

**Argenta-Oreana Middle School
6th Social Studies (World History)**

<p>Week 2 + 1 day</p>	<p>17.A.3a</p>	<p>G2-G3</p> <ul style="list-style-type: none"> • Introduce five themes of Geography (Location, place, region, movement, interaction-Text page G2-G3) <p>G4-G5</p> <ul style="list-style-type: none"> • Review continents, oceans, hemispheres (1 day) • Begin work with longitude and latitude, meridians and parallels. • Be able to identify lines and latitude and longitude on both maps and globes. • Locate different locations around the world using basic lines of latitude and longitude. <p>G6-G9</p> <ul style="list-style-type: none"> • Review different rules in using maps: cardinal directions, intermediate directions, the compass rose, scale, map keys, locator maps. <p>G10-G12</p> <ul style="list-style-type: none"> • Review the different kinds of maps that a student can get information from (political, physical, distribution, historical, and relief maps) • Utilize the entire first unit into practice by completing a project using different kinds of maps and latitude and longitude. 	<ul style="list-style-type: none"> • Classroom discussions • Worksheets #1,2, and 3 in practice book. • Vocabulary write up for G2-G12 • Test over Geography skills • Vocabulary turned in.
<p>During week 2-3</p>	<p>14.A.3 14.F.3b</p>	<p><u>Constitution day</u></p> <ul style="list-style-type: none"> • Students review the importance of the Constitution and how it affects their lives 	<ul style="list-style-type: none"> • Discuss Constitution and do a crossword puzzle over vocabulary

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<p><u>Week 3- Week 9</u></p> <p>Week 3- Week 9</p>	<p>16.E.3a</p>	<p><u>Unit Two: River Valley Civilizations</u></p> <ul style="list-style-type: none"> • Essential Questions for Unit Two: Why were the ancient civilizations of Egypt, Mesopotamia, India, and China so dependent on their rivers? What was the daily life and ideas of these peoples? What became of the history of these empires? • Introduce the Unit to the students by studying the pictures on pages 64-65. Read section together as a class. <p>Chapter 4: Egypt</p> <p>Lesson 1: Pages 66-73</p> <ul style="list-style-type: none"> • Introduce Egypt. Where is It on the map? Continent, landforms, latitude and longitude, etc...(Page 70-73) • Discuss the Nile River and its flood season, importance, and origins. • Discuss Upper and Lower Egypt and the direction the Nile River flows • Discuss irrigation and the July-October flooding of the Nile. What is the importance of this flooding? • What is the planting season in ancient Egypt? What crops grows in the Nile River Valley. <p>Lesson 2: Pages 74-81</p> <ul style="list-style-type: none"> • Introduce the Three Kingdoms of Egypt. • Discuss the topic of unification-Upper and Lower Egypt 	<ul style="list-style-type: none"> • D. G. • Students complete a map showing the important areas and landforms of ancient Egypt. • Worksheet page 18 • D. G. • Students will create cartouches with

