

Nashoba Regional School District

HISTORY AND SOCIAL SCIENCE

**Standards and Benchmarks
Grade 6**



Nashoba Regional School District History and Social Science Standards and Benchmarks, 2007-2008.

Work in this document is based upon the standards outlined in the Massachusetts History and Social Science Framework, August 2003.

History and Social Studies by Grade Level

Grade 6

Massachusetts Curriculum Frameworks (August 2003)

Overarching Theme

Ideas that shaped history continued to be formed from the time of Ancient and Classical Civilizations in the Mediterranean to the fall of the Roman Empire.

Grade Six Focus: Characteristics of Civilizations

Concepts and Skills to be addressed:

Students should be able to recognize the presence of geographic boundaries and political institutions. They should also be able to explain how an economy that produces food surpluses contributes to the development of a stable community which will lead to: job diversity within a community, a concentration of population in distinct areas or cities under one central government, and the existence of social classes. All of this leads to developed systems of religion, learning, art, and architecture as evidenced by a system of record keeping.

Big Idea:

Physical geography affects the growth of ancient civilizations in the following ways:

- Geographic boundaries and political institutions
- Economies that produce food surpluses
- Concentrations of population in distinct areas or cities
- The existence of social classes
- Developed systems of religion, learning, art, and architecture
- Systems of record keeping

Essential Questions:

How did physical geography affect the growth of ancient civilizations?
What are the essential components of successful civilizations?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

History and Geography

- Compare information shown on modern and historical maps of the same region. (G)
- Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa*). Identify in BC/BCE dates the higher number as indicating the older year (*that is, 3000 BC/BCE is earlier than 2000 BC/BCE*) (H)
- Construct and interpret timelines of events and civilizations studied. (H)
- Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)

Concepts and Skills continued:

- Identify multiple causes and effects when explaining historical events. (H)
- Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

Civics and Government

- Define and use correctly words and terms relating to government such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*. (C)

Economics

- Define and apply economic concepts learned in Pre-K through Grade 6: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply and demand*. (E)

HUMAN ORIGINS in AFRICA THROUGH the NEOLITHIC AGE

Big Ideas:

Archaeologists examine bones, tools, structures, and other objects to learn about past people and cultures.

Prehistory is defined as events prior to the development of a system of writing within a society.

Several of the world's great civilizations and large cities are located along the banks of large rivers.

Essential Questions:

What clues do archaeologists use to learn about prehistoric people?

What is the difference between prehistory and history?

How does geography affect civilizations?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.1 Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
- 7.2 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
- 7.3 Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)

HUMAN ORIGINS in AFRICA THROUGH the NEOLITHIC AGE ... continued

- 7.4 Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)
- 7.5 Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)
- 7.6 Identify the characteristics of civilizations. (H, G, E)
 - A. the presence of geographic boundaries and political institutions
 - B. an economy that produces food surpluses
 - C. a concentration of population in distinct areas or cities
 - D. the existence of social classes
 - E. developed systems of religion, learning, art, and architecture
 - F. a system of record keeping

MESOPOTAMIA: SITE of SEVERAL ANCIENT RIVER CIVILIZATIONS, c. 3500-1200 BC/BCE

Big Ideas:

The first great civilizations and large cities were located along the banks of the Tigris and Euphrates rivers.

The important achievements of civilizations in the Fertile Crescent include: The first system of writing, monumental architecture (Ziggurat), and art (Cylinder seals), the first written code of law (Hammurabi's Code).

Essential Questions:

What was the role of geographic features in the growth of cities in Mesopotamia?

What legacies have been left by the civilizations that developed in the Fertile Crescent?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.7 On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called "the Fertile Crescent." On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)
- 7.8 Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)
- 7.9 Describe how irrigation, metal smiting, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)

**MESOPOTAMIA: SITE of SEVERAL ANCIENT RIVER CIVILIZATIONS,
c. 3500-1200 BC/BCE ... continued**

- 7.10 Describe the important achievements of Mesopotamian civilization. (H, C, E)
 - A. its system of writing (and its importance in record keeping and tax collection)
 - B. monumental architecture (the ziggurat)
 - C. art (large relief sculpture, mosaics, and cylinder seals)
- 7.11 Describe who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye"). (H, C, E)

EGYPT: AN ANCIENT RIVER CIVILIZATION, c. 3000-1200BC/BCE

Big Idea:

Every spring the Nile flooded its banks depositing a layer of thick silt that was ideal for farming. This resulted in a food surplus which brought wealth through trade along the 4,000 miles of the Nile river as well Mediterranean region.

Essential Question:

How did the Nile River affect trade and the ways of life of ancient Egyptians and Nubians?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.12 On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan. (G)
- 7.13 Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (H, G)
- 7.14 Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)
- 7.15 Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (H)
- 7.16 Summarize important achievements of Egyptian civilization. (H)
 - A. the agricultural system
 - B. the invention of a calendar
 - C. monumental architecture and art such as the Pyramids and Sphinx at Giza
 - D. hieroglyphic writing
 - E. the invention of papyrus

PHOENICIA, c. 1000-300 BC/BCE

Big Ideas:

The Phoenicians developed the first phonetic alphabet.
The Phoenicians were the first world sea trading power.

