. What were the four major empires of the Fertile Crescent region?

What were the major achievements of the Fertile Crescent empires?

Focusing question:

- a. What was Hammurabi's code?

Vermont Grade Expectations:

	History
H&SS 5-6: 8	<p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> • <u>Investigating</u> how events, people, and ideas have shaped <u>the United States and/or the world</u>; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?). i
H&SS 5-6: 9	<p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • <u>Reading and interpreting historic maps.</u> i
H&SS 5-6: 10	<p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Constructing time lines of significant historical developments in the <u>nation and world</u>, <u>designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.</u> • Interpreting data presented in time lines.

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H&SS 5-6: 11	Physical and Cultural Geography
H&SS 5-6: 13	Students interpret geography and solve geographic problems by...
H&SS 5-6: 15	Civics, Government and Society

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • How the physical setting contributed to the development of city-states. • The key developments of agricultural techniques – such as irrigation systems – that led to the emergence of city-states. • The key features of a city-state. • The characteristics of civilization (Stable food supply, social structure, government, religion, the Arts, technology & writing.) • The location and achievements of the Akkadian, Babylonian, Assyrian & Neo-Babylonian Empires. • The achievements of Sargon I, Hammurabi, the Sargonoid Kings & Nebuchadnezzar. • The significance of Hammurabi's code. 	<ul style="list-style-type: none"> • Create a map showing the physical characteristics of the region and locates the Fertile Crescent empires. • Describe the development of agricultural techniques in the Fertile Crescent. • Chart/identify the key features of a city-state. • Identify and explain the characteristics of civilization. • Explain the achievements of the Akkadian, Babylonian, Assyrian & Neo-Babylonian Empires. • Chart/list the achievements of Sargon I, Hammurabi, the Sargonoid Kings & Nebuchadnezzar. • Explain the significance of Hammurabi's code.

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Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ History Alive! The Ancient World Lesson 4: Students illustrate and label flowchart (based on Reading Notes) historical issues that they investigate.
- ▶ Students find contemporary artifacts to use as evidence of civilization today History Alive! The Ancient World Lesson 5.
- ▶ History Alive! The Ancient World Lesson 6: Create a mechanical diorama which demonstrates major achievements of the four empires of study.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Fertile Crescent • Irrigation • Canals • Surplus • City-state • Social hierarchy • Empire • Polytheism • Cuneiform • Ziggurat • Monarch • Hammurabi's code • Alphabet • civilization • levee • stele (obelisk) • culture • status • chariot • scribe • arch • pictographs 	<ul style="list-style-type: none"> • http://www.wsu.edu/~dee/MESO/CODE.HTM • http://www.eduplace.com/ss/hmss/6/unit/act3.1.html • http://school.discoveryeducation.com/lessonplans/pdf/ancientworld/ancientworld.pdf • http://falcon.jmu.edu/~ramseyil/mesopotamia.htm - An Ancient Mesopotamia teacher resource site. • www.phillipmartin.info/hammurabi/hammurabi_teacherpage.htm - A Hammurabi teacher reference page for grades 4-8. • <u>History Alive! The Ancient World</u>, Lessons 1, 2, 3

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Terms/concepts	
<ul style="list-style-type: none">• tribute• capital• siege• aqueducts• astronomy• Akkadian• Babylonian• Assyrian• Neo-Babylonian• Mesopotamia• Sumer• base-reliefs	

BRSU Social Studies Curriculum

Unit Title:	Ancient Egypt and the Near East
Grade:	6
Pacing Guide:	30 Days

Enduring Understandings:

- ▶ The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- ▶ Ancient civilizations develop because of the civilization's relationship with its environment.
- ▶ Time can be divided into many different points. In order to create a clear picture of the past it is necessary to sequence events in an orderly fashion.
- ▶ When cultures interact they sometimes adapt or modify each other's customs or characteristics.
- ▶ People resolve conflicts by choosing among various responses including aggression, compromise and cooperation, each of which immediate and long-term outcomes.

Essential Questions:

What were the three major periods of ancient Egyptian history?

How did ancient Egyptians interact with neighboring cultures?

Focusing questions:

- a. What role did religion play in the society of ancient Egypt?
- b. How did the Nile River impact life in ancient Egypt?

