

**Ancient and Medieval World History  
Grade 6**

**Course Outline and Pacing:**

**Trimester 1: Early Civilizations**

Required:

- Geography Handbook.
- Tools of the Historian
- What is a civilization? (Comparing early civilizations):
  - Early Humans and Mesopotamia– Chapter 1
  - First Americans (Mayans, Aztecs and Incas) – Chapter 16 (Skip North America Sections)
  - Egypt – Chapter 2, Sections 1 - 3

Optional:

- *Kush – Chapter 2, Section 4*
- *Israelites – Chapter 3*

**Trimester 2: Chinese Civilizations**

Required:

Legacies of Ancient Civilizations:

- Ancient China – Ch. 7
- China: The Middle Ages – Ch. 12, Sections 1 and 2

Optional:

- *India – Chapter 6*
- *Christianity – Chapter 10*
- *Islam – Chapter 11*

**Trimester 3: Greek and Roman Civilizations**

Required:

- Greece – Chapters 4 & 5
- Rome Chapters 8 & 9, Sections 1 and 2
- Fall of Rome/Introduction to Medieval Europe

Optional:

- *Medieval Europe – Chapter 15*
- *Medieval Japan – Chapter 14*
- *Medieval Africa – Chapter 13*

**Ancient and Medieval World History  
Grade 6**

**Enduring Understandings:**

**Civilizations develop, flourish, and collapse throughout history.**

***Essential Questions:***

- How does the **environment/physical geography** affect the development, sustainability, and collapse of a civilization?
- How does the **relationship between civilizations** affect the development, sustainability, and collapse of a civilization?
- How does the **movement of people, goods, and ideas** affect the development, sustainability, and collapse of a civilization?
- How do **different forms of government** affect the development, sustainability, and collapse of a civilization?
- How does **technology** affect the development, sustainability, and collapse of a civilization?

**Legacies left by ancient civilizations have impacted our world today.**

***Essential Questions:***

- Which **new technologies** from the ancient world have had the biggest impact on the world today?
- Which **individuals and movements** from the ancient world have had the biggest impact on the world today?
- Which **cultural groups** from the ancient world have had the biggest impact on the world today?
- Which **historical events** from the ancient world have had the biggest impact on the world today?
- Which **laws and government systems** from the ancient world have had the biggest impact on the world today?

# Ancient and Medieval World History

## Grade 6

<b>Unit 1</b>	<b>Comparing Early Civilizations</b> <b>Required: Neolithic, Mesopotamia, First Americans, Egypt</b> <b>Optional: Kush, Israelites</b>	<b>Calendar: Trimester 1</b>
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Required Resources we have:</i></p> <ul style="list-style-type: none"> <li>Early Humans – Chapter 1, Section 1</li> <li>Mesopotamia – Chapter 1, Sections 2 &amp; 3</li> <li>First Americas – Chapter 16 (Not NA Sections)</li> <li>Egypt – Chapter 2, Sections 1-3</li> </ul> <p><i>Optional Resources we have:</i></p> <ul style="list-style-type: none"> <li>Kush – Chapter 2, Section 4</li> <li>Israelites – Chapter 3</li> </ul> </div> <div style="width: 45%;"> <p><i>Resources we need:</i></p> <p>Kit of artifacts</p> <p><i>Recommended Resources:</i></p> <p>Burke Museum Ancient Writing Trunk</p> <p>United Streaming Nomads to Farmers (Series)</p> <p><a href="http://www.pbs.org/wgbh/nova/lostempires/">http://www.pbs.org/wgbh/nova/lostempires/</a></p> </div> </div>		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Civilizations develop, flourish, and collapse throughout history.</li> <li>2. Legacies left by ancient civilizations have impacted our world today.</li> </ol>		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
<b>Enduring Understanding #1: Civilizations develop, flourish, and collapse throughout history.</b>		
<p><i>Required Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• How does the environment/physical geography affect the development, sustainability, and collapse of a civilization?</li> <li>• How do inventions and advances (technology) affect the development, sustainability, and collapse of a civilization?</li> <li>• How do social classes impact the development, sustainability and collapse of a civilization? (Mesopotamia, Egypt, First Americans)</li> </ul> <p><i>Optional Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• How does the relationship between civilizations affect the development, sustainability, and collapse of a civilization?</li> <li>• How does the movement of people, goods, and ideas affect the development, sustainability, and collapse of a civilization?</li> <li>• How do different forms of government affect the development, sustainability, and collapse of a civilization?</li> </ul>		
<b>Enduring Understanding #2: Legacies left by ancient civilizations have impacted our world today.</b>		
<p><i>Required Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• Which inventions and advances (technology) from the ancient world have had the biggest impact on the world today?</li> <li>• Which laws and government systems from the ancient world have had the biggest impact on the world today? (Hammurabi's Code, Egypt)</li> </ul>		

