

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

Theme: Ancient Cultures Phoenicia and Israel

<p><i>Students will demonstrate an understanding of the following concepts:</i></p> <ul style="list-style-type: none"> The effects of geography on the history of civilizations and nations. Compare information shown on modern and historical maps of the same region. (G) Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>). Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H) Construct and interpret timelines of events and civilizations studied. (H) Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history. (H) The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. 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. The birth, growth, and decline of civilizations The growth and impact of centralized state power. The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries. <p>RELATED SOFTWARE & WEBSITES: http://www.marcopolo.org has the following related website:</p> <ul style="list-style-type: none"> <i>Map The Phoenician World</i> 	<p>STUDENT LEARNING OUTCOMES*</p> <p><i>A student will be able to:</i></p> <p>6.17 On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)</p> <p>6.18 Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history. (H, E)</p> <p>6.19 Describe the monotheistic religion of the Israelites. (H)</p> <ol style="list-style-type: none"> the belief that there is one God the Ten Commandments the emphasis on individual worth and personal responsibility the belief that all people must adhere to the same moral obligations, whether ruler or ruled the Hebrew Bible (Old Testament) as part of the history of early Israel. <p>6.20 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon. (H)</p> <p>6.21 Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (H)</p>	<p>SUGGESTED ASSESSMENT STRATEGIES/ACTIVITIES <i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Compare Code of Hammerabi with Ten Commandments..</i></p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Inquiry and investigation Essays mobiles Power point presentations mock trials Mummy X (scientific method- see Appendix)</p> <p>SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><i>History Alive! Unit 2, Lessons 7, 11 and 12</i> Video: <i>The Ten Commandments</i></p> <p>Literature Link: Condensed stories from Old Testament, i.e. Abraham, Moses, Saul Davie and Solomon <u><i>Changing Times, Mythology</i></u></p>
--	--	--

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