

Sixth Grade
Social Studies Objectives

CULTURE

6.1.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles)

Culture is the knowledge, beliefs, customs, and values of a group of people. A society's culture sets it apart from other societies.

6.1.2: Identify the job characteristics of archaeologists, anthropologists, geologists, and historians

Archaeologists look for and study objects that people made in the past. Archaeologists compare objects to find out when they were made and how people used them. Artifacts are very important to archaeologists.

Anthropologists study human societies, including customs, family life, beliefs, and art. Anthropologists also study human remains to learn how people in the past looked and how healthy they were.

Geologists study rock structures of Earth. Historical geologists study remains of ancient life trapped in these rocks. A geologist may study a mountain range or desert.

Historians study the past. They also try to understand how events that took place earlier influenced events that took place later. Historians would want to study the knowledge, beliefs, and customs of a group of people.

6.1.3 Recognize the world's major religions and their founders

Buddhism- Buddhism was based on the teachings of Buddha (Siddhartha Gautama). Buddha was born as an Indian prince. He began to study the meaning of life through fasting and meditation. Buddhists strive to follow the Eightfold Path which leads them to nirvana. Nirvana is a feeling of happiness, peace, and complete understanding.

Hinduism developed from the Aryan and Brahman beliefs in India. The religion has no founder or founding date. Hindus believe in many gods. The three main gods are Brahma, Vishnu, and Shiva. The Hindus believe in reincarnation. Hindus believe they live many lives until they reach

spiritual perfection. The holy book for Hindus is called the Vedas. Hinduism is the largest religion in India today.

Christianity- This religion is based on the life and teachings of Jesus. Jesus was a teacher, urging people to turn away from sin so that they could be a part of God's kingdom. The teachings of Jesus angered Roman political leaders resulting in his crucifixion. Three days later, Jesus was resurrected. The Christians' holy book is the Bible.

Judaism- Judaism is the religion of the Hebrews. This religion began about 4,000 years ago. Abraham and Moses were both influential in Hebrew history because they both made covenants with God. Followers of Judaism are called Jews. The Jews follow the Ten Commandments and believe in one god (monotheism). Judaism teaches that God is just and that God's virtues must be imitated. The most sacred Jewish holy book is the Torah.

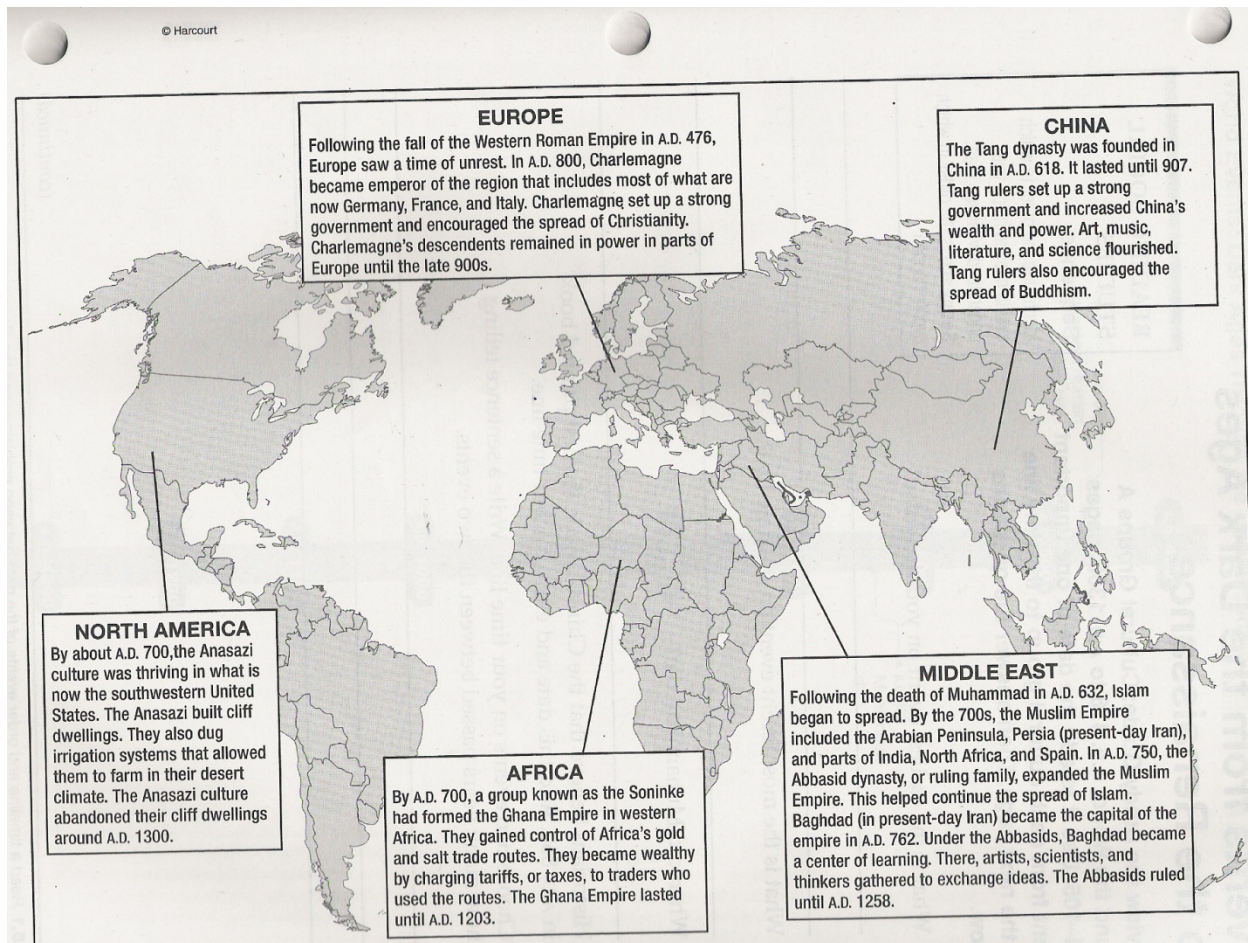
Islam- Followers of Islam are called Muslims. Muslims believe that Muhammad is a prophet that receives messages from God. These messages are found in a holy book called the Qur'an. Allah is the name of their god. The five pillars of Islam are 1)a statement of faith, proclaiming that Allah is their god, 2)pray five times a day, 3)give money to the needy, 4)fasting during the holy month of Ramadan, 5)and make a holy pilgrimage to Mecca.