Vermont Grade Expectations:

History	
H&SS 5-6: 8	Students connect the past with the present by... <ul style="list-style-type: none">• Explaining differences between historic and present day objects <u>in the United States and/or the world</u>, evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes). i
H&SS 5-6: 9	Students show understanding of how humans interpret history by... <ul style="list-style-type: none">• <u>Identifying attitudes, values, and behaviors of people in different historical contexts</u> (e.g., What values justified denying women the vote?). i

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H&SS 5-6: 10	History
H&SS 5-6: 12	Physical and Cultural Geography
H&SS 5-6: 13	Civics, Government and Society
H&SS 5-6: 16	Civics, Government and Society

Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The key physical features of ancient Egypt and the Near East. • The location and borders of ancient Egypt & Kush (Nubia). • How environmental factors affected permanent settlement and the cultures of the civilizations in the areas of Egypt & Kush. • The three major periods of ancient Egyptian history (Old, Middle & New Kingdoms.) 	<ul style="list-style-type: none"> • Create maps that show the location, borders and physical features of the areas in Africa impacted by ancient Egypt and Kush (Nubia). • Explain how the environment impacted settlement and culture in the civilizations of this area and time. • Create a timeline to show the three major periods of ancient Egyptian history. • List the accomplishments of Egyptian pharos.

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know:	be able to:
<ul style="list-style-type: none"> • The major accomplishments of the Egyptian pharaohs, including the monuments they built. • The social pyramid of ancient Egyptian society. • The characteristics of the various social classes in ancient Egyptian society. • Know the location of the Kush civilization. • Know the commercial, cultural and political relationship between Kush and Egypt. 	<ul style="list-style-type: none"> • Design and create dioramas and sugar-cube representations of the monuments built by the ancient Egyptians. • Diagram and explain the commercial, cultural and political relationship between Egypt and Kush (Nubia).

Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ Create a three-column timeline of the three major periods of Ancient Egyptian history, which includes illustrations showing defining characteristics of each period.
- ▶ Examine maps of Ancient Egypt and the Near East and compare with current maps of the same regions; compare and contrast.
- ▶ Divide students into the five different social classes of Ancient Egypt. Students read/research and work in groups to create skits to demonstrate aspects of daily life in Ancient Egypt.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Topography • Vegetation • Delta • Fertilization • Papyrus • Nomads 	<ul style="list-style-type: none"> • www.dia.org/education/egypt-teachers/ - A selection of cross-curriculum ideas for teaching ancient Egypt. • www.neferchichi.com/lessonplans.html - A variety of hands-on activities for teaching about Egypt.

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Old, Middle & New Kingdoms • Pharos • Pyramids • Social class • Social pyramids • Artisan • Peasant • Vizier • Alliance • Embalming • Mummy • Sarcophagus • Hieroglyphs • Census • Famine • Nubia • Archers • Dynasty • Kandakes • Treaty • Hebrews • Judaism 	<ul style="list-style-type: none"> • History Alive! The Ancient World, Unit 2 • www.homestead.com/wysinger/ancientafrica.html - A very extensive collection of web resources on Ancient Africa's black kingdoms. • http://falcon.jmu.edu/~ramseyil/egypt.htm - Ancient Egypt teacher resource site. • www.primaryresources.co.uk/history/history6.htm - A collection of PDF and web pages for teachers to use with the teaching of ancient Egypt.

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Unit Title:	Ancient Greece
Grade:	6
Pacing Guide:	15-20 days

Enduring Understandings:

- ▶ Greece's geography and location strongly influenced the development of trade and the growth of city-states, which helped shape early Greek civilization.
- ▶ The growth of trading practices between different civilizations led to a need for protection and security, hence the development of city-states.
- ▶ The world's first democracy was created in Athens, after many different forms of government were tried and deemed unsuccessful. This process has characterized the development of governments throughout parts of the world ever since.
- ▶ The Ancient Greeks created great myths and works of literature that influence the way we (the Western world) speak and write today.

Essential Questions:

How did the geography and physical location of Greece shape its early civilization?

Focusing questions:

- a. What kinds of landforms are found in Greece? What is unique about its geography?
- b. Why do you think the Greeks built their cities around a high acropolis?

How did the ancient city-states in Greece shape their economic and political structure? Do these relationships exist among cultures today?

Focusing questions:

- a. What was life like in Athens and Sparta?
- b. What activities led to the need for organized economy and government in Ancient Greece?

