

GRADE 6 WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Instructional Block 2

| 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. | | | |
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| 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. | Concepts <ul style="list-style-type: none"> • Adaptation • Agricultural revolution • Ancestors • Anthropology • Archeology • Art • Artifact • Hunter/gatherer • Prehistory | Reading Like a Historian Lessons | CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. | | | |
| 3. Discuss 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. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> Why do people move? In what ways does access to resources affect the development of societies and communities? How does geography determine where people live? How do people decide where to settle? | | <i>Big Idea: Belief Systems</i> How do objects and artifacts reveal belief systems? <i>Big Idea: Technology</i> Why do humans create innovations and advancements in technology? How is survival dependent on innovation/technology? | |

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| 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush. | | | |
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| | Concepts | Reading Like a Historian Lessons | CCSS Writing Emphasis |
| 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. | <ul style="list-style-type: none"> • Authority • Barter • City-state • Invention • Irrigation • Myth • Polytheism • Slavery • Trade • Economic system • Legal code • Civilization • Surplus • Architecture • Empire • Kingdom • Culture • Evolution of language and writing | <p>Egyptian Pyramids</p> <p>Hammurabi's Code</p> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. | | | |
| 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. | | | |
| 4. Know the significance of Hammurabi's Code. | | | |
| 5. Discuss the main features of Egyptian art and architecture. | | | |
| 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. | | | |
| 7. Understand the significance of Queen Hatshepsut and Ramses the Great. | | | |
| 8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. | | | |
| 9. Trace the evolution of language and its written forms. | | | |
| <p>Sample Essential Questions</p> <p><i>Big Idea: Geography</i></p> <p>In what ways does access to resources affect the development of societies and communities?</p> <p>How does access to water influence how we live?</p> | | <p><i>Big Idea: Belief Systems</i></p> <p>How do religious beliefs affect structures?</p> <p>How do we determine what is right and wrong?</p> <p><i>Big Idea: Technology</i></p> <p>What encourages innovation and technology?</p> <p>How is survival dependent on innovation/technology?</p> | |

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| 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews. | | | |
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| 1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. | Concepts <ul style="list-style-type: none"> • Monotheism • Ethics • Legal code • Judaism • Exodus • Moral codes • Righteousness • Justice • Settlement • Diaspora | Reading Like a Historian Lessons Assyrian Siege of Jerusalem | CCSS Writing Emphasis 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. | | | |
| 3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. | | | |
| 4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people. | | | |
| 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70. | | | |
| Sample Essential Questions <i>Big Idea: Geography</i> Does climate and topography determine a civilization growth/history/development? | | <i>Big Idea: Belief Systems</i> How do we determine what is right and wrong? In what ways (can) do ethics and morals develop societies and civilizations? <i>Big Idea: Technology</i> What is innovative about religion? | |