6.1.4 Recognize significant epics as historical sources (i.e., Iliad, the Odyssey, Mahabharata, Ramayana)

An epic is a long story poem usually about a hero. The Iliad and the Odyssey originated in Greece. They were both written by the blind poet, Homer. The Iliad and the Odyssey tell of events connected to the long war between the Greeks and the Trojans. The Iliad describes the battles between the Greeks and the Trojans. The Odyssey describes the challenges that the Greek hero Odysseus faced on his way home from the war.

The Ramayana and Mahabharata both come from India. The Mahabharata is the story about the struggle between two families for control of a kingdom. The Ramayana is about a god that became human to rid the world of demons. Other epics are Gilgamesh from Mesopotamia, the Aeneid from Rome, and the Edda from northern Europe.

6.1.5 Identify differences between various cultural groups (i.e., European, Eurasian, Indian, Asian, Middle Eastern, African, Native American)



6.1.6 Recognize reasons that cultural groups develop or settle in specific physical environments

People settle and live where they can find food or grow crops and have a source of water. For example, the Egyptians settled near the Nile River Valley because the soil was fertile for growing crops and the river provided water for themselves and their livestock. Different environments contributed to different cultures because people made use of the resources in their particular region.

6.1.7 Identify how early writing forms in Mesopotamia, Egypt, and the Indus Valley influenced life (i.e., legal, religious, and culture)

Sumerians first used cuneiform to keep business records. Government officials used writing to keep up with their records. In temples, writing was used to record religious practices and beliefs. Over time, writing was used to record history, law (such as Hammurabi's Code), and great works of literature.

The Egyptians wrote on papyrus scrolls and in temples and tombs. Their writing was called hieroglyphics.

Writing in the Indus River Valley was used for epics, plays, poetry, and other types of literature. The Vedas, the holy book for Hindus, was written in Sanskrit, the writing in the Indus River Valley.

6.1.8 Recognize how migration and cultural diffusion influenced the character of world societies (i.e., spread of religions, empire building, exploration, languages)

Cultural diffusion occurs due to migration. As food became scarce, early people began to migrate, or move, to look for food. They came into contact with people from other regions and began to trade. At first it was just bartering. As they traded for goods they also learned about different religions, languages, and cultures from the people they traded with. Often, people give up some of their traditional ways and take on part of the main culture of their new home. The spreading of new ideas to other places is called cultural diffusion. Cultural diffusion can occur when a more powerful society forces its traits on a less powerful one.

More people began to move around to explore different regions. As their interest over the new explorations mounted, rulers wanted to add new land to the land they already ruled. This is called empire building, when a government takes over a distant land and claims the right to rule it. In order for a ruler to build an empire, they must have a strong military and be a good ruler. Alexander the Great built the world's largest empire.

