

Course: Social Studies
Grade Level: Sixth
Topic: World History and Geography: Ancient Civilizations

Essential Learning	#	Components	Suggested	
			Activities	Assessments
VCS SS 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. AK – A.4, A.5, A.6, A. 8, A.9, B.1.a, C.2	VCS .6.1.1	Describe the hunter-gather societies, including the development of tools and the use of fire.	Create objects used by hunters and gatherers Draw caveman type pictures	Rubric
	VCS 6.1.2	Identify the location of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.		
	VCS 6.1.3	Discuss the climatic changes and human modifications of a physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.		

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VCS SS 6.2 Students analyze the geographic, political, economic, religious, and social structures of early civilizations of Mesopotamia, Egypt, and Kush. AK – A.3, A.4, A.5, A.6, A.7, A.8, B.1a, C.2	VCS 6.2.1	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.	Locate the Amazon and Nile Rivers on map and label settlements. List the significance rivers played in settlements	Teacher made quiz
	VCS 6.2.2	Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.		
	VCS 6.2.3	Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.		
	VCS 6.2.4	Know the significance of Hammurabi's Code.	Compare and contrast Hammurabi's Code to our present laws.	Personal writing
	VCS 6.2.5	Discuss the main features of Egyptian art and architecture.	Build pyramid out of sugar cubes	Rubric
	VCS 6.2.6	Describe the role of Egyptian trade in the Eastern Mediterranean in the Nile Valley.		

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	VCS 6.2.7	Understand the significance of Hatshepsut and Ramses the Great.		
	VCS 6.2.8	Identify the location of the Kush Civilization and describe its political, commercial, and culture relations with Egypt.		
	VCS 6.2.9	Trace the evolution of language and its written forms.	Write names in hieroglyphics	Checklist
VCS SS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the ancient Hebrews. AK – A.1, A.3, A.4, A.5, A.6, A.7, A.8, B.1, B.1a, C.2	VCS 6.3.1	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.	Make a timeline of the different religions and their leaders	Rubric Teacher made assessment
	VCS 6.3.2	Identify the sources of the ethical teachings and central beliefs of Judaism (Hebrew Bible): 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.		

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	VCS 6.3.3	Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai and the development of the Jewish religion.		
	VCS 6.3.4	Discuss the locations of the settlements and movement 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.	Map the Exodus of the Hebrew people	Checklist
	VCS 6.3.5	Discuss how Judaism survived and developed despite the continuing the 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.		
VCS SS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. AK – A.3, A.4, A.5, A.6, A.7. A.8, B.1.A, C.2, C.5.b	VCS 6.4.1	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade in commerce among Greek city-states and within the wider Mediterranean region.		

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	VCS 6.4.2	Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship.	Role play different governments and solve a problem according to government form.	Participation
	VCS 6.4.3	State the key differences between Athenian, or direct, democracy and representative democracy.		
	VCS 6.4.4	Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and the Odyssey, and from Aesop's Fables.	Puppet show in Mythology Read excerpts of the Iliad	Teacher made assessment
	VCS 6.4.5	Outline the founding, expansion, and political organization of the Persian Empire.		
	VCS 6.4.6	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.		

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	VCS 6.4.7	Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.	Greek Olympics	Participation
	VCS 6.4.8	Describe the enduring contributions of important Greek figures in the art and sciences (e.g., Socrates, Plato, Aristotle, Euclid).		
VCS SS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India AK – A.3, A.4, A.5, A.6, A.7, A.8, B.1.a, C.2	VCS 6.5.1	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.		
	VCS 6.5.2	Discuss the significance of the Aryan invasions.		
	VCS 6.5.3	Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.		

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	VCS 6.5.4	Outline the social structure of the caste system.	Compare and contrast the caste system and how it relates to our school system	Participation
	VCS 6.5.5	Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.		
	VCS 6.5.6	Describe the growth of Maurya empire and the political and moral achievements of the emperor Asoka.		
	VCS 6.5.7	Discuss the important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).		

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VCS SS 6.6 Students analyze the geographic, political, economic, religious, and social structures of early civilizations of China. AK – A.3, A.4, A.5, A.6, A.7, A.8	VCS 6.6.1	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.		
	VCS 6.6.2	Explain the geographic feature of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.	Identify the geographical features on a map of China and explain why the spread of ideas and goods were difficult	Personal writing
	VCS 6.6.3	Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.	Write “Confucianisms”	Teacher assessment
	VCS 6.6.4	Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.		
	VCS 6.6.5	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.		

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	VCS 6.6.6	Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.		
	VCS 6.6.7	Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.	Map out the “silk road” and list things they would take on the trip	
	VCS 6.6.8	Describe the diffusion of Buddhism northward to China during the Han Dynasty.		
VCS SS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. AK – A.3, A.4, A.5, A.6, A.7, A.8, B.1a, C.2	VCS 6.7.1	Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.	Read excerpts from Julius Caesar Read about other historical figures of the period	Participation
	VCS 6.7.2	Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite governments, check and balances, civic duty).		

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	VCS 6.7.3	Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.		
	VCS 6.7.4	Discuss the influence of Julius Caesar and Augustus in Roman's transition from republic to empire.		
	VCS 6.7.5	Trace the migration of Jews around the Mediterranean region and the effects of their conflicts with the Romans and the Romans' restrictions on their right to live in Jerusalem.		
	VCS 6.7.6	Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).		
	VCS 6.7.7	Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.		

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	VCS 6.7.8	Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	Draw various structures from Roman architecture	
VCS SS 6.8 Students will understand the history, culture and geography of countries of the world. AK – A.4, A.5, A.6, A.7, B.1.a, C.1, C.2	VCS 6.8.1	Describe a country in modern day times, including geography, history, and culture.	Research, write a paper, and give a power point presentation of a country.	Rubric
	VCS 6.8.2	Experience foods from different countries	Prepare dishes for food festival	Participation
	VCS 6.8.3	Experience leisure time activities from different countries	Create an authentic leisure time activity from your country for the Craft/Game Fair	Participation