Essential Questions:

How did the Phoenicians revolutionize writing?
Why was the sea so important to the Phoenicians?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.17 On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G) (Note: numbered incorrectly in the state document)
- 7.18 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BC/BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels). (H, E)

The ROOTS of WESTERN CIVILIZATION: ANCIENT ISRAEL, c. 2000 BC/BCE-70 AD

Big Ideas:

Israelites developed the first monotheistic religion and one of the first written religious texts.

Due to Famine, expulsion and resettlement, the Israelites had difficulty finding a homeland.

Essential Questions:

What legacies were left by the Israelites?
What obstacles did the Israelites face in trying to establish a homeland?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.19 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. (G)
- 7.20 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, G)

**The ROOTS of WESTERN CIVILIZATION: ANCIENT ISRAEL, c. 2000 BC/BCE-70 AD
... continued**

- 7.21 Describe the monotheistic religion of the Israelites. (H)
 - A. the belief that there is one God
 - B. the Ten Commandments
 - C. the emphasis on individual worth and personal responsibility
 - D. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - E. the Hebrew Bible (Old Testament) as part of the history of early Israel.
- 7.22 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)
- 7.23 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)

The ROOTS of WESTERN CIVILIZATION: ANCIENT GREECE, c. 800-300 BC/BCE

Big Ideas:

Greece was the first ancient civilization to settle along the coast of the sea, rather than along a major river.

The Greek polytheistic religion is the foundation of Greek mythology which explained the creation of the universe, the features of nature, as well as natural events.

Essential Questions:

How was the geographic setting of Greece unique to the other civilizations of the ancient world?

What was the significance of Greek mythology as it relates to their polytheistic religious beliefs?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.24 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan Peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey.
(H, G)
- 7.25 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)
- 7.26 Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.
(H, C)

The ROOTS of WESTERN CIVILIZATION: ANCIENT GREECE, c. 800-300 BC/BCE ... continued

- A. the “polis” or city-state
 - B. civic participation and voting rights
 - C. legislative bodies
 - D. constitution writing
 - E. rule of law
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- 7.27 Compare and contrast life in Athens and Sparta. (H)
 - 7.28 Describe the status of women and the functions of slaves in ancient Athens. (H)
 - 7.29 Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)
 - 7.30 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)
 - 7.31 Describe the rise of Alexander the Great and the spread of Greek culture. (H)
 - 7.32 Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)
 - 7.33 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)
 - 7.34 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)
 - A. Thales (science)
 - B. Pythagoras and Euclid (mathematics)
 - C. Hippocrates (medicine)
 - D. Socrates, Plato, and Aristotle (philosophy)
 - E. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - F. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - G. the development of the first complete alphabet with symbols for consonants and vowels

The ROOTS of WESTERN CIVILIZATION: ANCIENT ROME, c. 500 BC/BCE-500 AD/CE

Big Ideas:

Rome’s seven hills made it easy to defend. There was a small river that provided water for irrigation, producing fertile land.

The Roman Empire grew too big to be ruled from one place. Tribes attacked the borders of the empire, there were no new sources of wealth, there was severe unemployment throughout the empire, and corrupt leaders lead to inflation making money worthless.

Christianity was spread by Roman armies conquering new lands across the Mediterranean region.

The Romans saw the rise of Christianity as a threat to the sovereign of the emperor.

Legacies left by the Romans include: Principles of government, technology in building roads and structures, and the expansion of the arts during Rome’s golden age. 7

The ROOTS of WESTERN CIVILIZATION: ANCIENT ROME, c. 500 BC/BCE-500 AD/CE ... continued

Essential Questions:

- What was the importance of Rome's geographic setting?
- What were the consequences of expansion on economic and social conditions in Rome?
- How did Christianity spread to various areas of the Roman Empire?
- How did the Roman government view the rise of Christianity?
- What were the legacies of the ancient Romans?

By the end of SIXTH grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- 7.35 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (H, G)
- 7.36 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
- 7.37 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
 - A. Romulus and Remus
 - B. Hannibal and the Carthaginian Wars
 - C. Cicero
 - D. Julius Caesar and Augustus
 - E. Hadrian
- 7.38 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty. (H, C)
- 7.39 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (H, E)
 - A. Military organization, tactics, and conquests; and decentralized administration
 - B. the purpose and functions of taxes
 - C. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
 - D. the benefits of a Pax Romana
- 7.40 Describe the characteristics of slavery under the Romans. (H)
- 7.41 Describe the origins of Christianity and its central features. (H)
 - A. monotheism
 - B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin in the concept of salvation

The ROOTS of WESTERN CIVILIZATION: ANCIENT ROME, c. 500 BC/BCE-500 AD/CE ... - continued

C. belief in the Old and New Testament

D. the lives and teachings of Jesus and Saint Paul

the relationship of early Christians to officials of the Roman Empire

- 7.42 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)
- 7.43 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)
- 7.44 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (H)