# Ancient and Medieval World History

## Grade 6

### Unit 1

#### Comparing Early Civilizations

**Required:** Neolithic, Mesopotamia, First Americans, Egypt

**Optional:** Kush, Israelites

**Calendar:**

**Trimester 1**

**Knowledge and Skills:** *(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)*

*Knowledge - Students will know...*

#### Definition of Civilization.

**Shift from nomadic lifestyle to establishing villages. (Farming replaced hunting and gathering.)**

**Compare different Early Civilizations based upon:**

#### Environmental Adaptations/Advances:

Domestication

Farming

- Irrigation
- Plow

#### Religion:

Polytheism

Deities

#### Economy (Define):

Trade of goods

- Trade Routes
- Jobs

Specialization

#### Government

Structure:

- Empire
- Dynasty
- Province
- City State
- Villages
- Laws (Codes)

Class Division

Leaders

- Pharaoh
- God King
- Kings
- Emperors

#### Technology (inventions and advances)

Writing

- Hieroglyphics
- Cuneiform
- Papyrus
- Literature

Astronomy

- Calendar

Number Systems

Weapons

Architecture

- Pyramid
- Ziggurat

Transportation

- Wheel
- Roads
- River
- Sail Boat

# Ancient and Medieval World History

## Grade 6

<b>Unit 1</b>	<b>Comparing Early Civilizations</b> <b>Required: Neolithic, Mesopotamia, First Americans, Egypt</b> <i>Optional: Kush, Israelites</i>	<b>Calendar:</b> <b>Trimester 1</b>
<b>Established Goals:</b> <i>(What State GLE’s will be addressed in this unit?)</i>		
<b>Enduring Understanding #1: Civilizations develop, flourish, and collapse throughout history.</b>		
<b>Civics:</b>		
GLE 1.2.3	Understands a variety of forms of government from the past or present.	
GLE 1.3.1	Analyzes how societies have interacted with one another in the past or present.	
GLE 1.4.1	Understands the historical origins of civic involvement.	
<b>Economics:</b>		
GLE 2.2.1	Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	
GLE 2.2.2	Understands how the forces of supply and demand have affected international trade in the past or present.	
GLE 2.3.1	Understands the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.	
GLE 2.4.1	Understands the distribution of wealth and sustainability of resources in the world in the past or present.	
<b>Geography:</b>		
GLE 3.2.1	Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.	
<b>History:</b>		
GLE 4.1.2	Understands how the rise of civilizations defines eras in ancient history by explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on at least two continents.	
GLE 4.2.1	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.	
GLE 4.2.3	Understands and analyzes how technology and ideas from ancient civilization have impacted world history.	
<b>Enduring Understanding #2: Legacies left by ancient civilizations have impacted our world today.</b>		
<b>History:</b>		
GLE 4.2.1	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.	
GLE 4.2.2	Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.	
GLE 4.2.3	Understands and analyzes how technology and ideas from ancient civilization have impacted world history.	
GLE 4.4.1	Analyzes how an event in ancient history helps us to understand a current issue.	

# Ancient and Medieval World History

## Grade 6

<b>Unit 2</b>	<b>Chinese Civilization</b> <b>Required: Ancient China, Middle Ages China</b> <i>Optional: India, Christianity, Islam</i>	<b>Calendar:</b> <b>Trimester 2</b>
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Required Resources we have:</i></p> <p>China:</p> <p style="padding-left: 20px;">Chapter 7</p> <p style="padding-left: 20px;">Chapter 12, Sections 1 and 2</p> </div> <div style="width: 45%;"> <p><i>Optional Resources we have:</i></p> <p>Chapter 6, 10, 11</p> <p><i>Resources we need:</i></p> <p><i>Recommended:</i></p> <p>Possible Economic Simulation</p> <p>United Steaming Videos</p> <p><a href="http://www.pbs.org/wgbh/nova/lostempires/">http://www.pbs.org/wgbh/nova/lostempires/</a></p> </div> </div>		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Civilizations develop, flourish, and collapse throughout history.</li> <li>2. Legacies left by ancient civilizations have impacted our world today.</li> </ol>		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
<b><u>Enduring Understanding #1 Civilizations develop, flourish, and collapse throughout history.</u></b>		
<i>Required Essential Questions:</i>		
<ul style="list-style-type: none"> <li>• How does the movement of people, goods, and ideas affect the development, sustainability, and collapse of a civilization?</li> <li>• How do inventions and advances (technology) affect the development, sustainability, and collapse of a civilization?</li> </ul>		
<i>Optional Essential Questions:</i>		
<ul style="list-style-type: none"> <li>• How does the environment/physical geography affect the development, sustainability, and collapse of a civilization?</li> <li>• Which individuals and groups affect the development, sustainability, and collapse of a civilization?</li> <li>• How do social classes impact the development, sustainability and collapse of a civilization?</li> <li>• How does the relationship between civilizations affect the development, sustainability, and collapse of a civilization?</li> </ul>		
<b><u>Enduring Understanding #2 Legacies left by early civilizations have impacted our world today.</u></b>		
<i>Required Essential Questions:</i>		
<ul style="list-style-type: none"> <li>• Which laws and government systems from the ancient world have had the biggest impact on the world today?</li> <li>• Which cultural innovations (philosophy, art, literature) from the ancient world have had the biggest impact on the world today?</li> <li>• Which inventions and advances (technologies) from the ancient world have had the biggest impact on the world today?</li> </ul>		