ECONOMICS

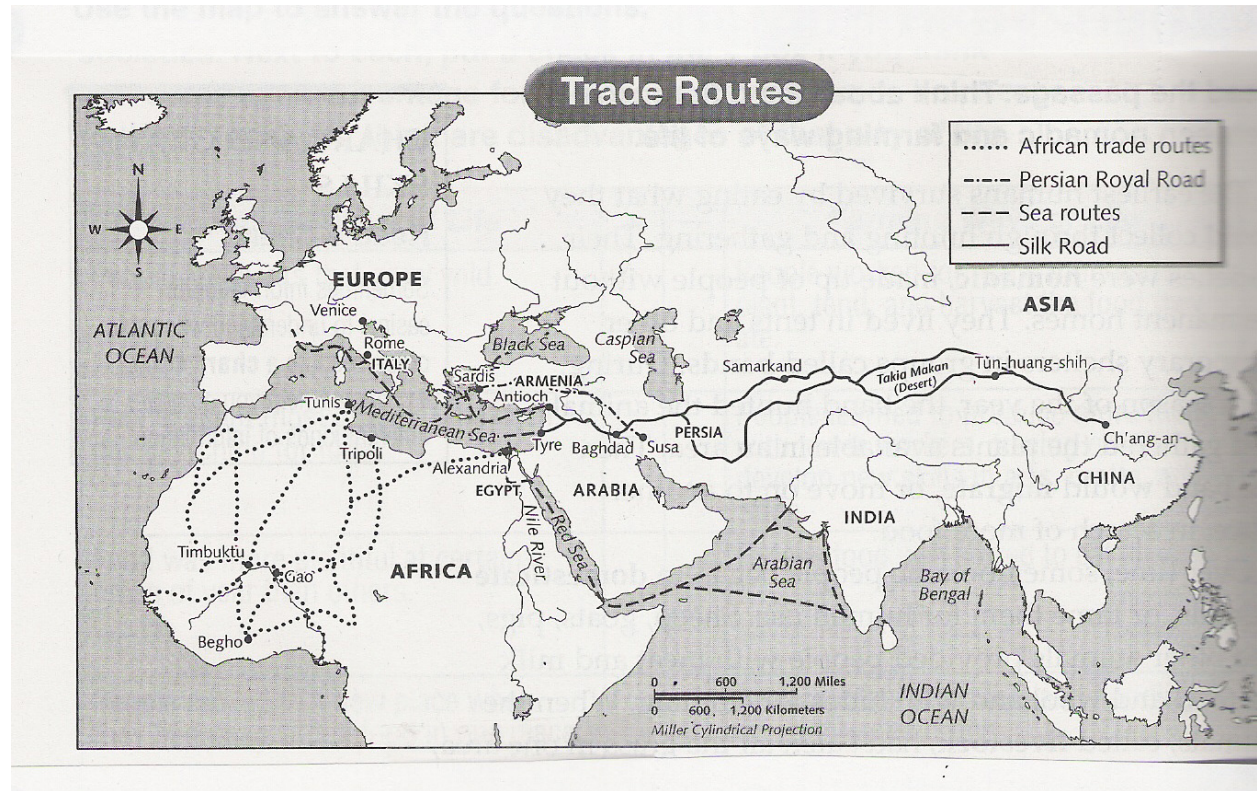
6.2.1 Recognize an example of a barter economy

Barter is trading without the use of money. An example of barter is when a farmer trades a bushel of wheat for metal tools. Some people barter because they want to trade with people who do not use the same kind of money they do. Sometimes, people barter because they do not have cash to spend or want to save the cash they have. Barter allows you to obtain goods you don't have.

6.2.2 Identify major trade routes (i.e., silk roads, Persian trade routes, African trade routes, Mediterranean trade routes, ocean routes)

Major trade routes developed all over the world. The Silk Road is a 4,000 mile long network of trade routes beginning in China and stretching to the Mediterranean Sea. China traded silk cloth for horses among other things. Early African people traded surplus resources for resources that were scarce where they lived. West African empires based on trade developed between 700-1500.

Land and sea routes linked Africa with Asia and Europe. Constantinople served as a center of trade between the Black Sea and the Mediterranean Sea. The Indian Ocean and the Pacific Ocean were both used for Chinese sea travel. The Persian Royal Road stretched 1,600 miles across the Persian Empire from the Aegean Sea into what is Iran today.



6.2.3 Identify disadvantages and advantages of nomadic and early farming lifestyles (i.e., shelter, food supply, and domestication of plants and animals)

Nomads move from place to place looking for grazing land and water for their livestock. They have no permanent shelter and are constantly searching for food. Nomads live in temporary shelters and travel in small groups. When food runs out, nomads migrate to search for more.