What events led to the development of the world's first democracy in ancient Greece?

Focusing question:

- a. Why was this the best form of government for this civilization?

How did Greek myths influence later language and art?

Focusing question:

- a. Why did the ancient Greeks create myths?

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Vermont Grade Expectations:

H&SS 5-6: 10	<p>History</p> <p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • <u>Identifying the beginning, middle, and end of an historical narrative or story.</u> • <u>Constructing time lines of significant historical developments in the <u>nation and world</u>, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.</u> • <u>Making predictions and/or decisions based on an understanding of the past and the present.</u>
H&SS 5-6: 12	<p>Physical and Cultural Geography</p> <p>Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • <u>Describing how people have changed the environment in the <u>U.S. and world</u> for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation). i</u> • <u>Describing how the environment influences a particular demographic factor, such as disease/epidemic rates, life expectancy, infant mortality rate, population growth rate (e.g., describe how environmental factors influence income). i</u>
H&SS 5-6: 13	<p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • <u>Identifying expressions of culture in the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., investigating cultural expressions of the Harlem Renaissance). i</u>
H&SS 5-6: 15	<p>Civics, Government and Society</p> <p>Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • <u>Identifying the basic functions, structures and purposes of governments within the United States.</u> • <u>Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion).</u>

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Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • Greece’s location and distinct geography dictated that the Greeks trade by sea. • Greece’s location, distinct geography, and economic reliance on trade dictated that Ancient Greeks develop coastal city-states, as well as colonies in distant lands. • Athens had the world’s first direct democracy. • For Ancient Greeks, the spiritual side of life was very important. Myths were used to explain phenomenon, fables were used to teach lessons. The literature of Ancient Greece remains among the world’s most famous literature today. 	<ul style="list-style-type: none"> • Create a 2D map showing Greece’s major geographical landforms, trade routes and colonies with narration describing the relationship between these concepts. • Create a graphic organizer which defines the difference between direct democracy, monarchy, oligarchy, tyranny. • Explain Greece’s experience with each form of government and how that led to the formation of a democracy. • Create a narrative – writing their own myth, following a teacher-created Greek mythology outline.

Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Chapter and Unit Assessments from History Alive! • 2D Map of Greece’s geography and trade routes • Graphic Organizer of Greek forms of Government • Greek Myth Narrative Assessment 	<ul style="list-style-type: none"> • Chapter and Unit Assessments from History Alive! • 2D Map of Greece’s geography and trade routes • Graphic Organizer of Greek forms of Government • Greek Myth Narrative Assessment

Suggested Learning Experiences:

- ▶ History Alive Lesson 25 Experiential Exercise: students choose settlement sites in a simulated landscape of ancient Greece to understand the influence of geography on settlement and culture. Explore ways for their settlements to survive.
- ▶ History Alive Lesson 26 Experiential Exercise: students use the principles of four forms of government (monarchy, oligarchy, tyranny, and democracy) to select a song to play for the class.
- ▶ History Alive Lesson 27 Problem Solving Group work: students learn about Athens and Sparta by completing a temple frieze for each city-state. Students work in groups to create a metope – the decorated square on the frieze of a Greek temple – that illustrates one aspect of life in either Athens or Sparta.
- ▶ Read a variety of Greek myths, discussing the literary elements of myths – what do they tell us about Greece?
- ▶ Stage an Olympics

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Terms/concepts	Resources
<ul style="list-style-type: none"> • Democracy • Oligarchy • Mythology • Acropolis • Tyrant • Polis • Classical • Aristocrats • Citizens • Pericles • Mythology • Homer • Sappho • Aesop • Fables • Civilization • Minoan • Mycenaean • City-states 	<ul style="list-style-type: none"> • <u>History Alive: The Ancient World Unit 5</u> • <u>D'Aulaires' Book of Greek Myths</u> • <u>Ancient Greece: A Kaleidoscope Kids Book</u> • <u>Spend the Day in Ancient Greece: Projects and Activities That Bring the Past to Life</u> • <u>Ancient Greece: Interdisciplinary Thematic Unit (Teacher Created Materials)</u> • <u>Eyewitness: Ancient Greece</u> • <u>The Ancient Greek World (The World in Ancient Times series) by Jennifer T. Roberts & Tracy Barrett</u> • <u>Ancient Greece: The Ancient World Series (Oxford Press) by Peter Connolly</u> • <u>Mythology (The Ology Series)</u> • <u>http://www.ancientgreece.com/</u> • <u>http://www.historyforkids.org/learn/greeks/</u> • <u>http://www.crystalinks.com/greekgeography.html</u> • <u>http://www.historyforkids.org/learn/government/democracy.htm</u> • <u>Favorite Greek Myths</u> by Mary Pope Osborne

