

**6<sup>th</sup> Grade UNIT 4 OVERVIEW: Ancient Greece**

<b>Unit Outcomes</b> At the end of this unit, your student should be able to:	<b>Key Vocabulary</b> Terms to deepen the student's understanding	
<ul style="list-style-type: none"> <li>✓ Determine the causes and effects of invasions such as the Trojan, Persian, and Peloponnesian Wars as well as the conquests of Alexander the Great.</li> <li>✓ Compare the development of various city-states in the mountains, valleys, and islands of Greece.</li> <li>✓ Analyze the aristocracies, oligarchies, and democracies of ancient Greece and the reasons for their use.</li> <li>✓ Compare and contrast the citizens of Athens and Sparta, their lives, and their political structures.</li> <li>✓ Explain how the Greek city-states' trading systems throughout the Mediterranean Sea were used to improve the daily lives of their people.</li> <li>✓ Determine the influence philosophy, art, and architecture from the Golden Age of Athens reflected the people's ideals during that time.</li> <li>✓ Interpret the way Greek mythology was used to explain natural phenomenon and to unite the Greek people under a polytheistic belief system.</li> </ul>	<ul style="list-style-type: none"> <li>✓ City-states</li> <li>✓ Acropolis</li> <li>✓ Golden Age</li> <li>✓ Philosophers</li> <li>✓ Homer</li> <li>✓ Trojan War</li> <li>✓ Greek Mythology</li> <li>✓ Athena</li> <li>✓ Poseidon</li> <li>✓ Athens</li> <li>✓ Sparta</li> <li>✓ Direct democracy</li> <li>✓ Oligarchy</li> <li>✓ Hellenistic</li> <li>✓ Olympics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Colonies</li> <li>✓ Aristotle</li> <li>✓ Plato</li> <li>✓ Socrates</li> <li>✓ Odyssey</li> <li>✓ Ionic</li> <li>✓ Doric</li> <li>✓ Corinthian</li> <li>✓ Polytheism</li> <li>✓ Mythology</li> <li>✓ Democracy</li> <li>✓ Pericles</li> <li>✓ Aristocracy</li> <li>✓ Alexander the Great</li> </ul>
<b>Key Standards Addressed</b> Connections to Common Core/NC Essential Standards	<b>Where This Unit Fits</b> Connections to prior and future learning	
<ul style="list-style-type: none"> <li>✓ H.2.1 – Explain how invasions, conquests, and migrations affected various civilizations, societies and regions.</li> <li>✓ G.1.1 – Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</li> <li>✓ C&amp;G.1.1 – Explain the origins and structures of various governmental systems.</li> <li>✓ C&amp;G.1.2 – Summarize the ideas that shaped political thought in various civilizations, societies and regions.</li> <li>✓ C&amp;G.1.3 – Compare the requirements for and responsibilities of citizenship under various governments.</li> <li>✓ E.1.1 – Explain how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</li> <li>✓ C.1.1 – Analyze how cultural expressions reflected the values of civilizations, societies and regions.</li> <li>✓ C.1.2 – Explain how religion transformed various societies, civilizations and regions.</li> </ul>	<p>Coming into this unit, students should have a strong foundation in:</p> <ul style="list-style-type: none"> <li>✓ The technological advancements in agriculture that allowed the first civilizations to increase food production and thrive.</li> <li>✓ Fertile river valleys supported the development of large-scale civilizations.</li> <li>✓ The development of a legal system is important for maintaining an orderly and just society.</li> <li>✓ Art and architecture are a reflection of the importance of religious beliefs in every aspect of people's lives.</li> <li>✓ The development of a monotheistic religion represented a fundamental departure from the polytheistic belief systems.</li> </ul> <p>This unit builds to the following future skills and concepts:</p> <ul style="list-style-type: none"> <li>✓ Create charts, graphs, and historical narratives to explain pre-existing data, events, and conflicts.</li> <li>✓ Establish the theme of a historical document by determining nonfigurative meaning.</li> <li>✓ Use sources of information from multiple perspectives to understand events or conflict.</li> </ul>	



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<b>Additional Resources</b> Materials to support understanding and enrichment	<b>“Learning Checks”</b> Questions Parents Can Use to Assess Understanding
<ul style="list-style-type: none"><li>✓ <a href="#">DiscoveryEd Board: Ancient Greece</a></li><li>✓ <a href="http://www.britannica.com">http://www.britannica.com</a></li><li>✓ <a href="http://www.ancientgreece.co.uk/">http://www.ancientgreece.co.uk/</a></li><li>✓ <a href="http://www.ancient-greece.org/">http://www.ancient-greece.org/</a></li><li>✓ <a href="http://www.history.com/topics/ancient-history/ancient-greece">http://www.history.com/topics/ancient-history/ancient-greece</a></li><li>✓ <a href="http://www.pbs.org/empires/thegreeks/htmlver/">http://www.pbs.org/empires/thegreeks/htmlver/</a></li></ul>	<ul style="list-style-type: none"><li>✓ How do invasions, conquests, and migrations affect the development of Greek city-states?</li><li>✓ How did the physical features and human characteristics influence the development of Greece?</li><li>✓ What impact do governmental systems have on society?</li><li>✓ What ideas shaped politics in societies?</li><li>✓ What conclusions can you draw about the requirements and responsibilities of citizenship under government systems?</li><li>✓ How do conflict, compromise, and negotiation over resources impact the economics of societies?</li><li>✓ How is culture reflected through the values of societies?</li><li>✓ What ways does religion transform societies?</li></ul>