

## Grade 6 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 Ancient Greece	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will analyze the geographical, political, economic, social, and religious structures of the civilizations of Ancient Greece. Students will evaluate the impact of a variety of primary source documents that explore the relationship between Greek aesthetic culture and the dominant cultural paradigms of the epoch in general. Students will finish this unit with a strong understanding of the enduring impact of ancient Greek culture on our society today through the use of robust writing and collaborative practice.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57, 6.58, 6.59
Q3, Unit 2 Ancient Rome	5 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will analyze the geographical, political, economic, social and religious structures of the civilizations of Ancient Rome. Students will evaluate the impact of a variety of primary source documents that explore the relationship between the gradual expansion of the Roman Empire and its lasting legacy on the European continent. Students will also analyze the reasons for the gradual decline and fall of the Western Roman Empire, alongside the rise of Christianity in the ancient world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.60, 6.61, 6.62, 6.63, 6.64, 6.65, 6.66, 6.67, 6.68, 6.69, 6.70, 6.71, 6.72

# Grade 6 Social Studies: Quarter 3 Map Instructional Framework

## Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for Students learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

## Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a TN Ready aligned writing prompt. **All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint.** Texts are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level and quarter. **Unless otherwise noted by an asterisk (\*) all texts are in the supplemental packet for that quarter. If a text has an asterisk (\*) then the material can be found in the unit folder for that quarter.**

## Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary.

Contextual Redefinition.....Appendix A Page 58  
Frayer Model.....Appendix A Page 59  
List/Group/Label.....Appendix A Page 60  
Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62  
Vocabulary Squares.....Appendix A Page 63  
Word Sorts.....Appendix A Page 58

## Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1 .....p. 4
- Chunking.....p. 47
- Document Analysis Templates .....p. 61
- Evaluating Arguments in a Resource Book ..... p. 63
- Evidence Logs .....p. 66
- Read Aloud .....p. 130
- Reader’s Theater .....p. 132
- Save the Last Word for Me .....p. 136
- Text to Text, Text to Self, Text to World .....p. 148
- Two Column Note Taking .....p. 157
- Word Wall .....p. 165

## Unit Assessments

Unit Assessments have been provided in the SharePoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder of the Middle School section. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. They are provided in multiple formats; teachers may choose to use these as complete common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

## Grade 6 Social Studies: Quarter 3, Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 1 Ancient Greece	4 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will analyze the geographical, political, economic, social, and religious structures of the civilizations of Ancient Greece. Students will evaluate the impact of a variety of primary source documents that explore the relationship between Greek aesthetic culture and the dominant cultural paradigms of the epoch in general. Students will finish this unit with a strong understanding of the enduring impact of ancient Greek culture on our society today through the use of robust writing and collaborative practice.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57, 6.58, 6.59

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Maps of Ancient Greece; Everyday Life in Ancient Greece				
<b>Standards</b>	7.47				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Two Minute Interviews: Questions – What ideas from the ancient world we've learned about so far are still in place in our society today?				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda Essential Question: How do smaller groups make up larger civilizations?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Image Analysis Protocol and Text Dependent Questions for Maps of Ancient Greece Read Aloud of Article - Everyday Life in Ancient Greece				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Anticipation Guides – What do students know about Ancient Greece?				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine <b>CSI</b> - Using the idea that societies living close together have to work hard to keep the peace and prosper.				

## Grade 6 Social Studies: Quarter 3 Unit 1 Vocabulary

**Tier 2 Vocabulary** - conflict, style, despite, individuals, investigate, create, voluntarily, pursue, seek, community, method, accurate, dominate, community, conclude, economic, decline, affect, consider, military, stability, achieve, obtain, construct, collapse, channel, accompany, sufficient, decade

**Tier 3 Vocabulary** - peninsula, polis, agora, bard, colony, phalanx, tyrant, oligarchy, helot, Satrap, philosopher, direct democracy, myth, fable, tragedy, ritual, comedy, oral tradition, drama, oracle, Sophists, rhetoric, cavalry, stoicism, plane geometry, solid geometry, Socratic Method, Epicureanism, Hippocratic Oath, Hellenistic Era.

