

Mullica Township School District: Grade 6 SS Curriculum

	Module 1/ MP1	Module 2/ MP2	Module 3/MP3	Module 4/MP4
Focus	Thinking like a historian	Using reading skills and strategies to understand history	The enduring legacies of long ago	Connections between today and yesterday
Module Title	The Beginnings of Human Society	River Valley Civilizations	Early and Classical Civilizations of Greece and Rome	Expanding Exchanges and the Middle Ages
Description & Essential Questions	<p>Students begin by developing an understanding of major themes of geography, reviewing the locations of continents and oceans, meanwhile previewing where the major civilizations formed, and finally, understanding how historians recognize bias and rely on a variety of sources to learn about the past. In this module, we learn about Paleolithic and Neolithic people, closely examining the mystery of Otzi the Ice Man, and developing a theory about his death. Then, we explore how and why the first civilization, in Mesopotamia, came about.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the</p>	<p>As students learn about the early civilizations of India, China, and Egypt we explore how reading skills and strategies such as comparing/contrasting, cause/effect, sequencing, summarizing, identifying main ideas and supporting details, and drawing conclusions, can help us to learn big ideas about history. In addition, students conduct research on the various death theories of King Tut, after analyzing the information, they then write an argument piece claiming and supporting one death theory.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How do citizens, civic</p>	<p>During this module, students are immersed in a cross-curricular exploration of Greece and Rome. By reading both literature and informational texts, and viewing digital sources, students become aware of the great influence that the art, architecture, ideas and literary works of these two cultures has on our society today.</p> <p>EQs: How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about</p>	<p>Students explore adversities faced by individuals across time and place. During this module, students explore how the spread of Christianity led to conflict amongst groups of people. In addition, they discover many challenges faced by people in the middle ages and how some of those challenges were overcome. Students realize that some of those same challenges are still faced today.</p> <p>EQ: How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? How do citizens, civic ideals, and government institutions interact to balance the needs of</p>

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	<p>development of cultures, societies, and nations? How have scientific and technological developments over the course of history changed the way people live and economies and governments function? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p>ideals, and government institutions interact to balance the needs of individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<p>current public policy issues? How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>	<p>individuals and the common good? How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>
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Texts	<ul style="list-style-type: none"> ● Textbook: Journey Across Time ch. 1 ● History's Mysteries: Otzi the Iceman <p>Paleolithic & Neolithic Era</p> <p>Resources:</p> <ul style="list-style-type: none"> ● Below GL – The Best Book of Early People ● On GL – Science Detectives (Otzi Chapter – book 	<ul style="list-style-type: none"> ● Textbook: Journey Across Time ch. 6,7,2 <p>Resources:</p> <p>Ancient Empires</p> <ul style="list-style-type: none"> ● Article: “Spotlight: Ancient Empires” <p>Ancient India</p> <ul style="list-style-type: none"> ● Below GL – Everyday Life in Ancient India ● On GL – Life in the Ancient Indus River Valley ● Above GL – The 	<ul style="list-style-type: none"> ● Textbook: Journey Across Time ch. 4,5,8,9 <p>Ancient Greece</p> <ul style="list-style-type: none"> ● Below GL – The Ancient Greeks (Level Q: Bookroom) ● On GL – Usborne: Greeks ● Above GL – Ancient Greece (Level Z+: bookroom/classroom) 	<ul style="list-style-type: none"> ● Textbook: Journey Across Time ch. 12-15 <p>Middle Ages</p> <ul style="list-style-type: none"> ● Below GL – The Middle Ages by Jane Shuter ● On GL – Medieval Society by Kay Eastwood ● Above GL – Castle by David Macaulay <p style="text-align: right;">Additional book room</p>