# Ancient and Medieval World History

## Grade 6

### Unit 2

### Chinese Civilization

**Required: Ancient China, Middle Ages China**

*Optional: India, Christianity, Islam*

**Calendar:**

**Trimester 2**

**Knowledge and Skills:** *(What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)*

*Knowledge - Students will know...*

### Civilization

### Colonization

#### Technology (inventions and advances):

Architecture

Great Wall of China

Agriculture

- Irrigation
- Plows
- Terraces
- Canal

Paper

Movable Type

Weapons

- Gun Powder

Medicine

Compass

#### Culture and Art:

Philosophies

- Confucianism
- Daoism
- Legalism

Writing

- Chinese Pictographs
- Chinese Idea graphs
- Calligraphy

Chinese Art

- Bronze Works
- Weaving
- Carving
- Porcelain

Painting

Literature

- Chinese Poetry

#### Government:

Dynasty

Bureaucracy

Class System

- Aristocrats
  - Kings
  - War Lords
- Peasant Farmers
- Merchants

Mandate of Heaven

Local States

Central Government (Qin)

- Provinces
- Counties
- Uniform Laws

Civil Service (Han)

#### Economy (define)

Currency

Trade and manufacturing

New Inventions (Han)

Silk Road

Grand Canal

Paper Money (China)

#### Religion:

Chinese Gods, Spirits and Ancestors

- Oracle

Spread of Buddhism

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## Grade 6

<b>Unit 2</b>	<b>Chinese Civilization</b> <b>Required: Ancient China, Middle Ages China</b> <i>Optional: India, Christianity, Islam</i>	<b>Calendar:</b> <b>Trimester 2</b>
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**Established Goals:** *(What State GLE's will be addressed in this unit?)*

**Enduring Understanding #1: Civilizations develop, flourish, and collapse throughout history.**

**Civics:**

GLE 1.2.3	Understands a variety of forms of government from the past or present.
GLE 1.3.1	Analyzes how societies have interacted with one another in the past or present.
GLE 1.4.1	Understands the historical origins of civic involvement.

**Economics:**

GLE 2.2.1	Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.
GLE 2.2.2	Understands how the forces of supply and demand have affected international trade in the past or present.
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GLE 2.4.1	Understands the distribution of wealth and sustainability of resources in the world in the past or present.

**Geography:**

GLE 3.2.1	Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.
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**History:**

GLE 4.1.2	Understands how the rise of civilizations defines eras in ancient history by explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on at least two continents.
GLE 4.2.1	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.
GLE 4.2.3	Understands and analyzes how technology and ideas from ancient civilization have impacted world history.

**Enduring Understanding #2: Legacies left by ancient civilizations have impacted our world today.**

**History:**

GLE 4.2.1	Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.
GLE 4.2.2	Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.
GLE 4.2.3	Understands and analyzes how technology and ideas from ancient civilization have impacted world history.
GLE 4.4.1	Analyzes how an event in ancient history helps us to understand a current issue.