## Grade 6 Social Studies: Quarter 3, Unit 1 - Week 1

Ancient Greece: Week 1	
<b>Essential Question(s)</b>	How does geography impact how a civilization develops? What are the advantages and disadvantages to living on mountainous terrain? How does a civilization's needs influence its expansion? How should people be governed? What is democracy?
<b>Student Outcomes</b>	<p>Students can explain the relationship between the geography of Greece and the need for expansion by its city-states.</p> <p>Students can describe how the Greece's location on a peninsula impacts its expansion in the Mediterranean.</p> <p>Students can identify the major governments of Ancient Greece and provide context on why they changed.</p> <p>Students can explain the major concepts of direct and representative democracy.</p> <p>Students can describe the importance of the polis in Greek cultural identity.</p>
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 9 &amp; 10</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Maps of Ancient Greece, Images from Text Sets</li> <li>• Article and Question Set: Athenian Constitution Excerpts (Lexile 1010)</li> <li>• How the Ancient Greeks Colonized the Mediterranean (Lexile 1080)*</li> <li>• Debating the Documents: How Democratic were the Ancient Greeks*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Gallery Walk</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Democracy: A New Idea in Ancient Greece (Lexile 960) – Located in Q4 Supplemental Packet</li> <li>• Greco-Roman: Early Experiments in Participatory Government (Lexile 950) – Located in Q4 Supplemental Packet</li> <li>• Ancient Greece: The Birth of the City State (Lexile 940) – Located in Q4 Supplemental Packet</li> <li>• Task: Athenian Democracy*</li> <li>• Task: Cradle of Democracy*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Anticipation Guides</b> (Appendix B p.16): What do students know about Ancient Greece?</p> <p><b>Big Paper Silent Conversation</b> (Appendix B p.27): How was Greek democracy like our democracy in the United States? Was it strong or fragile?</p> <p><b>Bio Poems</b> (Appendix B p.31): Personify the elements of Greek democracy including: The City State, civic participation, legislative bodies, the concept of a constitution, and rule of law.</p> <p><b>Iceberg Diagrams</b> (Appendix B p.91): What were the underlying causes of Direct Democracy in ancient Athens?</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your understanding of history, describe tyranny, oligarchy, and direct democracy as political systems and explain the transition between these political systems in Ancient Greece. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map, trace the current boundaries of Greece. Compare and contrast the sphere of influence in Greece in those two different eras.</p> <p>6.47 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.</p> <p>6.48 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 development of the idea of citizenship.</p> <p>6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative democracy including:</p> <ul style="list-style-type: none"> <li>• The "polis" or city-state</li> <li>• Civic participation and voting rights</li> <li>• Legislative bodies</li> <li>• Constitution writing</li> <li>• Rule of law</li> </ul>

## Grade 6 Social Studies: Quarter 3, Unit 1 - Week 2

Ancient Greece: Week 2	
<b>Essential Question(s)</b>	How does where you live impact your culture? Can conflict bring people together? What is a Golden Age?
<b>Student Outcomes</b>	<p>Students can compare and contrast the city-states of Athens and Sparta, with attention to difference in their government, lifestyle, and treatment of women and slaves.</p> <p>Students can summarize the cause of the Persian Wars, including the identification of major battles (Marathon, Thermopylae, Salamis) and the impact the war had on both Athens and Sparta.</p> <p>Students can identify major figures of the Persian Wars, including Darius the Great, Xerxes, and Leonidas.</p>
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 9&amp;10</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Battle of Thermopylae (Lexile mixed)</li> <li>• The Persian Wars: The Quest to Conquer Ancient Greece (Lexile 1040)</li> <li>• The Spartans: Fierce Fighters of Ancient Greece (Lexile 1050)</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Athens and Sparta DBQ</li> <li>• Task: Athens and Sparta</li> <li>• Primary Source: The Battle of Marathon (Lexile 1030)</li> <li>• Primary Source: Everyday Life in Ancient Greece (Lexile 980)</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm</b> (Appendix B p.7): Daily life in Athens and Sparta</p> <p><b>Identity Charts</b> (Appendix B p.95): Athenian Woman, Spartan Woman, Athenian Slave, Spartan Slave</p> <p><b>SPAR Debate</b> (Appendix B p.142): Benefits of Tyranny, Oligarchy, and Democracy</p> <p><b>Character Charts</b> (Appendix B p.43): Political and Cultural Figures of this Period</p> <p><b>Human Timeline</b> (Appendix B p.89): The Persian Wars</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your knowledge of history, describe four ways that Sparta and Athens had distinctly different cultures. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Beuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, <b>Darius the Great, and Xerxes</b>.</p> <p>6.50 Compare and contrast life in Athens and Sparta.</p> <p>6.51 Compare and contrast the status of women and slaves between Athens and Sparta.</p> <p>6.52 Analyze the causes, course, and consequences of the Persian Wars.</p>

