

GRADE 6

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

In the sixth-grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. Throughout the entire year, students will recognize the unique and similar political, economic, geographic and social (P.E.G.S.) structures of these world civilizations. PEGS is a lens through which students can recognize, apply and synthesize new learning around these four primary areas of historical study. When studying history in this way, student learning will be deepened, enriched, and more connected.

In studying the ancient world, students should come to appreciate the special significance of geographic place in the development of the human story. They should acquire a sense of the everyday life of the people; their problems and accomplishments; their relationships to the developing social, economic, and political structures of their society; the tools and technology they developed; the role of trade, both domestic and international, in their lives; the art they created; the architecture they lived with; the literature produced by their finest poets, narrators, and writers; their explanations for natural phenomena; and the ideas they developed that helped transform their world.

Among the major figures whom students should come to know are the people who helped to establish these early societies and their codes of ethics and justice and their rule of law, including Hammurabi, Abraham, Moses, David, Pericles, and Asoka; the people who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and the people whose ideas and teachings became enduring influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, emphasis should be placed on the major contributions, achievements, and belief systems that have endured across the centuries to the present day.

Throughout these grade-six studies, students should be engaged in higher levels of critical thinking. Students should examine factors of continuity and change across time in the development of these civilizations, observing how major beliefs, social organization, and technological developments of an earlier era were carried through the centuries and have contributed to our own lives. Students should engage in comparative analyses across time and across cultures. They should compare, for example, the factors contributing to the evolution of ancient societies across the whole of the ancient world; the evolution of language and its written forms in Mesopotamia, Egypt, and China; and the origins of major religions and ethical belief systems that unified cultures and defined the good and right way to live. To support their analyses, students should develop mathematically accurate time lines that place events in chronological order and support comparative analyses of events simultaneously occurring in different cultural areas of the world. Students should map activities that support their analyses of where these societies first developed, the course of their spatial development over time, and their spatial interactions illustrated in the geographic movement of ideas, religious beliefs, economic trade, and military expansion throughout the ancient world. To make these studies relevant for today, students should develop appreciation of the continuity of human experience, the great debt we owe to those who came before us and established the foundations on which modern civilizations rest, and the responsibilities we owe to those who will come after us.

EARLY HUMANKIND AND THE DEVELOPMENT OF HUMAN SOCIETIES

This unit should develop the students' awareness of prehistoric peoples' chronological place on the historical time line--supporting the belief that ancestors of present-day humans lived in these regions 4.5 million years ago. Studies of the Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic), and New Stone Age (Neolithic) should provide students with an understanding of the interaction between the environment and the developing lifestyles of prehistoric peoples as they moved from hunter-gatherers to food producers. These studies also should focus on elemental forms of religion, the development of stone tools from simple to complex to metal, and the development of communication and language as a medium for transmitting and accumulating knowledge.

THE BEGINNINGS OF CIVILIZATION IN THE NEAR EAST AND AFRICA: MESOPOTAMIA, EGYPT, AND KUSH

In this unit students learn about the peoples of Mesopotamia, with an emphasis on the Sumerians, their early settlements between the Tigris and Euphrates rivers, and the spread of their agricultural villages by 4000 B.C. to lower Mesopotamia. Additional attention should be given to their technological and social accomplishments and the developing social, economic, and political systems made possible by these accomplishments (i.e. invention of the wheel, plow, and irrigation systems, systems of cuneiform writing, measurement, and law).

Moving on to ancient Egypt, emphasis should be on the Egyptian leaders, their accomplishments, and their manner of rule. Under this leadership, attention should be given to the accompanying social structure along with the daily lives of farmers, trades people, architects, artists, scribes, women, children, and slaves. Geographic knowledge includes the importance of the Nile to Egypt's development and the importance of irrigation practices that are still in use. Additionally, students should learn about the kingdom of Kush, their on-going, yet ever changing relationship to Egypt and their prevalence of female leaders.

A FOUNDATION OF WESTERN IDEAS: THE ANCIENT HEBREWS

One principal foundation of Western thought is the rise of the Hebrew civilization off the eastern coast of the Mediterranean Sea. The region of Canaan should be explored in terms of its geography, peoples, and the emergence of Judaism. Students should explore the origins of Judaism and the principal stories of its religious texts. Through those texts, students should gain an understanding of the significant leaders and their impacts on this religion. One of the principal roots of Western civilization can be found in the enduring contributions of the ancient Hebrews to Western ethical and religious thought and literature, most notably through the Old Testament. To understand these traditions, students could read and discuss the Torah and Biblical literature that is part of the literary heritage and ethical teachings of Western civilization. Additionally, the Hebrew people's concepts of wisdom, righteousness, law, and justice should be addressed, as well as the ongoing struggles to preserve this religion.