# Ancient and Medieval World History

## Grade 6

<b>Unit 3</b>	<b>Greek and Roman Civilizations</b> <b>Required: Rome/Introduction to Medieval Europe</b> <i>Optional: In-depth Medieval Europe, Medieval Japan, Medieval Africa</i>	<b>Calendar:</b> <b>Trimester 3</b>
<b>Resources:</b> <i>(What resources are needed for instruction?)</i>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>Required Resources we have:</i></p> <p>Greece:</p> <p style="padding-left: 20px;">Chapter 4, Sections 1, 2, &amp; 4</p> <p style="padding-left: 20px;">Chapter 5</p> <p>Rome:</p> <p style="padding-left: 20px;">Chapter 8</p> <p style="padding-left: 20px;">Chapter 9, Section 1 &amp; 2</p> </div> <div style="width: 45%;"> <p><i>Optional Resources we have::</i></p> <p>Chapter 13</p> <p>Chapter 14</p> <p>Chapter 15</p> <p><i>Recommended Resources:</i></p> <p>United Steaming Videos</p> <p><a href="http://www.pbs.org/wgbh/nova/lostempire/">http://www.pbs.org/wgbh/nova/lostempire/</a></p> </div> </div>		
<b>Enduring Understandings:</b> <i>(What enduring understandings are desired? OR To meet the standards, students will need to understand that...)</i>		
<p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. Civilizations develop, flourish, and collapse throughout history.</li> <li>2. Legacies left by ancient civilizations have impacted our world today.</li> </ol>		
<b>Essential Questions:</b> <i>(What essential questions will be considered? OR To understand, students will need to consider such questions as...)</i>		
<p><b>Enduring Understanding #1 Civilizations develop, flourish, and collapse throughout history.</b></p> <p><i>Required Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• How does the movement of people, goods, and ideas affect the development, sustainability, and collapse of a civilization?</li> <li>• How do different forms of government affect the development, sustainability, and collapse of a civilization?</li> </ul> <p><i>Optional Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• How do inventions and advances (technology) affect the development, sustainability, and collapse of a civilization?</li> <li>• How does the environment/physical geography affect the development, sustainability, and collapse of a civilization?</li> <li>• Which individuals and groups affect the development, sustainability, and collapse of a civilization?</li> <li>• How do social classes impact the development, sustainability and collapse of a civilization?</li> <li>• How does the relationship between civilizations affect the development, sustainability, and collapse of a civilization?</li> </ul> <p><b>Enduring Understanding #2 Legacies left by early civilizations have impacted our world today.</b></p> <p><i>Required Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• Which laws and government systems from the ancient world have had the biggest impact on the world today?</li> <li>• Which inventions and advances (technologies) from the ancient world have had the biggest impact on the world today?</li> <li>• Which cultural innovations (philosophy, art, literature) from the ancient world have had the biggest impact on the world today?</li> </ul>		

# Ancient and Medieval World History

## Grade 6

Unit 3		Greek and Roman Civilizations		Calendar: Trimester 3	
		Required: Rome/Introduction to Medieval Europe			
		Optional: In-depth Medieval Europe, Medieval Japan, Medieval Africa			
Knowledge and Skills: (What key knowledge and skills will students acquire as a result of this unit? OR To understand, students will need to...)					
Knowledge - Students will know...					
Definition of Civilization.					
Culture and Art					
<u>Greece:</u> Philosophers <ul style="list-style-type: none"><li>Socrates (questioning)</li><li>Aristotle (government)</li></ul> Mythology		Literature <ul style="list-style-type: none"><li>Fables (Aesop)</li><li>Epics</li><li>Greek Drama</li><li>Poetry (Homer)</li></ul> Athletics <ul style="list-style-type: none"><li>Olympics</li></ul>		<u>Rome:</u> Latin (Language roots) Literature <ul style="list-style-type: none"><li>Satire</li><li>Odes</li></ul> Athletics <ul style="list-style-type: none"><li>Gladiators</li><li>Colosseum</li></ul>	
Religion					
<u>Greece:</u> Greek Gods and Goddesses <ul style="list-style-type: none"><li>Oracle</li></ul>		<u>Rome:</u> Roman Gods and Goddesses Constantine the Great			
Economy (Define)					
<u>Greece :</u> Currency Trade and manufacturing		<u>Rome:</u> Currency Trade Transportation			
Government					
<u>Greece:</u> Citizenship <ul style="list-style-type: none"><li>Polis</li></ul> Oligarchy Democracy <ul style="list-style-type: none"><li>Direct</li><li>Representative</li></ul>		<u>Rome:</u> Citizenship <ul style="list-style-type: none"><li>Legions (Roman Legionary)</li></ul> Republic <ul style="list-style-type: none"><li>Veto</li><li>Senate</li><li>12 Tables</li></ul> Dictator Reform Class Divisions <ul style="list-style-type: none"><li>Patricians</li><li>Plebeian</li></ul>			
Technology (inventions and advances)					
<u>Greece:</u> Astronomy <ul style="list-style-type: none"><li>Earth is round (Eratosthenes)</li></ul> Geometry <ul style="list-style-type: none"><li>Euclid</li><li>Pythagoras</li><li>Archimedes</li></ul> Architecture Columns		<u>Rome:</u> Astronomy <ul style="list-style-type: none"><li>Ptolemy</li></ul> Architecture <ul style="list-style-type: none"><li>Arches</li><li>Domes</li></ul> Julian/Gregorian Calendar Aqueduct			
Consequences of the Fall of Rome					
Eastern Roman Empire (later Byzantine Empire)/Western Roman Empire (Germanic Kingdoms - Feudalism)					

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<b>Established Goals:</b> <i>(What State GLE's will be addressed in this unit?)</i>		
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