## Grade 6 Social Studies: Quarter 3 Unit 1 Week 3

Ancient Greece: Week 3	
<b>Essential Question(s)</b>	How do alliances fail? Can everyone lose in a war? How does culture spread? Was 'Alexander the Great' really great?
<b>Student Outcomes</b>	Students can summarize the events of the Peloponnesian Wars, including the causes due to the fractured relationship between Athens and Sparta, the major events that occurred during it, and its effects in weakening Greece to allow for Macedonian takeover. Students can explain how Alexander the Great was able to take over Greece and spread Greek culture throughout the Ancient World. Students can identify the term Hellenistic and understand that Greek culture spread with the conquests of Alexander the Great.
<b>Texts</b>	<b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i> , Chapter 9 & 10 <b>Texts:</b> <ul style="list-style-type: none"> <li>Text Set and Task: Alexander the Great (Lexile 1080)</li> <li>The Peloponnesian Wars (Lexile 1010)*</li> </ul> <b>Recommended Protocol(s):</b> Image Analysis, Evidence Log <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>Pericles, Funeral Oration (Lexile 1020)</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Town Hall Circle</b> (Appendix B p.154): How was Hellenistic culture good for the cultures it touched, if at all? <b>Graffiti Boards</b> (Appendix B p.86): How are cultural ideas spread through war? <b>Iceberg Diagrams</b> (Appendix B p.91): Greek culture spreads...how? <b>Human Timeline</b> (Appendix B p.89): Key events in the growth and expansion of the Greek civilization <b>Café Conversations</b> (Appendix B p.39): Political and Cultural Figures of this Period
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> <b>Based on the sources and your knowledge of history, describe two major consequences of the Peloponnesian Wars on Athens and Sparta and explain how these consequences led to the rise of Alexander the Great's empire. Use complete sentences and evidence to support your answer.</b>
<b>Standards</b>	6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta 6.54 Explain the rise of Alexander the Great and the spread of Greek culture. 6.55 Analyze the causes and effects of Hellenistic culture of Greece

## Grade 6 Social Studies: Quarter 3, Unit 1 - Week 4

Ancient Greece: Week 4	
<b>Essential Question(s)</b>	How does religion impact the lives of its followers? How are Greek cultural values reflected in Greek mythology? How can sports competitions bring cultures together? What are the legacies of Ancient Greece?
<b>Student Outcomes</b>	<p>Students can explain the mythic origins Ancient Greece.</p> <p>Students can identify and describe the major gods and goddesses from the Greek pantheon.</p> <p>Students can explain the origins of the Olympic games.</p> <p>Students can tell about the schools of thought that shaped Ancient Greece.</p> <p>Students can identify major accomplishments of Ancient Greece.</p>
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 9 &amp; 10</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Greek Legacy*</li> <li>• Ancient Greek Thinkers, Truth-Seekers (Lexile 1060)*</li> <li>• Article and Text Set: Odyssey Summary (Lexile 1030) (This is titled 'Odyssey Summary' in the table of contents and Myths and Legends: Odysseus and his Odyssey in the article)</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece: Gods, Goddesses, and Heroes (Lexile 960)*</li> <li>• Ancient Greece: The Olympic Games (Lexile 960)*</li> <li>• Homer, <i>Iliad</i> Excerpts (Lexile NP)</li> <li>• Ovid, Excerpts from the <i>Metamorphoses</i> (Lexile NP)</li> <li>• Primary Source: Excerpts from Aesop's Fables (Lexile 800)</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Storyboard</b> (Appendix B p.146): The Greek Creation Mythology</p> <p><b>Town Hall Circle</b> (Appendix B p.154): What were the most important accomplishments of the ancient Greeks?</p> <p><b>Two Minute Interviews</b> (Appendix B p.161): What were the major contributions of each philosopher discussed in the unit? Allow two minutes for each.</p> <p><b>Jigsaw</b> (Appendix B p.101): Readings from multiple philosophers of the Greek golden age.</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your background knowledge, describe five legacies of the Ancient Greeks. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo) and events, and where and how we see their names used today.</p> <p>6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology.</p> <p>6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured.</p> <p>6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.</p> <ul style="list-style-type: none"> <li>• Thales (science)</li> <li>• Pythagoras and Euclid (mathematics)</li> <li>• Hippocrates (medicine)</li> <li>• Socrates, Plato, and Aristotle</li> <li>• Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)</li> <li>• The Parthenon, the Acropolis, and the Temple of Apollo (architecture)</li> <li>• The development of the first complete alphabet, with symbols representing both consonants and vowels</li> </ul>