INDIA AND CHINA

In this unit, students will understand that the Harappan civilization of ancient India had developed and reached its zenith in the Indus River Valley, having developed complex cities, brick platforms, script, granaries, and craft workshops. After its collapse, succeeding waves of Aryas from the north spread their influence resulting in a composite civilization rich in its aesthetic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and metallurgy).

Students should be introduced to the major religious traditions of India including Hinduism and Buddhism. In Hinduism, students should understand the religious and social significance of this religious tradition. Students should also study the development of Hinduism in the context of one of its most revered texts, the *Bhagavad Gita*. Alternatively, Buddhism provided a great civilizing force that emerged in the sixth century B.C. in the life and moral teachings of "The Buddha" or Siddhartha Gautama. Through the story of the Buddha's life, his Hindu background, and his search for enlightenment, students can be introduced to the Buddha's central beliefs and moral

teachings and their impacts on people far and wide. Finally, students also should learn about Asoka, the great philosopher-king who unified almost all of India, renounced violence as a national policy, and established Buddhism as the state religion.

The northward spread of Buddhism in the first century A.D. provides students with a bridge to a study of China during the Qin and Han Dynasties (221 B.C. to A.D. 220). Students should understand that the roots of this great civilization go far back into ancient times when Shang society (the “molders” of China) first emerged around 1500 B.C. in the Huang-He Valley and established the Chinese language and a highly developed technique of working with bronze. During succeeding centuries, especially the Zhou Dynasty, China grew by conquering the people on its borders and absorbing the lands of these people as frontier states within Chinese society. By the sixth century B.C., the balance of power between the princes of these newer states and the old imperial centers of central China had broken down, plunging China into political chaos and war. It was during this time--when traditional values were neglected and government was in disarray--when differing philosophies or schools of thought developed. These included Legalism, Daoism, and Confucianism. Study should focus on these as models for leadership and relative effectiveness as guiding political philosophies.

Study should detail how, between 221 and 207 B.C., the Qin Dynasty was able to unite China, and how, ultimately, the longer-lasting Han Dynasty built on that unification, made Confucian teachings official, and placed governmental administration in the hands of the educated civil service. Attention should be paid to the lives of ordinary people and the educated classes during this time of stability and prosperity. Confucian filial piety and family ties strengthened the social structure of Han society. Art, literature, and learning flourished. Agriculture, trade, and manufacturing thrived. Map study should help students analyze the growing trade and cultural interchange among China, India, and Rome at this time. The great caravan, or “Silk Road,” that linked China and the Middle East was in operation by the first century B.C. By the second century A.D., the various legs of the sea journey that linked China, Malaya, South India, and Egypt were completed, connecting the Far East with the Mediterranean world and Rome in one great commercial network.

EAST MEETS WEST: GREECE AND ROME

Another principal root of Western civilization is the Greco-Roman civilization. In studying the civilization of the ancient Greeks, students learn of the early democratic forms of government, the dawn of rational thought expressed in Greek philosophy, mathematics, science, and history, and the enduring cultural contributions of Greek art, architecture, drama, and poetry.

In this unit students will learn about the Greek polis (city-state); the rise of Athens; the transition from tyranny and oligarchy to an early form of democracy; the role of slavery, even in democratic Athens; the importance of the great fleet of Athens and its location at the crossroads of the ancient world; the rivalry between Athens and Sparta, culminating in the Peloponnesian War; the Macedonian conquests under Alexander the Great and the emergence and spread of Hellenistic culture throughout the Mediterranean and Middle Eastern worlds; and the fall of Greece to Rome. Attention should be paid to the daily life of women and children in Athens and Sparta, the games and sports of the Olympiad, the education of youths, and the trial of Socrates. Particular emphasis should be placed on reading and discussing the rich mythology and Homeric literature that have deeply influenced Western art, drama, and literature.

When examining ancient Roman society, students should learn about everyday life in including slavery, social conflict, and the rule of Roman law. They should learn about the emergence of the Roman Republic and the spread of the Roman Empire; and about Julius Caesar, his conquests, and his assassination in 44 B.C. They also should learn about the reign of Augustus, the “Pax Romana,” and the eventual division of the Roman Empire: Rome in the West and the rising Byzantine Empire in the East.

