

Social Studies	
Early River Civilizations (approx. 7000 BCE –approx. 500 CE)	SIXTH GRADE
SCRIPTURE	
<p><i>The Lord said to Abraham, go forth from the land, your relatives, and from your father’s house to a land that I will show you. I will make of you a great nation, and I will bless you; I will make your name great, so that you will be a blessing... Genesis 12:1-9, 17:12-58</i></p>	
STANDARD	
<p>Students will begin with a brief overview of the developments, particularly in agriculture, necessary for the beginnings of what are defined as “civilizations.” Students will explore the concept and attributes of civilizations. They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. Students will compare and contrast the government, culture, and ideas of Mesopotamia and the Fertile Crescent, Egypt, China, and India. Students will trace the development of city-states and early government. They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations. Students will demonstrate knowledge of the Catholic church’s Jewish heritage and trace the development of covenant relationship salvation history.</p>	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why did Siddhartha Gautama decided to leave his home and what was the result of that decision? (Standard 1) 2. How did Hammurabi’s Code affect the rights and responsibilities of the citizens of Babylon? (Standard 2) 3. How did the beliefs of Brahmanism and Hinduism impact Indian society? (Standard 3) 4. What are some of the differences between the Shang, and Zhou dynasties? (Standard 4) 5. How did geography influence the development of early river civilizations? (Standard 5) 	
Vocabulary terms	
Mesopotamia	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. civilization 2. division of labor 3. empire 4. polytheism 5. social hierarchy 6. architecture 7. alphabet 	

8. imports
9. exports
10. monotheism
11. Judaism
12. Ten Commandments
13. Fertile Crescent

PEOPLE/ROLES

1. Nebuchadnezzar
2. Assyrians
3. Phoenicians
4. monarch
5. Abraham
6. Moses

Bible:

1. Genesis 12:1-9
2. Genesis 17:12-58

PLACES/INSTITUTIONS

1. Tigris
2. Euphrates
3. Fertile Crescent
4. Sumer
5. Babylon
6. Phoenicia
7. Mediterranean Sea
8. Holy Land

EVENTS

1. development of city-states
2. wheels
3. Epic of Gilgamesh
4. Hammurabi's Code
5. chariot
6. Exodus
7. Covenant with Abraham

Egypt

IDEAS

1. afterlife
2. mummies
3. hieroglyphics
4. theocracy

5. Ten Commandments

PEOPLE/ROLES

1. Ramses the Great
2. King Tutankhamun
3. Queen Hatshepsut
4. pharaoh
5. dynasty
6. nobles
7. Akhenaten
8. Moses

PLACES/INSTITUTIONS

1. delta
2. cataracts
3. pyramids
4. Nile
5. Upper Egypt
6. Lower Egypt
7. temples (sphinxes, obelisks)
8. Kush, Nubia
9. Mt. Sinai

EVENTS

1. Old Kingdom
2. Middle Kingdom
3. New Kingdom
4. Rosetta Stone
5. papyrus
6. Exodus
7. Covenant with Moses

India

IDEAS

1. Hinduism
2. caste system
3. reincarnation
4. karma
5. Buddhism
6. Four Noble Truths
7. nirvana

PEOPLE/ROLES

1. Aryans

2. Siddhartha Gautama (Buddha)
3. Gupta
4. Asoka

PLACES/INSTITUTIONS

1. subcontinent
2. Indus
3. Mohenjo Daro

EVENTS

1. Mauryan Empire
2. Gupta dynasty
3. metallurgy
4. inoculation
5. astronomy
6. Hindu-Arabic numerals

China

IDEAS

1. Confucianism
2. Daoism
3. Legalism
4. diffusion of Buddhism
5. Dynast

PEOPLE/ROLES

1. Confucius
2. Shi Huangdi

PLACES/INSTITUTIONS

1. Huang He River
2. Yangzi River
3. Great Wall
4. Silk Road

EVENTS

1. Shang Dynasty
2. Zhou Dynasty
3. Qin Dynasty
4. Han Dynasty
5. acupuncture
6. seismograph

Activities
<ol style="list-style-type: none"> 1. Geography - Map Skills. Locate early river civilizations on modern-day map. 2. Compare and Contrast Hammurabi's Code to the U.S. Constitution. 3. Create and design a Egyptian tomb. 4. Write and/or create a product using cuneiform, hieroglyphics, sanskrit, Chinese calligraphy. 5. Design a flag that represents one of the dynasties of Ancient China. 6. Use the Catechism to research the Church's teaching on social justice and contrast the Catholic teaching to India's caste system. 7. Analyze or contrast Catholicism to a River Civilization's religion. 8. Invite guest speakers