## Grade 6 Social Studies: Quarter 3. Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q3, Unit 2 Ancient Rome	5 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will analyze the geographical, political, economic, social, and religious structures of the civilizations of Ancient Rome. Students will evaluate the impact of a variety of primary source documents that explore the relationship between the gradual expansion of the Roman Empire and its lasting legacy on the European continent. Students will also analyze the reasons for the gradual decline and fall of the Western Roman Empire, alongside the rise of Christianity in the ancient world.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.60, 6.61, 6.62, 6.63, 6.64, 6.65, 6.66, 6.67, 6.68, 6.69, 6.70, 6.71, 6.72

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
<b>Texts</b>	Seneca Describes Gladiators				
<b>Standards</b>	6.62, 6.67				
<b>Bell Ringer</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Map Skills – Identify the Roman Republic on a map of the ancient world, identify the boundaries of the Roman Empire. Identifications: Coliseum, Gladiators, Rome (5W's)				
<b>Hook</b> <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	- Modeling the Standard - Daily Agenda Essential Question: How does each society promote order in unique ways?				
<b>Inquiry</b> <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read Protocol (Social Studies Appendix B) – Seneca Describes Gladiators				
<b>Application</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Found Poems Protocol (See Social Studies Appendix B) in small groups using the text from the day. Students create and share out.				
<b>Closure</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine <u>Connect/Extend/Challenge</u> : How does the day's reading connect to their knowledge of Ancient Rome?				

## Grade 6 Social Studies: Quarter 3, Unit 2 Vocabulary

### Tier 2 Vocabulary

occur, eventual, devote, benefit, acquire, legislature, reluctantly, assume, intensify, innovation, transform, professional, civil, plot, enable, inspect, distribute, contrast, capable, Successor, region, community, iconic, display, reject, administer, protect, philosophy, contact, medical, reinforce, expand, participate, legal, restore

### Tier 3 Vocabulary

republic, legion, patrician, veto, dictator, plebeian, praetor, civic duty, consul, tribune, latifundia, triumvirate, pax romana, proconsul, parable, apostle, resurrection, salvation, martyr, doctrine, laity, hierarchy, gospel, clergy, Pope, icon, schism, iconoclast, monastery, excommunicate, gladiator, satire, anatomy, ode, vault, reforms, mosaics, saints



## Grade 6 Social Studies: Quarter 3, Unit 2 - Week 1

Ancient Rome: Week 1	
<b>Essential Question(s)</b>	How does location have an impact on a civilization's influence on others? How does each society promote order in unique ways?
<b>Student Outcomes</b>	Students can locate and explain the mythic and historical origin of the Roman Republic and Roman Empire.
<b>Texts</b>	<p><b>Text Book:</b> McGraw Hill <i>Discovering Our Past</i>, Chapter 11,12 &amp; 13</p> <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Roman Republic*</li> <li>• Ancient Rome Part One: Early Kingdom and Republic (Lexile 1070)*</li> <li>• Myths and Legends: Romulus and Remus and the Founding of Rome (Lexile 1050)*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Greco-Roman: Early Experiments in Participatory Government (Lexile 950) – Located in Q4 Supplemental Packet</li> <li>• Task: Physical Geography and Power in Ancient Rome*</li> <li>• Task: Mythology and Culture in Ancient Rome*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Alphabet Brainstorm</b> (Appendix B p.7): Features of Ancient Rome (geography)</p> <p><b>Anticipation Guides</b> (Appendix B p.16): What do students know about Rome and the Romans?</p> <p><b>Barometer</b> (Appendix B p.23): Republic is the best form of government</p> <p><b>Identity Charts</b> (Appendix B p.95): Mythical and Historical Figures: Romulus/Remus, Aeneas, Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, Juno</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your background knowledge, describe two characteristics of the Roman Republic and explain how each contributed to the development of democratic principles. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE.</p> <p>6.61 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.</p> <p>6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including <b>Romulus and Remus</b>, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, <b>Aeneas</b>, and Cincinnatus.</p> <p>6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty.</p> <p>6.66 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.</p> <p>6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.</p>

