

# Elizabethton City Schools

## 6th Grade Social Studies Syllabus 2016-2017

A. Course: 6th Grade World History and Geography: Early Civilizations through the Decline of the Roman Empire (5th century C.E.)

B. Department: Social Studies

C. Course Description: Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.

D. Grade Term: Full Year

E. Grading Scale

Range Regular

A - 93-100

B - 85-92

C - 75-84

D - 70-74

F - 69 and below

F. Textbook(s): Discovering Our Past: A History of the World (Early Ages)

G. Other Required Reading: Appropriate primary sources and informational texts will be included in order to enhance understanding of the content.

H. Other Resources: From time to time, students will conduct internet research to supplement the text. Other useful websites include:

- <http://tad.ecschools.net/>
- [https://www.tn.gov/assets/entities/education/attachments/std\\_ss\\_gr\\_6.pdf](https://www.tn.gov/assets/entities/education/attachments/std_ss_gr_6.pdf)
- <http://www.socialstudiescms.com/sixth-grade>
- <http://www.readworks.org/>

I. Major Assignments

- a) Students will be required to keep a notebook.

b) Writing Prompt: Students will work to write an essay. Students will be given a prompt along with supporting documents. Students will be graded using a rubric that will be provided.

c) Chapter tests and quizzes

J. Procedures for Parental Access to Instructional Materials

a. Skyward Parent Portal

b. Email Instructor

c. Parent Teacher Conference - There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

K. Field Trips: Any scheduled fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

L. Standards & Objectives

**1<sup>st</sup> Nine Weeks:**

**Human Origins in Africa through the Neolithic Age**

Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age, which led to the development of civilizations.

- 6.SS.1 Identify sites in Africa where archaeologists and historians have sound evidence of the origins of modern human beings and describe what the archaeologists found.
- 6.SS.2 Provide textual evidence that characterizes the nomadic hunter- gatherer societies of the Paleolithic Age [their use of tools and fire, basic hunting weapons, beads and other jewelry].
- 6.SS.3 Explain the importance of the discovery of metallurgy and agriculture.
- 6.SS.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
- 6.SS.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.
- 6.SS.6 Identify and explain the importance of the characteristics of civilizations, including:
  - geographic boundaries
  - an economy that produces food surpluses
  - cities
  - social classes
  - religions, learning, art, and architecture
  - a system of record keeping

- technology
- 6.SS.7 Recognize time designations and the abbreviations, including:
  - B.C.
  - B.C.E.
  - A.D.
  - C.E.
  - circa (c. or ca), decades, centuries, prehistoric, historic
- **Primary Documents and Supporting Texts:** Digital collections of early African art and tools, including cave paintings and spears

### **Mesopotamia Standards (c. 3500 – 1200 B.C./B.C.E)**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Mesopotamia.

- 6.SS.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of Galilee and explain why the region is referred to as the Fertile Crescent.
- 6.SS.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi.
- 6.SS.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. \*correlates with Social Studies 6.SS.5
- 6.SS.11 Explain the significance of polytheism [the belief that there are many gods as the religious belief of the people in Mesopotamian civilizations.
- 6.SS.12 Explain the effects of how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilization.
- 6.SS.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing [and its importance in record keeping and tax collection], literature [Epic of Gilgamesh], monumental architecture [the ziggurat], and art [large relief sculpture, mosaics, and cylinder seals].
- 6.SS.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi's Code ["an eye for an eye"].
- **Primary Documents and Supporting Texts:** excerpts from the *Epic of Gilgamesh*, digital collections of the wheel, plow, sailboat, cuneiform tablets, and stylus

### **2<sup>nd</sup> Nine Weeks:**

#### **Ancient Egypt Standards [c. 3000- 1200 B.C./B.C.E]**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Egypt.

- 6. SS.15 On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower

Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan.

- 6.SS.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants and the role of slaves in ancient Egypt.
- 6.SS.18 Cite evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.
- 6.SS.19 Summarize important achievements of Egyptian civilization, including:
  - the agricultural and irrigation systems
  - the invention of a calendar
  - main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza
  - evolution of writing-hieroglyphics
  - the invention of papyrus
- 6.SS.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following:
  - Menes
  - Khufu
  - King Tut
  - Queen Hatshepsut
  - Ramses the Great
- 6.SS.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt.
- 6.SS.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt.
- 6.SS.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia [the Kingdom of Kush] and their relationship to the social and economic characteristics of Ancient Egypt.
- **Primary Documents and Supporting Texts:** Digital collections of Egyptian Pyramids, digital collections of documents written on papyrus, pyramid texts from burial chambers

### **Ancient India Standards**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient India.

- 6.SS.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each.
- 6.SS.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.
- 6.SS.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society.
- 6.SS.27 Write a narrative text describing how Siddhartha Gautama's [Buddha] life experiences

influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.