Farmers live in one place, have a permanent shelter, a constant food supply, and domesticate plants and animals. Farmers also have to raise enough crops to feed their domesticated animals. In some places agriculture increased the rate of population growth. Yet there were also deaths due to starvation when crops failed or wars fought over land.

Nomadic Ways of Life	Farming Ways of Life
People ate plants that grew wild.	People worked for many months to plant, tend, and harvest the food they ate.
People spent most of their time each day searching for food.	People learned to produce more food with fewer workers, freeing others to develop new skills in

	arts, craft, and trade.
Food was more plentiful at certain times of year than others.	Excess food was stored to eat all year.
People moved to a new place when they had used all the food in one place.	Insects, plant diseases, and flooding could threaten crops.

6.2.4 Recognize the importance of economic systems in the development of early civilizations around rivers (i.e., Tigris and Euphrates, Huang He, Nile, Indus)

Early people settled where crops could grow. The best place to grow crops is in a river valley, where water was available and the regular floods made the soil rich. Plentiful food led to population growth, and villages formed. Villages grew into cities, and people traded goods there. Cities became the economic center of the civilization.

With their food needs supplied, the people of the early civilizations were able to spend their time developing other skills. In the Nile River valley, people created a calendar to keep track of the planting, harvesting, and flooding times of the year. Along the Tigris and Euphrates Rivers, they invented measurements for plots of land. Indus Valley craft workers made jewelry, cloth, and tools. People living along rivers built new kinds of boats to carry themselves and their goods. River highways helped early civilizations grow into trading centers.

6.2.5 Recognize the importance of trade in later civilizations (i.e., Mediterranean, Southeast Asia, India, European)

Many new developments affected trade between 1000 and 1600s.

***Mediterranean**

Independent city-states grew into rich and powerful port-city trade centers. Trade led to cultural changes in Italy. Those changes included new interests in science, nature, language, and learning (the Renaissance). Those influences spread around the world.

***Southeast Asia**

The Spice Islands were valuable due to their spice crops and many seaports. The Portuguese, Spanish, and Dutch fought for control of these lands. Europeans took over these and other lands to control the riches they contained and the trade that took place there.

***India**

The Mogul Empire was very strong in India. The leaders lowered taxes to encourage farmers to do more trading. Outside leadership changed trade in India. Trade centers developed along India's coast.

*European

Europeans became very interested in trading with China. The Europeans learned about China's wealth of goods through the journals published by Marco Polo. Europeans began to look for new routes to China. A new middle class, made up of merchants and craft workers, began to grow.

6.2.6 Analyze how basic economic ideas influenced world events (i.e., supply and demand leads to exploration and colonization)

Exchanges between the Old World (Europe) and the New World (the Americas) influenced the development of new economic systems. As the population in Europe grew, there was a greater demand for goods. Since people wanted more goods, companies worked to make, or supply, more goods. Finally, the supply of goods met the demand for goods. The resources needed to make these goods were not always available in Europe. Therefore, many European countries began to explore new lands in the Americas in search of needed materials and resources. The early leaders in exploration were also the leading economic powers.

GEOGRAPHY

6.3.1 Identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents and oceans)



A compass rose is a direction marker. It tells you where the cardinal directions (north, south, east, and west) are positioned.

The map scale compares a distance on a map to a distance in the real world. It is found in the form of a measuring line.

The map key explains what the symbols on the map stand for.

Lines of latitude and lines of longitude form an imaginary grid on the earth that helps you find the absolute location of a place. The lines of latitude run east and west. They measure the distance north or south of the equator. The lines of longitude run north to south. They measure the distance east or west of the Prime Meridian.

6.3.2 Identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains)

River- Large stream of water that flows across the land

Lake- A body of water with land on all sides

Bay- Part of a large body of water that extends into a coastline

Ocean- The largest bodies of salt water

Mountain- Land with steep sides that rise sharply from surrounding land

Plateau- An area of high, flat land with steep sides

Desert- Dry and hot land with little vegetation

Plain- A flat area

Coastal Plain- A flat area of land along a sea or ocean

6.3.3 Identify the location of early civilizations on a map (i.e. Mesopotamian, Egyptian, Ancient Chinese, Indian)



6.3.4 Identify geographic reasons for the location of population centers prior to 1500 (i.e., coastal plains, deserts, mountains, river valleys)

For the most part, people tend to live where living is easiest.