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		<p>joined under Menes, the first true Pharaoh.</p> <ul style="list-style-type: none"> • Who were scribes in ancient Egypt. How important were they in the hierarchy of Egyptian society. • Discuss hieroglyphics and Hieroglyphs. Let students create name plates using hieroglyphs. • Display and talk about the Rosetta Stone and its importance in learning Egyptian hieroglyphics. • Introduce the concept of a moneyless economic system. Discuss the use of trade in ancient Egypt. • Locate and discuss Thebes and Memphis • Discuss religion in ancient Egypt-polytheism, Gods and goddesses, afterlife, pyramids. • Introduce the major Gods and Goddesses of ancient Egypt. • What was the weighing of the heart ceremony? How does a person get into the afterlife? • Discuss and model how ancient Egyptians embalmed and mummified their dead. What was the process like? How long did it take? • What was buried with the dead? What kinds of artifacts could have been found in the ancient Egyptian tombs? • How and why did the ancient Egyptians build the pyramids? Discuss Khufu and the building of the pyramids in Egypt • Explain the importance of the Valley of the Kings and the Pyramids of Giza. • Tomb raiding and what has happened to some of the mummies of ancient Egypt. Reference King Tut. (although King Tut is currently being taught in literature by Mrs. Young). Read "The Titanic curse: the Mummy of Amun- 	<p>their name in hieroglyphics</p> <ul style="list-style-type: none"> • Look at a 3D model of the Rosetta Stone. • Students will participate in a mock mummification in class. • Students will be given a quiz relating to the mummification process. • Students will participate in class discussions about all concepts being taught. • Students will be asked to identify Kush, Punt, and Nubia on a map. • Students will act out "A Visit from an Ancient Pharaoh" from the text's
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	<p style="text-align: center;">17.A.3b</p>	<p style="text-align: center;">Ra” to the students.</p> <p>Lesson 3: Pages 84-91</p> <ul style="list-style-type: none"> • How did the thriving kingdom of Nubia affect Egyptian commerce and daily life. • Introduce the Hyksos. How did they affect the Middle Kingdom in ancient Egypt? Who were they? • Discuss how Ahmose affected Egyptian identity in the beginning of the New Kingdom. • Discuss what an empire is. Compare this to modern day countries...are there any empires still in existence today? Are there any modern empires? • Explain the importance of Kush and Punt to the empire of Egypt. • Who was Hatshepsut? What was her influence on Egyptian life? • Discuss Hatshepsut’s ordering of an expedition. Why did she do this? What were the benefits of sending men into Punt and into other areas? • Connect science with ancient Egypt. Discuss the ideas that ancient Egyptians had about science, math and medicine. (molds, solar system, chamomile, antibiotics) • Introduce Nefertiti. Have students watch a movie relating to her life and her rise to and fall from power. <p>Pages 92-93: Geography review: map scales</p> <ul style="list-style-type: none"> • Review scale: what is it and how do we use it on a map? • Review large scale and small scale maps. 	<p style="text-align: center;">assessment book.</p> <ul style="list-style-type: none"> • Students will watch the Discovery Channel documentary of the mummification process • Students will complete worksheet page 21. • Students will create their own social pyramids using notebook paper. • Students will complete a Venn diagram comparing city and farm life. • Vocabulary for Chapter 7 <p style="text-align: center;">Test over Chapter 7</p>
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	16.E.3a	<p>Lesson 4: Pages 94-99</p> <ul style="list-style-type: none"> • Introduce the concept of a social pyramid. What is it? How was the social pyramid of ancient Egypt set up? Where was each person's place in the empire? • Compare city life with farm life in Egypt. • Review what slavery is. What was the role of slavery in the ancient Egyptian social pyramid? • What were the roles of children in ancient Egypt? What was their typical day like? 	
Week 10- Week 13	16.E.3a 16.D.3	<p>Chapter 5: Mesopotamia</p> <p>Lesson 1: Pages 102-107</p> <ul style="list-style-type: none"> • Introduce Mesopotamia. Where was Mesopotamia? What modern day countries were once part of the Mesopotamian Empire? Review timelines. Introduce Hammurabi, Sargon, Sumeria and Babylonia. • Introduce the Fertile Crescent. Where was it? Why was it called the Fertile Crescent? • Introduce the Tigris and Euphrates Rivers. What was the importance of these rivers? • "The Land Between Two Rivers" We will be discussing what Mesopotamia means and if this is a good description of the area of the Fertile Crescent. • Review geography terms such as plateau. How is a plateau different from a mountain? • Discuss droughts and flooding in ancient Mesopotamia. Discuss flooding in modern times. 	<ul style="list-style-type: none"> • Daily Geography • Students need to complete a map outlining different important features of Mesopotamia. • Students will work in group projects creating rules for a game, creating a mythical hero, or a social pyramid of the ancient Mesopotamian society.

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	<p>18.B.3a</p>	<ul style="list-style-type: none"> • Discuss the importance of farming in Mesopotamia. What were the important crops that were grown in Mesopotamia? <p>Lesson 2: Pages 108-115</p> <ul style="list-style-type: none"> • Introduce Sumeria. What important things have come from Sumeria? • Introduce cuneiform. Show students examples of cuneiform writing. How is ancient cuneiform similar/different from hieroglyphics? • Discuss schooling in Sumer. How is it different/similar to Egypt? Today? • What is a city-state? Discuss what a city state is and reinforce the fact that we will be learning more about city-states in the future. • What was living in a Sumerian city like? Discuss daily life in Sumeria. What was the religion like in Sumeria? Introduce the definition of a ziggurat. Were the Sumerians monotheist or polytheist? • Who was Sargon? Introduce Sargon and how he rose to power in Sumeria. What important things did Sargon do in regards to the people of his kingdom? • The rise of Babylon. What happens to Sumer after the death of Sargon? • Who was Hammurabi? Discuss the life of Hammurabi. What influence did Hammurabi have on ancient Babylonia? When did Babylonia become a major power? • Introduce Hammurabi's Code of Laws. Have students use the laws to create a project referencing the laws of Hammurabi. 	<ul style="list-style-type: none"> • Worksheet #25 • In groups, the students will create their own code of laws, as if they were living in ancient Mesopotamia
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		<ul style="list-style-type: none"> • Discuss Babylonia after Hammurabi’s death. Discuss the Hanging Gardens of Babylon. <p>Lesson Three: Pages 118-119</p> <ul style="list-style-type: none"> • Review Cause and Effect <p>Lesson four: Pages 120-125</p> <ul style="list-style-type: none"> • Discuss the beginnings of a religion, Judaism, with students. • Introduce characters like Abraham and Moses and the founding of Jerusalem 	<ul style="list-style-type: none"> • Worksheet 28: “Reviewing the vocabulary” • Study guide and test over Mesopotamia
<p>Week 14- Week 16</p>	<p>16.E.3a</p>	<p><u>Ancient China</u></p> <p>Lesson One: Geography of China Pages 160-163</p> <ul style="list-style-type: none"> • Discuss the location of China on a world map. What major lines of latitude and longitude run through the country? What rivers run through China? What other physical features are found in China? • Compare loess to the soils that we have already seen. What does loess look like? • Discuss levees. What are they? Why do farmers build them? • Show the progression of erosion and how it affects the food supply in China? Compare this to modern day countries. Do we worry about erosion as the Chinese did? • Discuss steppes. What are they and where were they located in relation to the Huang River Valley? 	<ul style="list-style-type: none"> • Map of ancient China • Class discussion

