

6th Grade Ancient World History



UNIT 1: Introduction to Ancient Civilizations

ESSENTIAL QUESTION

BIG IDEAS

How am I connected to the past?

Student historians will...

- analyze how studying the past makes it possible for us to understand the human story across time.
- reflect upon how the elements of a civilization connect to their own life (RECIPE).
- determine the importance of analyzing documents and artifacts.
- identify the components of a civilization using primary and secondary sources.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How does the acronym RECIPE help us understand the impact and influence of ancient civilizations? (R-religion and beliefs, E-environment, C-class system, I-innovations, P-political systems, E-economic system) (3.1)
- How do primary and secondary sources help us draw conclusions about how societies are shaped (identities, beliefs, practices of individuals and groups)? (3.2)
- Why did people move from hunter-gatherers to more structured and permanent settlements? (development of agriculture) (1.1) (1.2) (1.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in sources? (D1.5.6-8)
- How do I use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant? (D2.His.3.6-8)
- How do I analyze how people's perspectives influenced what information is available in the historical sources they created? (D2.His.6.6-8)
- How do I evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose? (D2.His.13.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures (D2.Geo.6.6-8)
- How do I analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement? (D2.Geo.9.6-8)
- How do I construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the

explanations? (D4.2.6-8)

Reflective

- How does the past impact us today?
- Why study the past?
- How do I study the past?
- How do people adapt and change to survive?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)

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UNIT 2: River Civilizations (Mesopotamia and Egypt)

ESSENTIAL QUESTION

BIG IDEAS

Why there?

Student historians will...

- explore how humans and the environment interact.
- describe how innovations impact the growth of societies.
- analyze how economies develop.

GUIDING QUESTIONS

Content (for each civilization: Mesopotamia and Egypt)
(Kansas HGSS Standards and Benchmarks indicated)

- How did the environment impact the development of civilizations? (rivers, fertile land, trade) (1.1) (5.4)
- How did the locations of river civilizations allow for economic growth? (development of agriculture, stable food supply, formation of communities, division of labor, development of trade) (1.1)
- How did innovations meet personal and community needs? (irrigation, communication, architecture, calendar, the arts, mummification, establishment of laws - Hammurabi's Code) (2.1) (2.3) (5.4)
- How were communities structured? How did the structure of communities impact daily life? (1.1)
- How did Judaism originate and spread? (3.1)
- How do the beliefs and practices of religion shape individuals and society (including Judaism and polytheism) (3.1) (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places? (D2.Geo.5.6-8)
- How do I analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement? (D2.Geo.8.6-8)
- How do I explain why standards of living increase as productivity improves? (D2.Eco.13.6-8)
- How do I assess specific rules and laws (both actual and proposed) as a means of addressing public problems? (D2.Civ.12.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)
- How do I construct arguments or explanations using evidence from multiple sources? (D4.1-2.6-8)

Reflective

- How do innovations from these civilizations impact our world today?
- How do laws affect the rights and responsibilities of people?
- What can artifacts tell us about daily life?
- Why do civilizations develop a social hierarchy?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)

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UNIT 3: India & China

ESSENTIAL QUESTION

How does the movement of people, goods, and ideas impact society?

BIG IDEAS

Student historians will...

- evaluate the movement of people, goods and ideas on societies.
- describe how innovations impact the growth of a society.
- analyze the role leadership plays in the development and change in society.
- evaluate how a belief system impacts a society.

GUIDING QUESTIONS

Content (for each civilization: Ancient India & Ancient China)

(Kansas HGSS Standards and Benchmarks indicated)

- How did the environment impact the development of civilizations? (rivers, fertile land, trade) (1.1) (5.4)
- What is the impact of the movement of people, goods, and ideas/beliefs? (Silk Road, the Great Wall, Hinduism, Buddhism, salt and spices, horses, cultural diffusion) (4.1)
- How does trade impact the development of an economy? (taxes, traders, supply/demand, middlemen) (1.3)
- How did innovations meet personal and community needs? (math, science, bronze, tools and weapons, gun powder, universities, literature, arts, porcelain, woodblock printing, medicine, silk, calligraphy) (3.1)
- How do beliefs and values influence civilizations? (philosophies of Confucianism, Daoism (Taoism), Legalism, Hinduism, Buddhism, the Mandate of Heaven, caste system) (3.1)
- What role do leaders play in the development of civilizations? (Asoka, Han, Qin, Shin, Zhou, Shang Dynasties) (3.3)
- How did Buddhism and Hinduism originate and spread? (3.1)
- How do the beliefs and practices of religions shape individuals and society (Buddhism and Hinduism) (3.1) (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain barriers to trade and how those barriers influence trade among nations? (D2.Eco.14.6-8)
- How do I explain the benefits and the costs of trade policies to individuals, businesses, and society? (D2.Eco.15.6-8)
- How do I use maps, satellite images, photographs, and other representations to explain relationships

between the locations of places and regions, and changes in their environmental characteristics? (D2.Geo.2.6-8)

- How do I explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places? (D2.Geo.5.6-8)
- How do I explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices? (D2.Geo.7.6-8)
- How do I evaluate the relative influence of various causes of events and developments in the past? (D2.His.15.6-8)
- How do I explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade? (D2.Geo.11.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)
- How do I construct arguments or explanations using evidence from multiple sources? (D4.1-2.6-8)

Reflective

- How does religion shape a society?
- How do societies provide protection for its people and economy?
- What influence does the exchange of goods and ideas have on society?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will recognize and evaluate continuity and change over time. (4.1)

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UNIT 4: Mediterranean: Greece and Rome

ESSENTIAL QUESTION

BIG IDEAS

Who's in charge?

