Date: March 2002
Proposed Grade Level(s): 6
Grading: A-F
Prerequisites: 6th Grade Standing

BRIEF COURSE DESCRIPTION:

According to the California Department of Education’s grade 6 social studies framework:

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. (CDE, 2001, Grade 6)

The California State Standards for Grade 6 History-Social Science are covered through the study of the following subject areas:

- Basic Concepts of World Geography
- Earliest Cultures
- Beginning of Agriculture
- Mesopotamia
- Ancient Egypt
- Ancient Kush and Nok

- Ancient India
- Ancient China
- Ancient Israel
- Ancient Greece and Phoenicia
- Ancient Rome

In addition, it is important to note that, “McGraw-Hill’s Adventures in Time and Place addresses the following areas of content in a number of ways throughout all grade levels: civic values, democratic principles, diversity, religion, ethical issues, controversy, historiography, and education”. (McGraw-Hill, 2000)

GENERAL GOALS/PURPOSES:

Students will meet and/or master grade 6 history-social science content standards, as well as prepare for the variety of state assessments including the HSEE, by using the California State Board approved and district-adopted materials created by McGraw Hill in 2000.
STUDENT READING COMPONENT:

McGraw Hill textbooks and teacher materials provide students with a variety of written forms: Primary Sources, Expository Text, Anthology, Spotlight Literacy Selections, Academic Language Development Handbook, Adventure Books, Visual Literacy. In addition, reading instruction including reading strategies, language development and reading comprehension is included at the start of each lesson. Unit assessments are made up of three parts: content-based multiple choice and fill in questions, skill-based questions using charts and maps, and a written component requiring two short paragraphs.

STUDENT WRITING COMPONENT:

Students will complete a variety of written work expressing their knowledge and understanding of grade 6 history-social science standards. Students will use writing to describe, explain, analyze, make predictions, create comparisons, and draw conclusions. Students will be assessed in writing to show their knowledge and understanding of the grade 6 social studies standards.

STUDENT ORAL COMPONENT:

Students will complete a variety of formal and informal oral presentations expressing their knowledge and understanding of the grade 6 history-social science standards. Students may be assessed orally as well.

DETAILED UNITS OF INSTRUCTION:

Using the California State Board approved and district-adopted materials created by McGraw Hill in 2000, the following lessons are aligned to the California Content Standards. McGraw Hill’s Teacher Editions present Content Standards Correlations on each page by code for the following areas: History/Social Science Content Standards, Chronological and Spatial Thinking, Research, Evidence and Point of View, and Historical Interpretation. Correlated History/Social Science Content Standards have been labeled to the right of each lesson. For more detailed correlations, refer to the upper left and right corners of each page of the McGraw Hill’s Teacher Editions.

(Student Objectives from McGraw-Hill’s 2000 Grade 6 Text)

Chapter 1 – Understanding Geography and Culture

Lesson 1: Understanding Geography (6.1: 2)
Objectives:
- Identify features of geography.
- Explain how people’s lives are influenced by the physical regions they inhabit.
- Explain physical and cultural regions.

Lesson 2: Regions and Culture
Objectives:
- Identify the elements that make up people’s culture.
- Identify clues to understanding a specific culture, that of India.
- Recognize how cultures interact.

Chapter 2 – A Look Into the Past

Lesson 1: Understanding History
Objectives:
- Define history
• Identify tools historians employ to study and write about history.
• Differentiate between oral and written sources and between primary and secondary sources.

Lesson 2: Iceman of the Alps (6.1: 1)
Objectives:
• Identify methods archaeologists use.
• Recognize how archaeologists and historians trace ways people adapt to and change the environment over time.

Chapter 3 – The Earliest Cultures
Lesson 1: The First People (6.1: 1)
Objectives:
• Explain how fossil evidence contributes to knowledge about the distant past.
• Identify steps in the development of humankind’s ancestors.

Lesson 2: The Stone Ages (6.1: 1)
Objectives:
• Define technology.
• Identify the period called the Old Stone Age and place it in time.
• Describe the characteristics of Old Stone Age culture.

Lesson 3: People on the Move (6.1: 1, 2, 3)
Objectives:
• Define migration.
• Explain how changes in climate affected human migration.
• Identify the earliest known groups of humans in the Americas.

Chapter 4 – The Beginning of Agriculture
Lesson 1: Agriculture Changes the World (6.1: 1, 2, 3)
Objectives:
• Identify the ways in which agriculture changed human life.
• Understand how surpluses led to specialization and to trade.

Lesson 2: A New Way of Life (6.1: 1, 2, 3)
Objectives:
• Identify the new methods and technologies that encouraged the growth of farming.
• Identify the effects that agriculture had on health and social organization.

Chapter 5 – Mesopotamia
Lesson 1: Geography of the Fertile Crescent (6.2: 1, 2)
Objectives:
• Locate and describe the physical features of Mesopotamia.
• Describe the effects of the floods of the Tigris and Euphrates rivers.
• Explain how Mesopotamian farmers controlled these floods.