BRSU Social Studies Curriculum

Unit Title:	Ancient Rome
Grade:	6
Pacing Guide:	20 to 25 days

Enduring Understandings:

- ▶ The study of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- ▶ Historically, political systems have developed from authoritarian to more democratic systems, in which the power to govern comes from the people, but does not always stay there.
- ▶ Events are not single solitary moments, but often are the result of one event and the catalyst for another.

Essential Questions:

How did physical geography affect the growth of the Roman Empire?

Focusing questions:

- a. What was the geography of Ancient Rome like?
- b. How did Ancient Romans interact with their environment?

How did ancient Rome develop a government, culture and economic system?

Focusing question:

- a. What events led to the need for an established government in Ancient Rome?

What were the beliefs and values of ancient Rome and how did these affect its people?

Vermont Grade Expectations:

Inquiry	
H&SS 5-6: 1	<p>Students initiate an inquiry by...</p> <ul style="list-style-type: none"> • Asking relevant and focusing questions <u>that will lead to independent research</u> based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., How will global warming affect me and my community? Does intolerance exist in my school or community?).
H&SS 5-6: 3	<p>Students design research by...</p> <ul style="list-style-type: none"> • Identifying <u>the quality and quantity of information needed</u> including primary and secondary sources. • Identifying <u>tools, tasks, and procedures</u> needed for conducting an inquiry, including a plan for citing sources. • Determining possible ways to present data (e.g., Power-Point, hypercard, report, graph, etc.).

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<p>H&SS 5-6: 4</p> <p>H&SS 5-6: 6</p> <p>H&SS 5-6: 7</p>	<p>Inquiry</p> <p>Students conduct research by...</p> <ul style="list-style-type: none"> • Referring to and following a plan for an inquiry. • Locating relevant materials such as print, electronic, and human resources. • Applying criteria from the research plan to analyze the quality (e.g., credibility of a web site) and quantity (e.g., minimum number of sources) of information gathered. • Describing evidence and recording observations using note cards, videotape, tape recorders, journals, or databases. (e.g., recording relevant details of a historical or geographical landmark). • Citing sources. <p>Students make connections to research by...</p> <ul style="list-style-type: none"> • Explaining the relevance of their findings (So what?) <u>to themselves, their community, and/or history</u> (e.g., by asking follow-up questions, by proposing additional research). • Explaining how their research has led to a clearer understanding of an issue or idea. <p>Students communicate their findings by...</p> <ul style="list-style-type: none"> • Developing and giving oral, written, or visual presentations for <u>various audiences</u>.
<p>H&SS 5-6: 9</p>	<p>History</p> <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Identifying different types of <u>primary and secondary sources, and understanding the benefits and limitations both bring to the study of history</u> (e.g., interviews, biographies, magazine articles, and eyewitness accounts). i • <u>Identifying attitudes, values, and behaviors of people in different historical contexts</u> (e.g., What values justified denying women the vote?). i
<p>H&SS 5-6: 11</p> <p>H&SS 5-6: 13</p>	<p>Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Locating the physical and political regions of the United States and the world (e.g., Plains, NE Coast, New England, South, West, etc.). <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Describing the contributions of <u>various cultural groups to the world, both past and present</u>. i

Essential Learning – Students will...

know:	be able to:
<ul style="list-style-type: none"> • The location of Rome and the boundaries of the Roman Empire throughout its rise and fall. • Why Rome was ideally located to control a large empire. • The roles of legendary figures such as Aeneas, Romulus & Remus. 	<ul style="list-style-type: none"> • Create maps showing the physical features and boundaries of the Roman empire at different times in history. • Explain why Rome was ideally located to control a large empire. • describe the roles of legendary figures such as Aeneas, Romulus & Remus.