Social Studies	
Ancient Greece (approx. 2000 BCE – approx. 70 CE)	SIXTH GRADE
SCRIPTURE	
<i>For the LORD is our judge, the LORD is our lawgiver, the LORD is our king; he it is who will save us.</i> Isaiah 33:22	
STANDARD	
Students will recognize the beliefs and ideas of the ancient Greeks as the foundation of western ideas that shape the world today. Students will recognize and evaluate the role of geography in shaping Greek civilization. They will trace the development of city-states in Greece and compare and contrast Sparta and Athens in terms of the rights and responsibilities of citizens. Students will examine the influence of Greek mythology, literature, philosophy, architecture on the modern world and early Catholic tradition. They will analyze continuity and change in the context of the growth of the Persian Empire, and the empire of Alexander the Great. Students will explore the spread of the Hellenistic culture during the reign of Alexander the Great.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did Spartan values impact the education of boys? (Standard 1) 2. How were the rights and responsibilities of citizens the same and different in Athens and Sparta? (Standard 2) 3. How do Greek myths and literature still influence our world today? (Standard 3) 4. How did Alexander the Great change the lands he conquered? (Standard 4) 5. How did the geography of Greece both help and hinder its development? (Standard 5) 	
VOCABULARY TERMS	
Greece	
IDEAS <ol style="list-style-type: none"> 1. classical age 2. direct democracy 3. representative democracy 	

4. philosophy
5. Greek architecture (columns)
6. oligarchy
7. mythology
8. Hellenistic culture
9. Greek Theater
10. Olympics
11. Catholic social responsibility

PEOPLE/ROLES

1. Minoans
2. Mycenaean
3. Pericles
4. Aesop
5. Homer
6. Cyrus the Great
7. Socrates
8. Plato
9. Aristotle
10. Alexander the Great
11. Euclid
12. Hippocrates
13. Philip II

PLACES/INSTITUTIONS

1. Acropolis
2. Sparta
3. Athens
4. Persia
5. Macedonia
6. Syria
7. Alexandria
8. Polis

EVENTS

1. Trojan War
2. Persian War
3. Peloponnesian War
4. Empire of Alexander the Great

ACTIVITIES

1. Geography - Map Skills. Locate and color Greece on a map.

2. Geography - Map Skills. Draw/label retrace the footsteps in the conquests of Alexander the Great's Empire.
2. Authentic Greek food project.
3. Explain the roots of Greek direct democratic inspired the foundation of the United States' representative democracy.
4. Greek Mythology
5. Architecture - look at examples of Greek architecture, then find and take pictures of Greek architecture in your community, the present information.

Social Studies	
Ancient Rome (approx. 753 BCE – approx. 1453 CE)	SIXTH GRADE
SCRIPTURE	
<i>Therefore, we who are receiving the unshakable kingdom should have gratitude, with which we should offer worship pleasing to God in reverence and awe. Hebrews 12:28</i>	
STANDARD	
Students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman Empire. They will understand how the Pax Romana shaped the world at the time. Students will understand the connections between economics, military, and engineering and how they worked together to shape the world. They will analyze how economic choices and corruption led to loss of government stability and the eventual decline of the Roman Empire.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did Rome's expansion affect trade? (Standard 1) 2. How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity? (Standard 2) 3. What ideas from the government in the Roman Republic influenced the government of the United States? (Standard 3) 4. How do Roman accomplishments continue to impact our lives today? (Standard 4) 5. How did Rome's location on the Mediterranean affect its growth into a world power? (Standard 5) 	
VOCABULARY TERMS	
Rome	
IDEAS <ol style="list-style-type: none"> 1. republic 2. dictatorship 3. patricians/plebeians 	

4. consul
5. senate
6. veto
7. Latin
8. Roman engineering
9. roads
10. civil law
11. Judaism
12. Messiah
13. Christianity
14. Christian Bible

PEOPLE/ROLES

1. Romulus & Remus
2. Virgil
3. Hannibal
4. Spartacus
5. Cicero
6. Julius Caesar
7. Jesus of Nazareth
8. 1 st and 2nd Triumvirate
9. Mark Anthony
10. Augustus
11. Constantine
12. Attila
13. Justinian & Theodora
14. St. Paul
15. the apostles

PLACES/INSTITUTIONS

1. Forum
2. Carthage
3. Gaul
4. Roman Empire
5. Italy
6. Constantinople
7. Byzantine Empire

EVENTS

1. Law of the Twelve Tables
2. Punic Wars
3. Pax Romana
4. spread of Christianity
5. division of Rome

6. fall of Rome
7. Martyrdom

ACTIVITIES

1. Geography - Map Skills. Map the spread of Christianity. Map the spread of the Latin language spreading around the world.
2. Engineering - build a 3-D model showing the force of gravity allowed for running water.
3. Religion -
4. Government - compare / contrast the 12 Tables of Roman Law to the U.S. Bill of Rights.