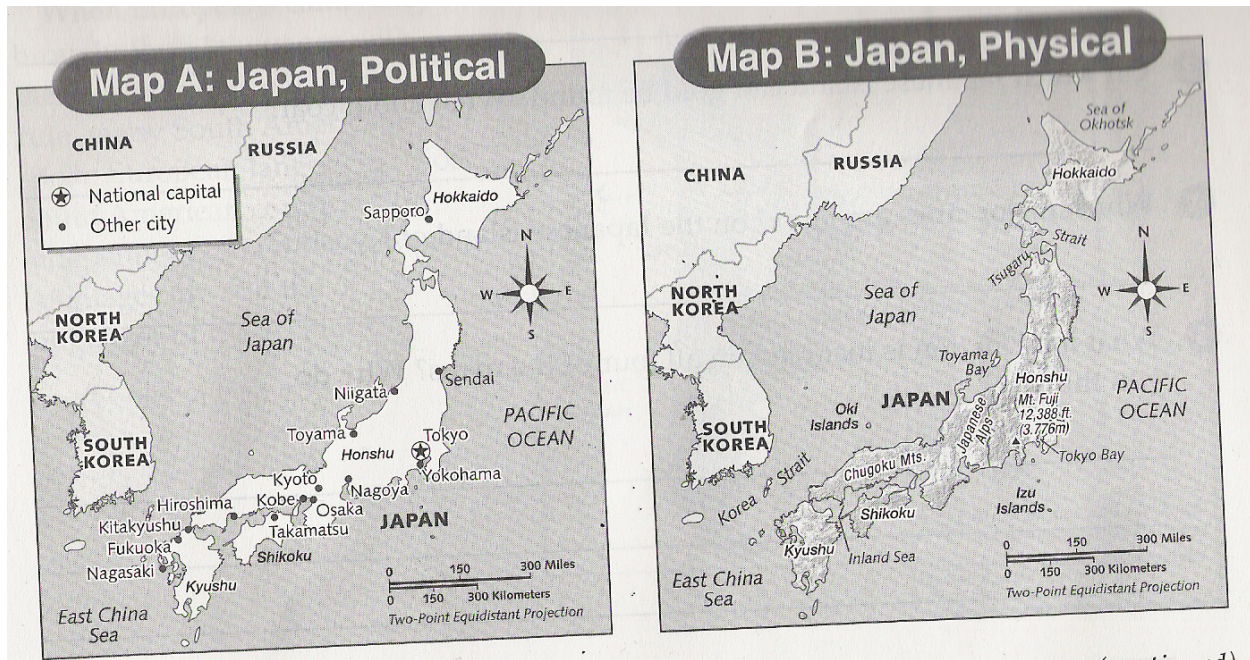
Coastal plains- Provide water, fertile soil, trade possibilities, and sea breezes would keep temperatures mild

Deserts- Warmer temperatures

Mountains- Provide protection

River valley- Provides fertile soil, water, and easy transportation

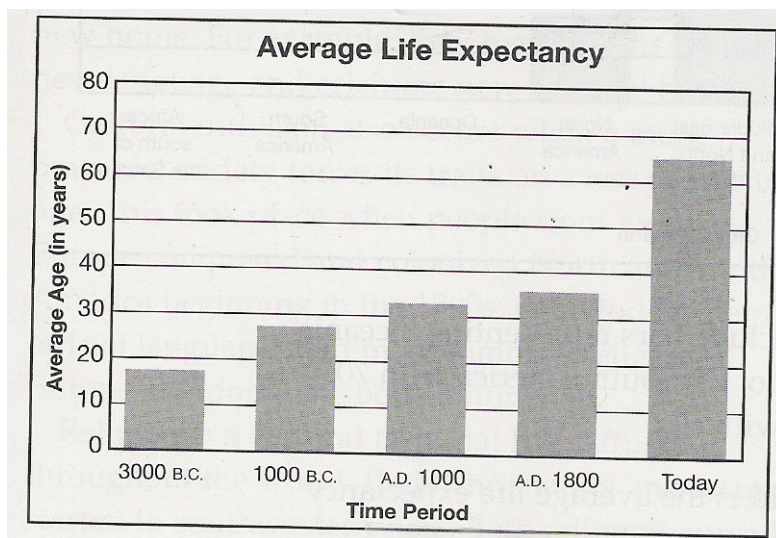
6.3.5 Use a variety of maps to understand geographic and historical information (i.e., political maps, resource maps, product maps, physical maps, climate maps, vegetation maps)



When comparing maps, look at each map's title to find out what kind of map it is. Then read each map key to find out what information is being presented.

Political maps show where cities and countries are located. A physical map shows the features of the land.

6.3.6 Interpret a graph that illustrates a major trend in world history (i.e., population growth, economic development, governance land areas, growth of religions)



GOVERNANCE AND CIVICS

6.4.1 Recognize types of government (i.e., formal/informal, monarchy, direct/indirect democracy, republics, theocracy)

A formal government is a type of government that already exists. Formal governments follow rules created in advance. They organize societies and make and enforce laws.

