

GRADE 6

Ancient Cultures to 1600

Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic to settled life in the cradles of civilization.	
Indicators	PLT Activities
6-1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G, H)	<ul style="list-style-type: none"> ● 94 By the Rivers of Babylon □ 9 Planet of Plenty □ 17 People of the Forest □ 29 Rain Reasons □ 49 Tropical Treehouse □ 90 Native Ways □ 95 Did You Notice?
6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H, E, G)	<ul style="list-style-type: none"> ● 16 Pass the Plants, Please ● 94 By the Rivers of Babylon □ 17 People of the Forest □ 35 Loving It Too Much □ 29 Rain Reasons □ 90 Native Ways □ 92 A Look at Lifestyles □ 95 Did You Notice? □ 86 Our Changing World
6-1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment. (G, H, E)	<ul style="list-style-type: none"> □ 9 Planet of Plenty □ 95 Did You Notice?
6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H, P, E, G)	<ul style="list-style-type: none"> □ 94 By the Rivers of Babylon □ 93 Paper Civilizations □ 59 Power of Print

<p>6-1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E, G, H)</p>	<p><input type="checkbox"/> 94 By the Rivers of Babylon <input type="checkbox"/> 93 Paper Civilizations</p>
<p>Standard 6-2: The student will demonstrate an understanding of life in ancient classical civilizations and their contributions to the modern world.</p>	
<p>Indicators</p>	
<p>6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)</p>	
<p>6-2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics. (H, G, P)</p>	
<p>6-2.3 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H, P)</p>	
<p>6-2.4 Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire’s decline. (G, H, E)</p>	
<p>6-2.5 Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics. (H, G)</p>	
<p>6-2.6 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H, G, E)</p>	

Standard 6-3: The student will demonstrate an understanding of the Middle Ages and the emergence of the nation-states.

Indicators	PLT Activities
6-3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E, H, P)	
6-3.2 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P, H)	
6-3.3 Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H, G, E)	
6-3.4 Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning. (H, G)	
6-3.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G, H, E)	
6-3.6 Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning and traditions, architecture, and government. (H, G)	

Standard 6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

Indicators	PLT Activities
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6-4.1 Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography on their growth and the impact of Islam and Christianity on their cultures. (H, G, E)	□ 17 People of the Forest
6-4.2 Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade. (H, G, E)	
6-4.3 Summarize the features and major contributions of the Japanese civilization, including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts. (H, E)	
6-4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztecan, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H, G, E, P)	
6-4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G, H)	
Standard 6-5: The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and rest of the world.	
Indicators	PLT Activities
6-5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P, G, E)	
6-5.2 Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments the Italians in art, music, literature, and architecture. (H)	
6-5.3 Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)	

6-5.4 Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)	
6-5.5 Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy. (P, G)	<input type="checkbox"/> 59 Power of Print <input type="checkbox"/> 93 Paper Civilizations
6-5.6 Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation. (P, G)	
Standard 6-6: The student will demonstrate an understanding of the age European exploration and settlement in the New World.	
Indicators	PLT Activities
6-6.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G, E)	<input type="checkbox"/> 95 Did You Notice?
6-6.2 Compare the incentives of the various European countries to explore and settle new lands. (P, G, E)	<input type="checkbox"/> 56 We Can Work It Out <input type="checkbox"/> 57 Democracy in Action <input type="checkbox"/> 58 There Ought to Be a Law
6-6.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions. (G, E)	<ul style="list-style-type: none"> • 77 Trees in Trouble • 81 Living with Fire • 84 A Peek at Packaging • 85 In the Driver’s Seat • 86 Our Changing World <input type="checkbox"/> 9 Planet Diversity <input type="checkbox"/> 17 People of the Forest <input type="checkbox"/> 13 (B) We All Need Trees <input type="checkbox"/> 20 Environmental Exchange Box <input type="checkbox"/> 94 By the Rivers of Babylon