Student historians will...

- explore how conflict impacts societies.
- analyze how government structures impact individuals, communities, states, and nations.
- examine how leaders impact a society.

GUIDING QUESTIONS

Content (for each civilization: Greece and Rome)

(Kansas HGSS Standards and Benchmarks indicated)

- What motivates groups of people to engage in conflict? (Greco-Persian Wars, Roman Republic to Empire) (4.3)
- What creates the need for new systems of government? (political systems: oligarchy, monarchy, tyranny, democracy (direct/representative)) (2.4) (4.4)
- How do elements of identity (sex, religion, age, ethnicity, culture, etc.) impact one's rights in a society? (Athens and Sparta- perspectives on education, women/slave rights, social class; Plebeians/Patricians) (2.2)
- In what ways does leadership impact a society? (Alexander the Great, Greco-Persian: King Darius, King Xerxes, Leonidas) (1.4) (2.4)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders)? (D2.Civ.2.6-8)
- How do I describe the roles of political, civil, and economic organizations in shaping people's lives? (D2.Civ.6.6-8)
- How do I use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant? (D2.His.3.6-8)
- How do I evaluate the relative influence of various causes of events and developments in the past? (D2.His.15.6-8)
- How do I explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society? (D2.Civ.10.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)

- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- How does conflict influence the need for change?
- How does a political structure shape a society?
- How do leaders impact society?
- Is conquest justified?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

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UNIT 5: Central/South Americas: Maya, Aztec, Inca

ESSENTIAL QUESTION

BIG IDEAS

How do humans adapt to survive and thrive?

Student historians will...

- examine the impact of innovations on a society/civilization.
- analyze the factors in the rise and fall of civilizations.
- evaluate how beliefs influence society.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How did societies adapt to environmental challenges? (Maya, Aztec, Inca, terracing, trade, communication-written and spoken) (5.1)
- How did innovations impact daily life and the development and growth of civilizations? (calendar, observatories, suspension bridges, temple/structures, writing, roads and trade routes, record keeping-quipu) (3.4)
- In what ways did religious beliefs and practices impact societies? (rituals, sacrifices, trephination, social structure) (3.2)
- What circumstances lead to the downfall of a civilization? (rise and fall of Maya, Aztec, Inca) (4.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I explain barriers to trade and how those barriers influence trade? (D2.Eco.14.6-8)
- How do I explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices? (D2.Geo.7.6-8)
- How do I explain how the physical and human characteristics of places and regions are connected to human identities and cultures? (D2.Geo.6.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- Is conquest justified?
- What makes something innovative?
- How does studying this history help us understand the stories and development of the Americas?
- How does the economy drive development?
- How does their legacy impact us today?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about continuity and change (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)

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UNIT 6: European Middle Ages and Crusades

ESSENTIAL QUESTION

BIG IDEAS

How does society change and evolve over time?

Student historians will...

- draw conclusions about the impact religion has on society.
- determine how events and political conflict shape society, culture and economy
- analyze how class systems impact individuals and societies.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards and Benchmarks indicated)

- How did Christianity and Islam originate and spread? (3.1)
- How do the beliefs and practices of religions shape individuals and society? (Christianity and Islam) (3.1) (3.2)
- What motivated the Crusades? (religious/political conflict) (3.1) (3.2)
- How did the Crusades affect the lives of Christians, Muslims and Jews? (3.1)
- What innovations and adaptations impacted society? (Islamic Golden Age) (3.1)
- How did the Roman Catholic Church influence medieval Europe? (3.1)
- How did invasions create the need for new political systems? (Muslims, or followers of Islam) (4.2) (5.3)
- Was the system of feudalism successful in establishing order in the Middle Ages? (Charlemagne, chivalry, political systems-monarchy) (5.1)
- How was the economy impacted by the social structure of feudalism? (5.1)
- How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? (Magna Carta, Feudalism, Black Death, The Hundred Years' War) (4.2) (5.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources? (D1.5.6-8)
- How do I analyze connections among events and developments in broader historical contexts? (D2.His.1.6-8)
- How do I analyze multiple factors that influenced the perspectives of people during different historical eras? (D2.His.4.6-8)
- How do I explain multiple causes and effects of events and developments in the past? (D2.His.14.6-8)
- How do I examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements? (D2.Civ.3.6-8)
- How do I gather relevant information from multiple sources while using the origin, authority, structure,

- context, and corroborative value of the sources to guide the selection? (D3.1.6-8)
- How do I evaluate the credibility of a source by determining its relevance and intended use? (D3.2.6-8)
- How do I identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations? (D3.3.6-8)

Reflective

- How does religion impact society?
- Should “common” people have a voice in government?
- Is the ruler above the law?
- Is conquest justified?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)