Social Studies

African Civilizations and the Islamic World (approx. 500 BCE – approx. 1500 CE) SIXTH GRADE

SCRIPTURE

For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life. John 3: 16

STANDARD

Students will explore the impact and accomplishments of the early empires of West Africa. They will examine the role of trade, particularly in West Africa's resources of gold and iron, in connecting people, cultures, and ideas. Students will analyze the factors leading to decline in early African empires. They will explore the impact of geography and climate on the culture and development of civilizations in Africa. Students will examine the origins of Islam in Southwest Asia. They will trace the expansion of Islam and its role in preserving intellectual and cultural traditions while acting as a bridge between eastern and western worlds. Students will analyze the role of trade in the spread of Islamic beliefs. Students will investigate Islamic contributions in art, architecture, science, and mathematics.

Examples

ESSENTIAL QUESTIONS

1. How did choices about how trade was conducted affect the wealth of Ghana? (Standard 1)
2. What role did village society play in defining rights and responsibilities in early West African communities? (Standard 2)
3. How are Islam, Christianity, and Judaism similar and different? (Standard 3)
4. How do Muslim ideas in math and medicine still influence the world today? (Standard 4)
5. How did geography affect culture and trade in West Africa? (Standard 5)

VOCABULARY TERMS

African Civilizations and the Islamic World

IDEAS

1. extended family
2. animism
3. overgrazing
4. oral history

5. caravan
6. migratory people
7. prophet
8. Qur'an
9. pilgrimage
10. jihad
11. minaret
12. Five Pillars of Islam

PEOPLE/ROLES

1. Mansa Musa
2. Askia the Great
3. caliph
4. Janissaries
5. Suleyman the Magnificent
6. Shia
7. Sunni
8. Ibn Battutah
9. Omar Khayyam
10. Muhammad

PLACES/INSTITUTIONS

1. Niger River
2. Sahara
3. Ghana
4. Mali
5. Morocco
6. mosque
7. Arabia
8. Baghdad
9. Cordoba
10. Timbuktu

EVENTS

1. Muhammad's journey from Medina to Mecca
2. travels of Mansa Musa
3. Songhai kingdom
4. Great Zimbabwe
5. crusades

ACTIVITIES

1. Geography - Map Skills.
2. Compare how the Roman Tripartite Government is similar to the United States system of checks and balances.

3. Build an aqueduct and explain the importance of arches in architecture.
4. Examine the effects of the split of the Roman Empire and its effects on our church today.
5. Study the life of St. Joan of Arc.

Social Studies	
Asian Empires (approx. 500 CE – approx. 1600 CE)	SIXTH GRADE
SCRIPTURE	
<i>For whoever is begotten by God conquers the world. And the victory that conquers the world is our faith. 1 John 5:4</i>	
STANDARD	
Students will compare and contrast the strengths and weaknesses of China’s dynasties. They will investigate new inventions and technology in China and their impact on society. They will investigate the growth of Buddhism and its increasing influence on life in China during the Sui and Tang dynasties. Students will analyze the impact of trade on China and other nations, including their exports of tea, rice, silk, spices, and jade. They will examine the influence of Confucianism on the government. Students will evaluate dynastic cycles in China. Students will recognize the role of geography in impacting life in Japan, from developing a unique culture because of its isolation as an island to its reliance on seafood. They will recognize the influence of China and Korea on Japanese culture. Students will analyze the Shogunate in Japan after 1100. They will recognize the decline of central power in Japan after the Mongol invasions of the 13th century.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did the creation of an imperial court in Heian influence the growth of the arts in Japan? (Standard 1) 2. How did concepts of political power in Japan change over time? (Standard 2) 3. How did Confucian ideas influence government during the Song dynasty? (Standard 3) 4. How did the Mongol conquest change China? (Standard 4) 5. How did advancements in agriculture advance Chinese civilization? (Standard 5) 	
VOCABULARY TERMS	
China	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. rice culture 2. growth of cities 3. porcelain 4. Neo-Confucianism 5. civil service 6. examination system 	

PEOPLE/ROLES

1. Empress Wu
2. Genghis Khan
3. Kublai Khan

PLACES/INSTITUTIONS

1. Korea
2. Japan
3. Mongolia

Japan

IDEAS

1. Shinto
2. calligraphy
3. Noh
4. Zen Buddhism
5. Heian literature
6. tea ceremony and pure Land Buddhism
7. Bushido

PEOPLE/ROLES

1. Prince Shotoku
2. Lady Murasaki Shikibu
3. daimyo
4. samurai
5. shogun
6. St. Paul Miki
7. St. Andrew Kim Taegon

PLACES/INSTITUTIONS

1. Kamakura
2. Heian-kyo

EVENTS

1. Kamakura shogunate
2. Mongol invasion

ACTIVITIES

1. Analyze the feudal system of Japan and create a role play.
2. Conduct a tea ceremony in celebration of Japanese culture.

