

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

**Theme: The Legacy of Greece**

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p>Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H)</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>The birth, growth, and decline of civilizations.</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 effects of geography on the history of civilizations and nations.</p> <p>The growth and spread of free markets and industrial economies.</p>	<p style="text-align: center;"><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>6.29</b> Describe the rise of Alexander the Great and the spread of Greek culture. (H)</p> <p><b>6.30</b> Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)</p> <p><b>6.31</b> Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)</p> <p><b>6.32</b> Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (H)</p> <ol style="list-style-type: none"> <li>a. Thales (science)</li> <li>b. Pythagoras and Euclid (mathematics)</li> <li>c. Hippocrates (medicine)</li> <li>d. Socrates, Plato, and Aristotle (philosophy)</li> <li>e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)</li> <li>f. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)</li> <li>g. the development of the first complete alphabet with symbols for consonants and vowels</li> </ol> <p>Research Option: <i>How did Alexander the Great Change the Greek idea Barbarianism?</i></p>	<p><b>ASSESSMENT STRATEGIES/ACTIVITIES</b> <i>Students will demonstrate their knowledge/skill by:</i></p> <p><b>Debate critical issues of Greek history:</b> <i>Athens vs. Sparta</i> <i>Alexander the Great and how he spread the Greek legacy</i></p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation Essays mobiles Power point presentations mock trials Mummy X (scientific method- see Appendix)</p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><i>History Alive!</i> Unit 5, lesson 30,31,29</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>
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\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32