An informal government is formed only when it is needed. It stopped being a government as soon as the problem was solved. (Example, three hunters have to decide how to divide meat from a recent hunt.)






A king or queen rules in a monarchy. In some monarchies, the ruler has absolute authority. (King Ferdinand ruled over Spain in a monarchy.)

Democracy means “rule by the people.” Direct Democracy existed in ancient Athens. All citizens could participate directly in the decision-making processes of the government. Each person’s vote counts. In an indirect democracy, citizens elect representatives to represent them in the government. The United States today has an indirect democracy.

A theocracy is a government in which the leader or leaders rule by religious law.

A republic (indirect democracy) is a government where citizens elect leaders to govern them. A republic is different from a democracy because in a republic the elected officials come from a group of wealthy and powerful men. Therefore, the wealthy holds all the power. Rome was a republic.

6.4.2 Recognize the steps that give rise to complex governmental organizations (i.e., nomadic, farming, village, city, city-states, states)

Early people were nomads. They migrated to find food.  With the development of agriculture, people began to stay in one place and build permanent shelters. The domestication of plants and animals began. Farmers had a constant supply of food. As more food was available, the population grew.  Villages formed. Specialized labor and food surplus increase. The population of the village continued to increase. A government was needed to control conflicts.  A city is created with a leader and a government in power. Cities form as a single political unit to oversee many villages.  A city state is the city with all the farmlands around it. Larger population in a larger area requires more specialization and centralized government services.  As the population continued to grow, the city-state developed into a state. Conflicts began as city-states grew closer together. Communities need military protection plus laws, and larger trade and irrigation networks.

6.4.3 Identify the development of written laws (i.e., Hammurabi’s Code, Justinian Code, Magna Carta)

*Hammurabi's Code is a collection of laws written by the Babylonian King Hammurabi. The 282 laws of the Code of Hammurabi explained the laws in clear statements and set standard punishments. Some of the laws followed the idea of "an eye for an eye."

*Justinian Code (written in the mid 500s AD) served as the law of the Byzantine Empire for hundreds of years. These laws, named for the emperor Justinian, were based on the old Roman laws (Twelve Tables) but written in a language that was easy to understand. The Justinian Code became the basis for many of the legal systems used in Europe today.

*Magna Carta was written in 1215 by a group of nobles in England. King John was forced to sign this document declaring that everyone, including the king, must follow the law. Magna Carta means "Great Charter." The United States Constitution has its roots in the ideas expressed in the Magna Carta.

6.4.4 Recognize the roles assigned to individuals in various societies (i.e., caste systems, feudal systems, city-state systems, class systems)

A caste system developed in India. A caste is a group of people within a social class. People worked and married within their caste. They could not change from the caste they were born into.

At the top of the feudal system were the king and his family. Next were the nobles- people of high rank. Peasant or common people made up the bottom. Peasants farmed the land and paid taxes to the king.

In a city-state society, social classes rank people according to their level of importance in their society.

A class system is based on a person's position in society according to family history and wealth.

6.4.5 Compare and contrast lives of individual citizens in various governmental organizations (i.e., monarchial systems, feudal systems, caste systems, democratic systems- Greek)

In many early civilizations, an individual's way of life depended on that person's social class. A person's social class was based on both wealth and family history. If someone's parents had wealth, land, and social status, so did that person. If a person lived in democratic Athens or in the Roman Republic, that person would live in luxury. The person would have many rights.

If the person were a servant, the world would be a very different place. Many servants were enslaved. In the city-state of Sumer, most slaves were prisoners of war. Others were criminals who were enslaved as punishment. In Sparta, slaves belonged to the city-state and spent their lives at work on public projects. In Athens, slaves were private property and could be bought or

sold by their owners. Slaves in the Roman Republic had more rights than those in other cultures. Some could work to buy their freedom and many were set free when their owner died.