Students should understand the rise and spread of Christianity throughout the Mediterranean world and of its origins in the life and teachings of Jesus; Roman efforts to suppress Christianity; the consequences of Constantine's acceptance of Christianity (A.D. 313); and its subsequent establishment by Theodosius I as the official religion of the empire. Through selections from Biblical literature, such as the Sermon on the Mount and the parables of the Good Samaritan, the lost sheep, and the Prodigal Son, the students will learn about those teachings of Jesus that advocate compassion, justice, and love for others. Finally, students should compare Roman contributions in art, architecture, and engineering, political thought, religion, and philosophy with those of the earlier Greeks, and they should consider the influence of both cultures on Western civilization and on our lives today.

GRADE COURSE: GRADE 6

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

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.

RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

WRITING

WHST.6-8.1 Write arguments focused on discipline-specific content.

WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d Establish and maintain a formal style.

WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.

RH.6-8.6 Identify aspects of a text, including those by and about Tribal Nations, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2e Establish and maintain a formal style and objective tone.

WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 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, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

	<p>WHST.6-8.8 Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.</p>
<p>IEFA: ESSENTIAL UNDERSTANDINGS</p>	<p>GRADES 6-8: FOCUS AREAS (NATIONAL)</p>
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> • How the histories and forms of governments of Montana tribes are different from one another • How each tribal nation’s unique cultural heritage contributes to modern Montana • How tribal <u>nations</u> connect to the world’s civilizations
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> • Identity of American Indians <ul style="list-style-type: none"> ○ As defined by oneself ○ As defined by individual tribes ○ As defined by governments • Various degrees of assimilation <ul style="list-style-type: none"> ○ Forced assimilation (boarding school) ○ Personal choice ○ Economic factors ○ Cultural maintenance (immersion school)
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> • Different forms of tribal governments as shaped by cultures • Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs. • Perspectives presented in oral histories in contrast to written histories.

<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> • Legal and political implications of “reservations” <ul style="list-style-type: none"> ○ The concept of “treaty” ○ Treaties between U.S. government and Montana tribal governments • Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> ○ Montana tribes ○ American tribes
<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> ○ Colonization/Colonial Period ○ Treaty Period ○ Assimilation Period / Allotment and Boarding School ○ Termination and Relocation Period ○ Tribal Reorganization Period ○ Self-determination Period
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> ○ Montana tribal history ○ Other American tribal histories
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> • Sovereignty <ul style="list-style-type: none"> ○ As defined by each Montana tribe ○ As defined by the U.S. government

ESSENTIAL QUESTIONS – GRADE 6

- How does geography influence the way people live?
- How do political, social and economic systems develop, flourish and decline?
- How does the development of civilizations contribute to advancements and accomplishments?
- How do people demonstrate roles and responsibilities of effective citizenship within a civilization?

TOPICS AND KEY CONCEPTS – GRADE 6

TOPICS	KEY CONCEPTS
<ul style="list-style-type: none"> • Map Skills 	<ul style="list-style-type: none"> • Use of maps and other geographic representations, geo spatial technologies, and spatial thinking to understand and communicate information.
<ul style="list-style-type: none"> • Early Humankind and the Development of Human Societies/Mesopotamia 	<ul style="list-style-type: none"> • Establishment of settlements and development of communities. • Advancements in technology and language/communication.
<ul style="list-style-type: none"> • Egypt and Kush 	<ul style="list-style-type: none"> • Establishment of settlements and communities. • The rise and accomplishments of leaders and the shifting of power and governance. • Social structures and their impacts on society.
<ul style="list-style-type: none"> • Ancient Hebrews 	<ul style="list-style-type: none"> • Growth of major beliefs and practices.
<ul style="list-style-type: none"> • India 	<ul style="list-style-type: none"> • Establishment of settlements and communities. • Introduction and growth of major beliefs and practices. • Social structures and their impacts on society.
<ul style="list-style-type: none"> • China 	<ul style="list-style-type: none"> • Establishment of settlements and communities. • Introduction of philosophies and their impact on governance and rule. • Development of global systems for distribution of ideas, culture and resources.
<ul style="list-style-type: none"> • Greece 	<ul style="list-style-type: none"> • Establishment of settlements and city-states. • Analysis of political structures and shifts in governance. • Philosophical contributions and the impact on social, political and religious systems.