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	<p>room), Prehistoric Peoples, You Wouldn't Want to be a Mammoth Hunter</p> <ul style="list-style-type: none"> • Above Grade Level – Frozen Man (book room), DK Eyewitness Books: Early Humans <p>Mesopotamia</p> <ul style="list-style-type: none"> • Below GL – A True Book: Ancient Civilizations Mesopotamia • On GL – Life in Ancient Mesopotamia (Peoples of the Ancient World) • Above GL – The Ancient World: Ancient Mesopotamia <p>Magazine "Mesopotamia"</p>	<p>Ancient World: Ancient India</p> <p>Ancient China</p> <ul style="list-style-type: none"> • Sig Below GL – Magic Tree House Fact Tracker #31: China • Below GL – A True Book: Ancient Civilizations: Ancient China • On GL – The Ancient Chinese • Above GL – The Ancient World: Ancient China <p>Magazine – "Ancient China"</p> <p>Additional book room suggestion – Level P: Great Wall of China</p> <p>Ancient Egypt</p> <ul style="list-style-type: none"> • Below GL – Mummies, Pyramids, & Pharaohs • On GL – Navigators: Ancient Egypt • Above GL – Life in Ancient Egypt <p>Additional suggestions from the book room: Level U – Egypt Level X – Pyramid</p> <ul style="list-style-type: none"> • Video clip: King Tut's Tomb 	<p>Additional book room suggestion Level Y: Greek Myths</p> <p>Ancient Rome</p> <ul style="list-style-type: none"> • Below GL – Ancient Romans by Daisy Kerr • On GL – History News: The Roman News by Andrew Langley • Above GL – Ancient Rome by Peter Benoit <p>*See ELA curriculum, module 3, for other resources used in this cross-curricular unit</p>	<p>suggestions: Level Q – The Life of a Knight Level R – Life on a Medieval Manor Level V – Days of the Knights Level Z – When Plague Strikes</p> <p>Teachers Pay Teachers Middle Ages unit</p> <p>*See ELA curriculum, module 4, for other resources used in this cross-curricular unit</p>
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		http://video.nationalgeographic.com/video/king-tuts-tomb?source=relatedvideo <ul style="list-style-type: none"> ● Infographic: Unmasking the Mystery of King Tut ● Articles about the various death theories of King Tut (see binder for printed articles) 		
Cross-Curricular Writing Tasks	Fictional Narrative	Argument Writing	Fictional Narrative	Research Writing

NJ 2014 Student Learning Standards	Module 1	Module 2	Module 3	Module 4
<p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.</p>				
The Beginnings of Human Society				
6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.	✓		
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia,	✓		

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	Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.				
6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.	✓			
NJ 2014 Student Learning Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	✓			
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	✓			
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.	✓			
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	✓			
Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)					
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	✓	✓		
6.2.8.A.2.b	Determine the role of slavery in the economic and	✓	✓		

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	social structures of early river valley civilizations.				
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.	✓	✓		
NJ 2014 Core Curriculum Content Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	✓	✓		
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.	✓	✓		
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	✓	✓		
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.	✓	✓		
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and	✓	✓		

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	decline.				
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.	✓	✓		
The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)					
NJ 2014 Core Curriculum Content Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.		✓	✓	
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.		✓	✓	
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.			✓	
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.		✓	✓	

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6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.			✓	
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.		✓	✓	
NJ 2014 Core Curriculum Content Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.B.3.b	Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.		✓	✓	
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.		✓	✓	
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		✓	✓	
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and		✓	✓	

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	equality.				
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.		✓	✓	
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.		✓	✓	
NJ 2014 Core Curriculum Content Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.		✓	✓	
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.		✓	✓	
Expanding Exchanges and Encounters (500 CE-1450 CE)					
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.				✓
6.2.8.A.4.b	Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.				✓

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6.2.8.A.4.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.				✓
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.				✓
NJ 2014 Core Curriculum Content Standards		Module 1	Module 2	Module 3	Module 4
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.		✓		
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.				✓
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.				✓
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.				✓

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NJ 2014 Core Curriculum Content Standards	Module 1	Module 2	Module 3	Module 4	
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).				✓
6.2.8.C.4.b	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.				✓
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.				✓
6.2.8.D.4.b	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.				✓
6.2.8.D.4.c	Assess the demographic, economic, and religious impact of the plague on Europe.				✓
6.2.8.D.4.d	Determine which events led to the rise and eventual decline of European feudalism.				✓
6.2.8.D.4.e	Analyze the immediate and long-term impact on China and Europe of the open exchange between				✓



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	Europe and the Yuan (Mongol) Dynasty.				
6.2.8.D.4.f	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.				✓
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.				✓

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