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know:	be able to:
<ul style="list-style-type: none"> • The historical version of the founding of Rome. • Ways that Roman civilization was influenced by Etruscan and Greek cultures. • The rise and development of the Roman Republic. • The difference between patricians and plebeians. • The major events in Roman expansion from republic to empire. • The key events in the development of Christianity and its spread throughout the Roman Empire. • The role of Rome in the challenging, and then preserving and transmitting Christianity. 	<ul style="list-style-type: none"> • Tell the difference between the mythological and the historical version of the founding of Rome. • Identify ways that Roman civilization was influenced by Etruscan and Greek cultures. • Explain the difference between patricians and plebeians. • Create timelines to show the development of Rome, including the expansion from republic to empire, and the rise and spread of Christianity. • research and report out on the major events from the roman Empire.

Potential Assessments:	Performance Indicators:

Suggested Learning Experiences:

- ▶ **Dictator for a Day:** to illustrate the importance of Julius Caesar and the concept of a dictatorship to students, hold a class meeting and discuss with your students what they believe to be the positive and negative aspects of a dictatorship. List their answers on a chart for later referral. Select one student to serve as dictator for the day. Allow him or her to make many decisions concerning the daily routine of your class (who will be first for lunch, who will get the playground equipment, who is at the front of the line, and so on). At the end of the day, hold a class meeting and discuss the impact of one person making all of these decisions for the class. Add any new opinions to the pro and con pro-and-con chart that you made earlier in the day. Did students' opinions change? Were there any positive aspects to the dictatorship that they had not expected? Continue the class discussion and analyze the experience. Compare this to the experience of Ancient Romans.

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Terms/concepts	Resources
<ul style="list-style-type: none">• Patricians• Plebians• Myth• Latins• Palatine• Cuniculus• Gladiator• Senate• Consul• Veto• Tribune• Civil war• Punic wars• Stylus• Villas• Prefect• Messiah• Christianity• Gospels• Baptize• Disciple• Parables• Missionaries• Greco-Roman• Renaissance• Vault• Dome• Etruscans• Republic• Parthenon• Jupiter• Venus• Mars	<ul style="list-style-type: none">• <u>History Alive! The Ancient World,</u> Unit 6

BRSU Social Studies Curriculum

Unit Title:	Ancient India
Grade:	6
Pacing Guide:	4-5 weeks

Enduring Understandings:

- ▶ The geography and climate of India was essential to the development and patterns of settlement.
- ▶ The Aryan invasion of India led to the development of a system of a strict class system, which became a key part of Indian society.
- ▶ Ancient Indian civilizations gave rise to new spiritual traditions, which led to the development of two major world religions: Hinduism and Buddhism.
- ▶ Ancient Indians built large civilizations that made many important advances in science, art and learning.

Essential Questions:

How did the geography and climate of India shape the development its early civilizations?

Focusing Questions:

- a. How do we know about India's early civilizations?
- b. How did civilizations in India grow and change as irrigation and agriculture improved?

What societal changes occurred in Indian after the Aryan invasion?

Focusing Questions:

- a. What criteria were used to divide Indian society into its caste system of Varnas (Brahmins, Kshatriyas, Vaisyas, Sudras)?
- b. How did the Mauryans gain control of most of India? What led to the collapse of this empire?
- c. How was the Gupta Empire established in India, and what led to its demise?

How were Hinduism and Buddhism similar to and different from one another?

Focusing Questions:

- a. How did different religions (Hinduism, Jainism, Buddhism) come to exist in ancient India?
- b. What are the major beliefs of Hinduism?
- c. How were religion and the development of written language connected?
- d. What were the four major principles of Jainism?
- e. What are the Four Noble Truths of Buddhism? What is The Eightfold Path?

What major advancements in arts and sciences were made by ancient Indian civilizations?

Focusing Questions:

- a. What major contributions did the people of India make to the arts and sciences?

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Vermont Grade Expectations:

H&SS 5-6: 8	History
H&SS 5-6: 9	History
H&SS 5-6: 10	History
H&SS 5-6: 13	Physical and Cultural Geography
H&SS 5-6: 16	Civics, Government and Society

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Essential Learnings – Students will...