Lesson 2: Sumer (6.2: 1, 2, 3, 9)
Objectives:
• Explain the development of cuneiform and its effects.
• Analyze Sumer’s political organization, religion, and way of life.

Lesson 3: Assyria and Babylonia (6.2: 1, 2, 3, 4)
Objectives:
• Explain how Hammurabi succeeded in building the empire of Babylonia.
• Analyze ideas of justice behind the Code of Hammurabi.
• Compare the empires of Assyria and Babylonia.
Lesson 4: Daily Life in Babylonia (6.2: 2, 3)
Objectives:
- Describe the physical layout of Babylon.
- Explain how Babylonians worked to make their city great.

Chapter 6 – Egypt
Lesson 1: The Geography of Ancient Egypt (6.2: 1, 2, 6)
Objectives:
- Describe how floods enriched and fertilized Egypt’s land.
- Explain how Egyptians interacted with the Nile to develop a rich agriculture.

Lesson 2: Land of the Pharaohs (6.2: 2, 3, 5, 6, 9)
Objectives:
- Explain how Egypt was united.
- Describe the pharaoh’s central role in Egyptian development and life.
- Describe hieroglyphics, the Egyptian system of writing.
- Analyze the Egyptian economy.

Lesson 3: Egypt and Kush (6.2: 3, 5, 6, 7, 8)
Objectives:
- Analyze how Egypt’s cultural horizons were broadened by both trade and war.
- Describe how the pharaoh Hatshepsut expanded Egypt’s trade.
- Identify major achievements of the Middle and New Kingdoms.

Lesson 4: Daily Life in Ancient Egypt (6.2: 2, 3, 5, 9)
Objectives:
- Analyze the makeup of the social pyramid that was ancient Egypt.
- Explain the role of slavery.
- Describe the work and home life of ordinary ancient Egyptians.

Chapter 7 – Ancient Kush and Nok
Lesson 1: The Geography of Ancient Africa (6.2: 1)
Objectives:
- Identify major geographical features of Africa.
- Explain how the people of Nubia adapted to their environment and made use of its resources.

Lesson 2: Ancient Nubia (6.2: 1, 6, 8)
Objectives:
- Explain why Nubia became a great trading center of the ancient world.
- Appreciate how one civilization can borrow from and enhance another.
- Identify the accomplishments of Nubia and Kush.

Lesson 3: Ancient Nok (6.2: 1)
Objectives:
- Locate the Nok civilization in modern-day Nigeria.
- Identify its accomplishments.

Chapter 8 – Ancient India
Lesson 1: The Geography of Ancient India (6.5: 1)
Objectives:
- Locate the Indus River and trace its flow.
- Describe the terrain through which the Indus flows.
- Explain ways farmers used the Indus to grow crops.
Lesson 2: Early Indian Civilization (6.5: 1, 2)
Objectives:
- Identify the achievements of Harappan civilization.
- Explore how geography affected Harappan civilization.

Lesson 3: Beginnings of Hinduism (6.5: 3, 4, 5, 7)
Objectives:
- Identify major beliefs of Hinduism.
- Explain how these beliefs created a unique social structure, and identify its chief castes.

Lesson 4: Beginnings of Buddhism (6.5: 5, 6, 7)
Objectives:
- Describe the development of Buddhism.
- Identify its major beliefs.
- Explain its spread across Asia.

Chapter 9 – Ancient China
Lesson 1: The Geography of China (6.6: 1, 2)
Objectives:
- Locate and trace the Huang He.
- Explain how its flow both enriched the soil and destroyed the fields.
- Explain methods farmers used to battle its fury and farm its valley.

Lesson 2: The First Dynasties (6.6: 1, 2)
Objectives:
- Analyze how Anyang developed as the capital of Shang civilization.
- Identify and describe elements of the cultural legacy of the Shang dynasty.

Lesson 3: The Emperor’s Clay Army (6.6: 1, 2, 5, 6)
Objectives:
- Place in proper sequence the events that helped to build the Chinese empire.
- Describe the government it developed.

Lesson 4: Confucius Changes China (6.6: 3, 4, 6, 7)
Objectives:
- Describe characteristics of Confucius that made him a great teacher.
- Identify some of his teachings and describe their impact on China.
- Evaluate the achievements of the Han dynasty.

*Chapter 10 – Ancient Americas
Lesson 1: The Geography of Americas (6.1: 1, 2)
Objectives:
- Describe major physical features and climates of Middle America and the Eastern Woodlands.
- Explain why both areas encouraged early settlement.

Lesson 2: The Olmec (6.1: 2, 3)
Objectives:
- Explain how the Olmec used the land to develop their agriculture.
- Identify and describe the achievements of the Olmec civilization.