## Grade 6 Social Studies: Quarter 3, Unit 2 - Week 2

Ancient Rome: Week 2	
Essential Question(s)	How do individual people shape the course of a civilization? How are rulers unique to the civilization they rule?
Student Outcomes	Students can explain the political makeup and key rulers from the Roman Republic and later the Roman Empire
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 11, 12 &amp; 13</p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>• Primary Source and Question Set: Gaius Suetonius Account of the Assassination of Caesar (Lexile 1000)</li> <li>• Primary Source: Plutarch on Spartacus (Lexile 1200)</li> <li>• Law and Citizenship in the Roman Republic (Lexile 1070)*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Primary Source: Plutarch Describes the Assassination of Julius Caesar (1500L – Note the high complexity of this text and plan accordingly for its use in the classroom).</li> <li>• Military Leaders: Hannibal (Lexile 1020)*</li> <li>• Slavery in the Roman World (Lexile 920)*</li> <li>• The Fake News that Sealed the Fate of Antony and Cleopatra (Lexile 1150)*</li> <li>• World Leaders: Cleopatra (Lexile 1010)*</li> </ul>
Suggested Classroom Strategies	<p><b>Character Charts</b> (Appendix B p.43): Political and Cultural Figures of this Period</p> <p><b>Big Paper Silent Conversation</b> (Appendix B p.27): Why did Romans choose an empire over a republic?</p> <p><b>Iceberg Diagrams</b> (Appendix B p.91): The Roman Empire Replaced the Republic...why?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your background knowledge, describe two reasons for Julius Caesar's rise to power and describe how his rule led to the end of the Roman Republic. Use complete sentences and evidence to support your answer.</b></p>
Standards	<p>6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, <b>Hannibal and the Carthaginian Wars, Cicero, Julius Caesar</b>, Augustus, Hadrian, Aeneas, and <b>Cincinnatus</b>.</p> <p>6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty.</p> <p>6.64 Describe the influence of <b>Julius Caesar</b> 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.</p> <ul style="list-style-type: none"> <li>• Military organization, tactics, and conquests and decentralized administration</li> <li>• The purpose and functions of taxes</li> <li>• The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</li> <li>• The benefits of Pax Romana</li> </ul> <p>6.65 Reflect on the impact of the lives of <b>Cleopatra, Marc Antony</b>, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire.</p> <p>6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus.</p>

## Grade 6 Social Studies: Quarter 3, Unit 2 - Week 3

Ancient Rome: Week 3	
<b>Essential Question(s)</b>	How do civilizations leave a legacy?
<b>Student Outcomes</b>	Students can tell about the major achievements and lasting legacies of the Romans. Students can compare the mythology of Rome to that of Greece.
<b>Texts</b>	Text Book: McGraw Hill <i>Discovering Our Past</i> , Chapter 11, 12 & 13 <b>Text(s):</b> <ul style="list-style-type: none"> <li>Task: Augustus*</li> <li>Birth of Christianity (Lexile NP)*</li> </ul> <b>Recommended Protocol(s):</b> Two column note taking, Text-to-Text Text-to-World Text-to-Self <b>Supplemental Texts:</b> <ul style="list-style-type: none"> <li>Task: Roman Empire and Christianity*</li> <li>Myth-busting Ancient Rome: Throwing Christians to the Lions (Lexile 1000)</li> <li>Religious Leaders: Paul the Apostle (Lexile 1130)</li> </ul>
<b>Suggested Classroom Strategies</b>	<b>Town Hall Circle</b> (Appendix B p.154): How did Rome keep the empire together? <b>Café Conversations</b> (Appendix B p.39): Political and Cultural Figures of this Period <b>Storyboard</b> (Appendix B p.146): The Rise of Christianity and the Impact on the Roman Empire
<b>Assessment(s)</b>	<i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i> <b>Based on the sources and your background knowledge, explain three reasons for the growth of the Roman Empire under Augustus. Use complete sentences and evidence to support your answer.</b>
<b>Standards</b>	6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, <b>Augustus</b> , Hadrian, Aeneas, and Cincinnatus. 6.64 Describe the influence of Julius Caesar and <b>Augustus</b> in Rome's transition from a republic to an empire, and explain the reasons for the growth and long life of the Roman Empire. <ul style="list-style-type: none"> <li>Military organization, tactics, and conquests and decentralized administration</li> <li>The purpose and functions of taxes</li> </ul> 6.66 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. <ul style="list-style-type: none"> <li>The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</li> <li>The benefits of Pax Romana</li> </ul> 6.68 Describe the origins and central features of Christianity. <ul style="list-style-type: none"> <li>Monotheism</li> <li>The belief in Jesus as the Messiah and God's Son</li> <li>The concept of resurrection</li> <li>The concept of salvation</li> <li>Belief in the Old and New Testaments</li> <li>The lives, teachings, and contributions of Jesus and Paul</li> <li>The relationship of early Christians to officials of the Roman Empire</li> </ul>

