

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 6**

**Theme: Ancient Greece**

<i>Students will demonstrate an understanding of the following vocabulary/concepts:</i>	<b>STUDENT LEARNING OUTCOMES*</b> <i>A student will be able to:</i>	<b>ASSESSMENT STRATEGIES/ACTIVITIES</b> <i>Students will demonstrate their knowledge/skill by:</i>
<p>The effects of geography on the history of civilizations and nations.</p> <p>Compare information shown on modern and historical maps of the same region.</p> <p>The growth and spread of free markets and industrial economies.</p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p>The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity.</p> <p>The growth and impact of centralized state power.</p> <p>The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.</p> <p>The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.</p> <p>Identify multiple causes and effects when explaining historical events.</p>	<p><b>6.22</b> On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE. On a modern map of the Mediterranean area, Europe, England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, and other countries in the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)</p> <p><b>6.23</b> Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E) Describe how Phoenician writing system was 1<sup>st</sup> alphabet and the precursor of Greek alphabet.</p> <p><b>6.24</b> Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece. (H, C)</p> <p style="padding-left: 40px;">A. the “polis” or city-state B. civic participation and voting rights C. legislative bodies D. constitution writing E. rule of law</p> <p><b>6.25</b> Compare and contrast life in Athens and Sparta. (H)</p> <p><b>6.26</b> Describe the status of women and the functions of slaves in ancient Athens. (H)</p> <p><b>6.27</b> Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons. (H)</p> <p><b>6.28</b> Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)</p>	<p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation Essays create flipbooks, timelines and mobiles Power point presentations mock trials Mummy X activity</p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><i>History Alive!</i> Unit 5, lesson 25,26,27,28</p> <p>Literature Link: abridged <i>Odyssey by Bernard Euslin</i> <i>The Black Ships</i> by Rosemary Sutcliffe <i>Mythology</i> by Ingrid &amp; Edgar D’Aulaire</p> <p><b>RELATED SOFTWARE &amp; WEBSITES:</b> <a href="http://www.marcopolo.org">http://www.marcopolo.org</a> has the following related website <i>Chasing Arête</i> <i>Live from Ancient Olympia!</i></p>

*\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32*