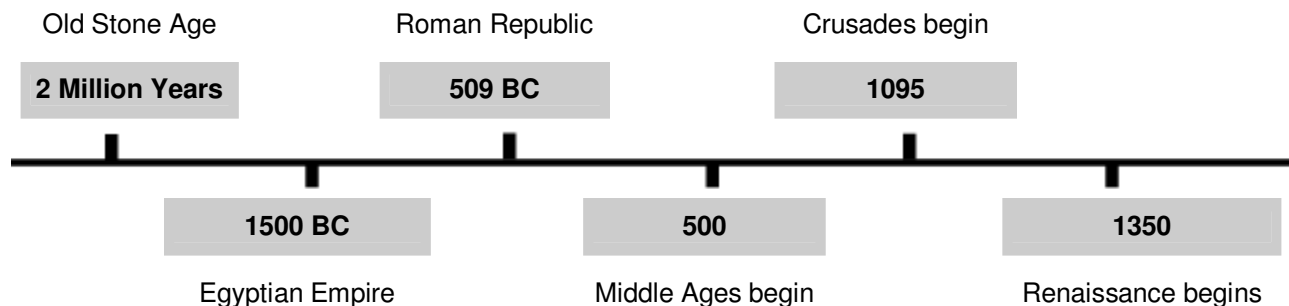
Peasants were free, but their lives were not much better than the lives of slaves. In the Chinese Zhou dynasty, peasants not only had to pay to use the noble's farmland, but also had to fight for them. Feudal landlords did not reduce a peasant's rent if crops were bad. In fact, if food was scarce, a peasant man might have to give all of his to the landlord.

Ways of life in the middle class varied greatly. Some middle class people were very poor. Others gained wealth but were still looked down upon by the upper class.

HISTORY

6.5.1 Read a timeline and order events of the past between prehistory and the Renaissance

Prehistory to Renaissance



6.5.2 Recognize the types of early communities (i.e., nomadic, fishing, farming).

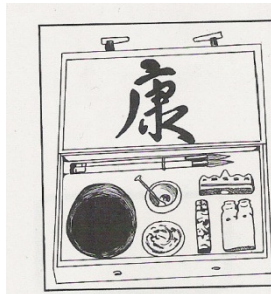
The earliest people were nomads. They move from place to place with their herds. Nomads live in temporary shelters. They live and work in small groups called bands.

Farming communities lived in permanent shelters and domesticated plants and animals. They had a constant food supply. Sometimes these communities had a surplus of crops they could trade for other goods.

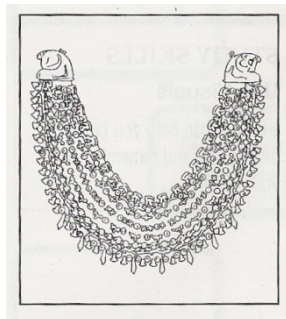
A fishing community is located near a water supply. Fishermen used special tools for fishing such as fishhooks, spears, and nets.

6.5.3 Identify types of artifacts by pictorial representation (i.e., Egyptian, Roman, Greek, Chinese, Native American, Medieval, and Renaissance)

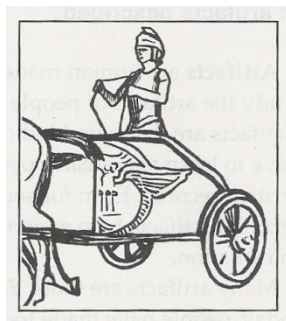
Artifacts are man-made objects. Artifacts are the main kind of evidence experts have to learn about early people who did not keep written records. Many artifacts are tools. Other artifacts can be clothing, jewelry, or books.



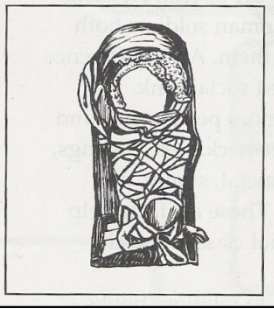
This artifact is Chinese writing equipment.



This is an Egyptian necklace for decoration.



This Roman chariot was used for transportation or racing.























This Native American artifact is a baby cradle.

6.5.4 Recognize the forms of early world writing (i.e., cuneiform and Egyptian/ Native American Hieroglyphics)



Cuneiform, the world's first writing, originated in Sumer. Cuneiform is wedge-shaped letters written on soft, clay tablets.

biconsonantal			triconsonantal	
 <i>ir</i>	 <i>mr</i>	 <i>sw</i>	 <i>nh</i>	 <i>rw</i>
 <i>wp</i>	 <i>ms</i>	 <i>k3</i>	 <i>w3h</i>	 <i>htp</i>
 <i>wr</i>	 <i>nb</i>	 <i>s3</i>	 <i>nfr</i>	 <i>hpr</i>
 <i>mn</i>	 <i>rw</i>	 <i>dd</i>	 <i>ntr</i>	 <i>sm</i>

Hieroglyphs were symbols that stood for sounds, words, or ideas. Hieroglyphics could be written horizontally or vertically or right to left or left to right. The Egyptians and the Maya in the Americas used hieroglyphics.

As farming societies grew, people discovered the need to keep records. Early writing developed because of these needs.

6.5.5 Identify major technological advances (i.e., tools, wheel, irrigation, river dikes, development of farming, advances in weaponry, written languages, and printing press)

Technology is the use of knowledge and skills to make the work of everyday life easier.