## Grade 6 Social Studies: Quarter 3, Unit 2 - Week 4

Ancient Rome: Week 4	
Essential Question(s)	Why do empires fail? How do beliefs become movements?
Student Outcomes	Students can tell about the rise of Christianity and the decline of the Roman Empire.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 11, 12 &amp; 13</p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>• Ancient Rome Part Two: The Roman Empire (Lexile 1170)</li> <li>• The Byzantine Empire (Lexile 1060)*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>• Task: Republic to Empire*</li> <li>• Nero and Constantine Reading and Question Sets (Lexile NP)*</li> <li>• Text set: Roman Emperor Biographies (Lexile mixed)</li> </ul>
Suggested Classroom Strategies	<p><b>Two Minute Interviews</b> (Appendix B p.161): What were the key features of early Christianity? Why did early Christians come into conflict with the Romans? How did Romans handle the rising popularity of Christianity? How did Roman leaders work to save the Roman Empire?</p> <p><b>SPAR Debate</b> (Appendix B p.142): Controversial Statement: Empire is better for Rome than Republic</p> <p><b>Bio Poems</b> (Appendix B p.31): Julius and Augustus Caesar, Cleopatra, Marc Anthony, Nero, Diocletian, Constantine</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your background knowledge, describe three ways the rule of Diocletian and Constantine changed the Roman Empire. Use complete sentences and evidence to support your answer.</b></p>
Standards	<p>6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, <u>Hadrian</u>, Aeneas, and Cincinnatus.</p> <p>6.65 Reflect on the impact of the lives of Cleopatra, Marc Antony, <u>Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire.</u></p>

## Grade 6 Social Studies: Quarter 3, Unit 2 - Week 5

Ancient Rome: Week 4	
<b>Essential Question(s)</b>	Why do empires fail? How do beliefs become movements?
<b>Student Outcomes</b>	Students can tell about the rise of Christianity and the decline of the Roman Empire.
<b>Texts</b>	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 11, 12 &amp; 13</p> <p><b>Text(s):</b></p> <ul style="list-style-type: none"> <li>Task: The Power of Latin in Ancient Rome*</li> <li>Eight Reasons Why Rome Fell (Lexile 1030)*</li> <li>How Ancient Romans Changed Construction Forever (Lexile 1050)*</li> </ul> <p><b>Recommended Protocol(s):</b> Image Analysis, Evidence Log</p> <p><b>Supplemental Texts:</b></p> <ul style="list-style-type: none"> <li>Task: Technology and Control in Ancient Rome*</li> <li>Primary Source: Seneca Describes Gladiators (Lexile 990)</li> <li>Aqueducts of the Ancient World (Lexile 1050)*</li> <li>Gladiators, Chariots, and the Roman Games (Lexile 960)*</li> </ul>
<b>Suggested Classroom Strategies</b>	<p><b>Human Timeline</b> (Appendix B p.89): The spread of the Roman alphabet and Latin as a language</p> <p><b>Town Hall Circle</b> (Appendix B p.154): Why did the Western Roman Empire collapse?</p> <p><b>Graffiti Boards</b> (Appendix B p.86): Roman Contributions to: Law, Literature, Art, Architecture, Engineering, Technology</p>
<b>Assessment(s)</b>	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p><b>Based on the sources and your background knowledge, describe four reasons for the Fall of the Western Roman Empire. Use complete sentences and evidence to support your answer.</b></p>
<b>Standards</b>	<p>6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire, including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes.</p> <p>6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Including the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation.</p> <p>6.71 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.</p>