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		<p>Lesson 2: The First Dynasty Pages 164-167</p> <ul style="list-style-type: none"> • Compare early China to other empires growing and expanding during the same time period. (Egypt, Mesopotamia, India) • Discuss dynasties. What are they? Who is in charge? What dynasty was the first to control China? • Discuss why dynasties help civilizations develop. • Compare the social pyramid of ancient Egypt to that of China. How are they similar? How are they different? How do nobles fit in to the hierarchy? • Locate Anyang on the map. What is its importance during the Shang Dynasty. • Watch <i>Mulan</i>. Discuss the aspects of Chinese life that we have already been introduced to in class. What is fiction and what is factual? • Discuss the ancient empress Fu Hao. What was her importance during the Shang Dynasty? How does she compare with some of the other female leaders we have studied (compare with Hatshepsut, Nefertiti) • Examine Ancient Chinese writing. Compare ancient Chinese writing to hieroglyphics and cuneiform. How has Chinese writing changed over the years? Have students complete activities based on writing Chinese. • Introduce religion of the Chinese culture. What are “oracle bones” and what are they used for? • Compare the religion of Shang Chinese to that of ancient Egypt. 	<ul style="list-style-type: none"> • Comparison worksheet • In groups students will read Lesson 2 and take notes. They will then create a quiz for this lesson. • Student made Quiz over lesson 2.
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<p>Week 17-20</p>	<p>16.B.3a 16.B.3b</p>	<p><u>Unit 3: New Ideas and New Empires</u> Essential Questions for Unit</p> <ul style="list-style-type: none"> • How are the civilizations of Rome, Greece, and Arabia different from the previous river civilizations that we have studied? • What kind of new ideas come about during this period in history? How have these ideas continued into modern times? • Why are leaders, both in government and in religion, placed in such high regard, even in today’s world? • How did the beginnings of Christianity and Islam affect the era in which they came from? • What lasting effects have leaders, such as Julius Caesar, Muhammad, and Jesus of Nazareth, had on the world? <p>Chapter 8: Ancient Greece</p> <p>Lesson one: The Geography of Ancient Greece (pages 192-195)</p> <ul style="list-style-type: none"> • Introduce the geography of Greece to the students. Review the term peninsula. • Create a map locating the following places: Crete, Rhodes, Attica, Peloponnesus, Phoenicia, Mediterranean Sea, Aegean Sea, and Adriatic Sea • Compare Greece to the empires we have already studied 	<ul style="list-style-type: none"> • Vocabulary definitions • Map on overhead of ancient Greece • Greek Gods and Goddesses worksheet • Creative writing (narrative)
<p>Week 18</p>			

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<p>Week 29- Week 33</p>		<ul style="list-style-type: none"> • Students will compete in a classroom version of the Olympic Games and research one specific sport. Was this a competition in the ancient games? • Discuss the symbols of the ancient games. What do they mean? <p>Lesson 3: Athens' Age of Glory (Page 204-209)</p> <ul style="list-style-type: none"> • <i>Out of book</i>, discuss ancient Greek gods and goddesses. Who were they and what traits did each represent? Review polytheism versus monotheism. • Complete a report on a god or goddess of their choosing. • <i>In book</i>, Discuss the difference between the acropolis and the Acropolis. What was the Parthenon? • Compare the agora to a modern outdoor market. How are they similar/different? • Define assembly. • Understand the makeup of the ancient Greek democratic government. Compare it to modern America. • Know the great leaders and thinkers of ancient Greece. Know who Pericles, Socrates, and Plato were. • Discuss the Peloponnesian War. Divide students into their original groups. Have the students take their groups side in the conflict. Groups discuss the conflict and why their side acted the way that they did. • Come back together and discuss the ending of the war. How did Athens finally win? Why? • Predict how this new young warrior-king that the book forshadows will make an impact on Greek civilization. <p>Lesson 5: The Greek Empire (Pages 212-217)</p>	<ul style="list-style-type: none"> • gods and goddesses worksheet • gods and goddesses WebQuest • gods and goddesses 3-5 paragraph report • gods and goddesses quiz • worksheet over lesson 3 • Peloponnesian War worksheet • Alexander writing assignment (newspaper article) • Model of one of the
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