Lesson 3: Ancient North America (6.1: 1, 2, 3)
Objectives:
- Analyze the construction and purpose of mounds built by Eastern Woodlands cultures.
- Describe ways that these cultures adapted the environment to their needs.
* (Chapter 10’s content, the Ancient Americas, is not directly tied to the California State Standards for Grade 6. However, covering this material allows comparisons of ancient cultures.)

**Chapter 11 – Ancient Israel**

**Lesson 1: The Geography of Ancient Israel** (6.1: 1, 2, 3), (6.2: 3), (6.3: 4)

**Objectives:**
- Locate ancient Israel in the Fertile Crescent
- Identify its major geographical features.
- Explain why ancient Israel developed many different and independent cultures.

**Lesson 2: Beginnings of Judaism** (6.2: 6), (6.3: 1, 2, 3, 4, 5)

**Objectives:**
- Analyze ways that trade and human movement linked the cities of the Fertile Crescent.
- Describe the Hebrews’ migrations.
- Discuss Judaism, the religious beliefs of the Hebrews.

**Lesson 3: History of the Israelites** (6.3: 1, 2, 3, 4)

**Objectives:**
- Identify important steps in the creation of the Hebrew nation.
- Explain that forces inside and outside that nation caused its people to go to other parts of the world.

**Chapter 12 – Phoenicia and Greece**

**Lesson 1: The Geography of Phoenicia and Greece** (6.1: 2), (6.4: 1)

**Objectives:**
- Analyze how the people of Phoenicia and Greece were challenged by the lands they lived on.
- Describe how sea trade served as their lifeline.

**Lesson 2: Phoenician Trading** (6.4: 1)

**Objectives:**
- Identify the places where the Phoenicians established colonies.
- Describe the process of colonization.
- Explain the fate of Phoenicia.

**Lesson 3: The Rise of Greek Cities** (6.4: 1, 2, 3, 4, 5, 6, 8)

**Objectives:**
- Analyze the polis organization of ancient Greece.
- Compare and contrast the cultures of Sparta and Athens.
- Describe the spread of Greek culture.

**Chapter 13 – A Greek Empire**

**Lesson 1: Athens’s Age of Glory** (6.4: 1, 2, 4, 5, 6, 8)

**Objectives:**
- Describe daily life in Athens.
- Identify the great achievements and thinkers of Athens’s Golden Age.

**Lesson 2: Government in Athens** (6.4: 2, 3, 6)

**Objectives:**
- Describe the form of government during Athens’ Golden Age.
- Identify the causes and effects of the Peloponnesian War.
Lesson 3: The Greek Empire (6.4: 5, 7)
Objectives:
• Describe the life and character of Alexander the Great.
• Trace the military victories by which he expanded the Greek empire.

Lesson 4: Life in the Empire (6.4: 7)
Objectives:
• Analyze how Greek culture spread over Alexander’s empire.
• Identify the wonders of Alexandria.
• Describe the legacies of Greek civilization.

Chapter 14 – Ancient Rome
Lesson 1: The Geography of Ancient Rome (6.7: 1, 2, 3)
Objectives:
• Describe the geography of the Italian peninsula.
• Explain why such geography would attract human settlement.
• Describe the legend of Rome’s founding.

Lesson 2: The Rise of the Roman Republic (6.7: 1, 2, 3, 8)
Objectives:
• Define republic and describe how Rome’s republic worked.
• Analyze the cause-and-effect relationships of the Punic Wars.

Chapter 15 – The Roman Empire
Lesson 1: Pax Romana (6.7: 1, 3, 4, 8)
Objectives:
• Explain how Julius Caesar changed Roman government.
• Define the Pax Romana (27 B.C.-A.D.180).
• Analyze how Rome built and governed its empire.

Lesson 2: The Beginnings of Christianity (6.7: 5, 6, 7)
Objectives:
• Explain how Christianity developed.
• Identify major beliefs of Christianity.
• Describe the spread of Christianity.

Lesson 3: The Division of Rome (6.7: 7, 8)
Objectives:
• Identify cause-and-effect relationships in the decline of the Roman empire.
• Describe and compare the two parts into which the Roman empire was divided.

Lesson 4: The Legacy of Rome (6.7: 8)
Objectives:
• Identify legacies of Roman civilization.
• Explain how they continue to shape modern life.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS:
Writing, Reading, Language Arts, and Social Science

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:
See: www.cde.ca.gov/standards/history/grade6.html
DISTRICT ESLRs TO BE ADDRESSED:

Throughout this course, students will be guided and encouraged to be:

- **Self-Directed Learners** who will be able to use a variety of tools, such as their text, atlas, or computer, to assist them in their learning outside the classroom setting.
- **Constructive Thinkers** who use logic, organizational skills and/or computers to analyze the course content of each lesson.
- **Effective Communicators** who can describe and explain information they have learned in this class to their peers and/or adults.
- **Collaborative Workers** who can work in diverse groups within a classroom setting.
- **Quality Producers/Performers** who can demonstrate skills they have learned in this course.
- **Responsible Citizens** who demonstrate sound judgment, civic pride, and accept the consequences of their actions.