Early Americas (approx. 500 BCE – approx. 537 CE)	SIXTH GRADE
SCRIPTURE	
<i>For the judgment is merciless to one who has not shown mercy; mercy triumphs over judgment.</i> James 2:13	
STANDARD	
Students will compare and contrast the civilizations of the Mayas, Aztecs, and Incas in the Americas. Students will examine the impact of geography on the culture and way of life of these civilizations. They will investigate religion, family and social structure, government, trade, and innovations of the Mayas, Aztecs, and Incas. They will examine the causes of the decline and conquest of these civilizations.	
Examples	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How did trade impact Mayan civilization? (Standard 1) 2. How did the Incas use central rule to control the vast Incan empire? (Standard 2) 3. How did religion impact Mayan culture? (Standard 3) 4. What events led to the end of the Incan empire? (Standard 4) 5. How did the Aztecs address the geographic challenges of building Tenochtitlan? (Standard 5) 	
VOCABULARY TERMS	
Early Americas	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. maize 2. observatories 3. Calendars 	
<p>PEOPLE/ROLES</p> <ol style="list-style-type: none"> 1. Moctezuma II 2. conquistadors 3. Hernan Cortes 4. Pachacuti 5. Atahualpa 6. Francisco Pizarro 7. Juan Diego 8. Our Lady of Guadalupe 	
<p>PLACES/INSTITUTIONS</p> <ol style="list-style-type: none"> 1. Mesoamerica 2. Lake Texcoco 3. Mexico 4. Tenochtitlan 5. Andes 	

6. Machu Picchu

EVENTS

1. Classic Age of Mayan civilization
2. Cortes conquers Aztecs
3. Inca Empire
4. Pizarro conquered the Incas

ACTIVITIES

1. Analyze the spread of Catholicism to the Americas and the conversion of the native peoples of the Mayan, Aztec, and Incan Empires to the Catholic faith.
2. Build a 3-D model of Tenochtitlan to understand the challenges of the landscape.
3. Create a skit or play retelling the story of Juan Diego and Our Lady of Guadalupe.

Social Studies

Middle Ages in Europe

SIXTH GRADE

SCRIPTURE

He summoned the Twelve and began to send them out two by two and gave them authority over unclean spirits. Mark 6:7

STANDARD

Students will recognize the influence of the Catholic church on the small kingdoms of Europe after the fall of the Roman Empire. They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. Students will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades. They will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. They will evaluate the impact of the Black Death on European society and the impact of the Church through charitable contributions.

ESSENTIAL QUESTIONS

1. How did the attempts to retake the Holy Land from the Muslims through the Crusades impact Europe and the Middle East? (Standard 1)
2. How did feudalism define the rights and responsibilities between lords and vassals? (Standard 2)
3. How did Christianity influence education in the Middle Ages? (Standard 3)
4. What factors led to the growth of medieval towns in Europe? (Standard 4)
5. What effect did the bubonic plague have in Europe? (Standard 5)

6. How did the Catholic faith influence charitable giving in the Middle Ages?

VOCABULARY TERMS

Middle Ages

IDEAS

1. Crusades
2. medieval
3. missionaries
4. feudalism
5. chivalry
6. growth of towns and trade
7. Parliament
8. excommunicate
9. Christendom
10. scientific method

PEOPLE/ROLES

1. St. Patrick
2. monks and friars
3. Pope
4. Benedict
5. Charlemagne
6. William the Conqueror
7. Eleanor of Aquitaine
8. Thomas Aquinas
9. Pope Urban I
10. Saladin
11. King Richard I
12. St. Francis of Assisi
13. St. Vincent DePaul

PLACES/INSTITUTIONS

1. Rome
2. Britain
3. Ireland
4. monasteries
5. Gaul (France)
6. Holy Roman Empire
7. Holy Land
8. Spain
9. Catholic hospitals and universities

EVENTS

1. Battle of Hastings
2. Crusades

3. Magna Carta
4. Hundred Years War
5. Black Death
6. Reconquista
7. Gothic architecture

ACTIVITIES

1. Sing the St. Francis of Assisi rap.
2. Create a musical rap from a medieval saint.
3. Synthesize the Magna Carta and the U.S. Constitution, then debate the key points of the Magna Carta as they connect or relate to the U.S. Constitution.