

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

Theme: Legacy of Rome and Post-Roman World

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p>Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (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>Compare information shown on modern and historical maps of the same region. (G)</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>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 style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>6.39 Describe the origins of Christianity and its central features. (H)</p> <p style="padding-left: 20px;">A. monotheism B. the belief in Jesus as the Messiah and God's son who redeemed humans from sin C. the concept of salvation D. belief in the Old and New Testament E. the lives and teachings of Jesus and Saint Paul F. the relationship of early Christians to officials of the Roman Empire</p> <p>6.40 Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)</p> <p>6.41 Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)</p> <p>6.42 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. (H)</p> <p>6.43 Identify the Silk Road as an important trade route that promoted cultural exchange.</p> <p>6.44 Compare and contrast Islam with other major world religions.</p> <p>Optional Topic for Research: The World at the time of the Roman Empire.</p>	<p>ASSESSMENT STRATEGIES/ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create a summary project that demonstrates the legacy of Rome in modern world.</p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Inquiry and investigation Essays Big Map Mobiles Power point presentations mock trials flashcards of latin roots and prefixes Compare Greek and Roman alphabets</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS and RESOURCES</p> <p><i>History Alive!</i> Unit 6, lesson 31,36,</p> <p>Literature Links: <u><i>City: Story of Roman Planning and Construction</i></u> by David Macaulay <u><i>World of Ancient Engineering</i></u> by David Macaulay</p> <p>RELATED SOFTWARE & WEBSITES: http://www.marcopolo.org has the following related website: <i>Colosseum</i> <i>Exploring Ancient World Cultures</i></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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