- 6.SS.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka.
- 6.SS.29 Identify the important aesthetic and intellectual traditions, including:
  - Sanskrit literature, including the Bhagavad-Gita, Ramayana, and the Mahābhārata
  - medicine
  - metallurgy
  - mathematics, including Hindu-Arabic numerals and the zero
- **Primary Documents and Supporting Texts:** *Bhagavad Gita, Ramayana, Mahabharata, Upanishads, Buddha's Two Lessons*

### **Ancient China Standards**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient China.

- 6.SS.30 Identify and locate on a map the geographical features of China, including the Huang He [Yellow]River, Plateau of Tibet, and Gobi Desert.
- 6.SS.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty.
- 6.SS.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.
- 6.SS.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.
- 6.SS.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
- 6.SS.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.
- 6.SS.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.
- 6.SS.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
- 6.SS.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty.
- **Primary Documents and Supporting Texts:** Excerpts from the Mandate of Heaven, Confucius' *The Analects*

### **3<sup>rd</sup> Nine Weeks:**

#### **Ancient Israel Standards (c. 3000B.C./B.C.E – 70 A.D./C.E)**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations

of Ancient Israel.

- 6.SS.39 On a historical map of the Mediterranean Sea, Jordan River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians ancient Israel, and Egypt.
- 6.SS.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history.
- 6.SS.41 Describe the monotheistic religion of the Israelites, including:
  - the belief in one God [monotheism]
  - the Ten Commandments
  - the emphasis on individual worth and personal responsibility
  - the belief that all people must adhere
  - to the same moral obligations, whether ruler or ruled
  - the Torah and the Hebrew Bible as part of the history of early Israel
  - Mosaic Law
- 6.SS.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.
- 6.SS.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.
- 6.SS.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.
- **Primary Documents and Supporting Texts:** excerpts from the Hebrew Bible, the Torah, and the Dead Sea Scrolls

### **Ancient Greece Standards [c.800 – 3000 B.C./B.C.E ]**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Greece.

- 6.SS.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras.
- 6.SS.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct democracy and representative democracy , including:
  - The "polis" or city-state
  - Civic participation and voting rights
  - Legislative bodies
  - Constitution writing
  - Rule of law
- 6.SS.50 Compare and contrast life in Athens and Sparta.

- 6.SS.51 Compare and contrast the status of women and slaves between Athens and Sparta.
- 6.SS.52 Analyze the causes, course, and consequences of the Persian Wars.
- 6.SS.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.
- 6.SS.54 Explain the rise of Alexander the Great and the spread of Greek culture.
- 6.SS.55 Analyze the causes and effects of the Hellenistic culture of Greece.
- **Primary Documents and Supporting Texts:** *Iliad, Odyssey, Aesop's Fable, The Battle of Marathon*

## **4<sup>th</sup> Nine Weeks:**

### **Ancient Roman [ 500 B.C./B.C.E – 500 A.D./C.E. ]**

Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Ancient Rome.

- 6.SS.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.
- 6.SS.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.
- 6.SS.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus.
- 6.SS.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law [a written constitution], separation of powers, checks and balances, representative government, and civic duty.
- 6.SS.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire including:
  - Military organization, tactics, and conquests and decentralized administration
  - The purpose and functions of taxes
  - The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
  - The benefits of a Pax Romana
- 6.SS.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire.
- 6.SS.66 Identify the location of, and the political and geographic reasons for, the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
- 6.SS.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus.
- 6.SS.68 Describe the origins and central features of Christianity including:
  - monotheism

- the belief in Jesus as the Messiah and God's Son
- the concept of resurrection
- the concept of salvation
- belief in the Old and New Testaments
- the lives, teachings and contributions of Jesus and Paul
- the relationship of early Christians to officials of the Roman Empire

- 6.SS.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes.
- 6.SS.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Colosseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation.
- 6.SS.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.
- 6.SS.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.
- **Primary Documents and Supporting Texts:** excerpts from the New Testament, digital collections of Roman art and architecture, including: the Colosseum, arches, arenas, aqueducts, baths, and bridges.