know:	be able to:
<ul style="list-style-type: none"> • India’s diverse geography, including mountain ranges, plateaus, river valleys, plains and deserts, determined early migration routes and settlement patterns. • India’s climate is hot and humid, with seasonal monsoons. There are distinct wet and dry seasons, which influence India’s agriculture. • Two of the world’s largest present-day religions, Buddhism and Hinduism were developed in India. • Ancient Indian civilizations endured many changes, including shifts in societal organization. • The people of Ancient India made great contributions to the arts and sciences, which have transcended time. 	<ul style="list-style-type: none"> • Create a relief map accurately depicting India’s topical geography, labeled with early migration routes and settlements. Describe how the geography affected decisions concerning migration and settlement. <i>Also, <u>History Alive Reading Notes 13 and Geography Challenge 3.</u></i> • Use online resources to describe India’s monsoon seasons. Make predictions about how the seasons affected settlement patterns and growing seasons. • Use a graphic organizer to show the development and major characteristics of Buddhism and Hinduism, including the presence of those religions in the world today. • Describe India’s early civilizations (Harappan and Mohenjo), post-Aryan civilization (caste system), and great Empires (Mauryan and Gupta), noting societal shifts among different eras. • Create a product showcasing one of India’s major contributions to arts and sciences: metallurgy, paintings and sculpture, literature and written language, mathematics, medicine and astronomy.

Potential Assessments:	Performance Indicators:

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Suggested Learning Experiences:

- ▶ Create a relief map of India showing major rivers, mountain ranges, plateaus and plains regions. This could be extended to show how the geography (particularly the Himalayas, or the Thar Desert) dictated the location of early civilizations.
- ▶ Compare and contrast two major civilizations (Harappan and Mohenjo) of India, based on information gathered from their ruins. Look at concepts of shelter, economy, agriculture, tools and language (writing systems).
- ▶ Simulation of caste system: divide class into groups according to the four main varnas (social divisions) of Indian society. Have each group carry out a task appropriate to their caste (according to the rules of the caste system). Students can write a narrative or reflective piece on this experience (*possible writing portfolio connection*).
- ▶ Create a graphic organizer to show why Brahmanism changed into Hinduism and why Jainism broke away from Hinduism.
- ▶ Create a chart to compare/contrast Hinduism, Jainism and Buddhism looking at concepts of major beliefs/principles (*Venn Diagram*).
- ▶ Poster comparison chart of Maurya and Gupta empires showing rules, dynasties and accomplishments.
- ▶ Ancient India Arts & Sciences fair with student creations showing key advancements made in Indian art (paintings, sculpture), literature (Sanskrit), metalworking, number systems, medicine and astronomy.
- ▶ Artifact analysis of present day materials. How does looking at an artifact tell us about the people it belongs to?
- ▶ History Alive Reading Notes and Student Interactive Notebook Lessons 13-18.

Terms/concepts	Resources
<ul style="list-style-type: none"> • Subcontinent • Monsoons • Deccan Plateau • Eastern and Western Ghats • Ganges River, Indus River • Himalayan Mountains, Hindu-Kush Mountains • Thar Desert • Ruins • Harappan Civilization • Mohenjodaro • Indus-Sarasvati civilization • Citadel • Sanskrit • Caste system • Varnas (social division) – Brahmins, Kshatriyas, Vaisyas, Sudras) • Hinduism 	<ul style="list-style-type: none"> • <u>History Alive!: The Ancient World – Lessons 13-18, Student Text and Interactive Notebook</u> • www.learnnc.org/bestweb/ancientindiabritmus - this website includes links to maps (ancient and present-day), early Hinduism, the Indus Valley, time, and language as well as timelines of religions, language and writings, and Indian history. • http://www.buyteachercreated.com - Teaching Ancient India • Teacher-Created Materials Thematic Unit • http://www.harappa.com - sampling of artifacts

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Terms/concepts	Resources
<ul style="list-style-type: none">• Reincarnation• Karma• Jainism• Nonviolence• Siddhartha• Fasting• Meditation• The Buddha• Buddhism• Nirvana• Missionaries• Candragupta Maurya• Asoka• Candra Gupta II• Metallurgy• Alloys• Hindu-Arabic numerals• Inoculation• astronomy	<ul style="list-style-type: none">• <u>Look What Came from India: "Look What Came from" Series</u><ul style="list-style-type: none">○ Each book in this elementary-level series explores, in a very simple fashion,○ the foods, words, inventions, toys, games and sports, religion, music, and crafts that a specific country has contributed to the world.• www.scholastic.com• http://www.wsu.edu:8080/~dee/ANCINDIA/ANCINDIA.HTM• http://www.socialstudiesforkids.com/subjects/ancientindia.htm - many links