*Wheels move objects in a cart

*Tools are used for survival

*River dikes keep floodwaters from fields

*Written language allowed people to record information

*Development of farming allowed people to grow their own crops, build permanent settlements, and have a surplus of food.

*Printing press allowed books to be made faster and easier. Books became cheaper and more people could buy them. The printing press allowed the ideas of the Renaissance to spread quickly throughout Europe.

6.5.6 Recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)

A century is a period of one hundred years. (i.e., 1884-1984)

A decade is a period of ten years. (i.e., 1412-1422)

Prehistoric refers to the time before writing.

Historic refers to the time after writing. Many written records help anthropologists figure out how early people lived.

BCE- Before common era (Also known as BC)

AD- *Anno Domini* (in the year of the Lord) (Also known as CE or common era)

6.5.7 Recognize major historical time periods (i.e., Early Civilizations, Classical Period, Dark Ages, Middle Ages, Renaissance)

Prehistory refers to the time before writing.

Early civilizations refers to the time when people created individual cultures. During early civilizations people began to farm, write, and use metals.

In Classical times, civilizations built large empires. There were also many achievements in art, literature, and science. Greece, Rome, China, and India all have a Classical period.

The Dark Ages occurred between 500-1000. This period gets its name because not much of history was recorded, so we are in the dark as to what happened.

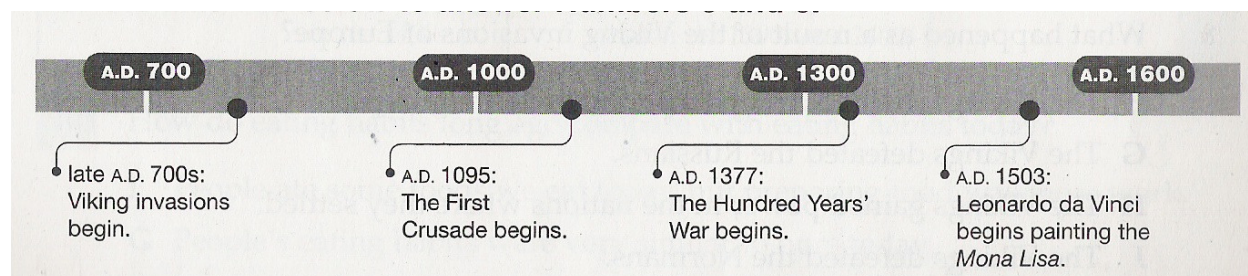
The Middle Ages lasted between 1000-1300. This is the time between ancient times and modern times. Trade became a growing part of the economy during the Middle Ages. The Middle Ages may also be called Medieval Times.

The Renaissance began in the 1400s and lasted until the 1600s. The Renaissance started in Italy. During the Renaissance, there was a rebirth of new ideas about art, science, and learning. Renaissance leaders looked to ancient Greece and Rome for ideas.

6.5.8 Identify conclusions about early world historical events using primary and secondary sources

Primary sources are the records made by people who saw or took part in an event. (Examples- journals, letters, photographs) A secondary source is a record of the event written by someone who was not there at the time. (Examples- A newspaper article written by someone who only heard about the event.)

6.5.9 Recognize and order major historical events on a timeline between the Middle Ages and Renaissance



6.5.10 Identify the development of writing and spoken languages (i.e., Roman alphabet, Latin word origins, Romance Languages)

The need to record information led to writing. The first writing was made up of pictures. The Egyptians used more than 700 symbols in their writing. In cuneiform, each symbol stood for a different spoken sound. The Phoenicians developed the first alphabet. The Greeks borrowed the Phoenician alphabet to create their own. The Romans borrowed from the Greek alphabet.

The Romance Languages developed during the Dark Ages and Middle Ages. French, Italian, Spanish, Portuguese, and Romanian are known as the Romance Languages. All the Romance

Languages have their beginnings in Latin. Many English words come from Latin. Scientists, doctors, and lawyers still use Latin phrases today.

6.5.11 Identify characteristics including economy social relations, religion, and political authority of various societies (i.e., Mesopotamian, Egyptian, Greek city-states, Roman Empire, Indian, Medieval)

Society	Economy	Social Relations	Religion	Political Authority
Mesopotamia	Complex division of labor; traded throughout the Fertile Crescent; Farmed for food	Social classes made up of king, nobles, middle class, laborers and slaves	Many gods; worshipped in a ziggurat	Monarchy- Believed king was like a god; Hammurabi's Code was set of laws for Babylon
Egypt	Trading network developed; Traded as far away as Asia Minor and Greece	Social classes; pharaoh, nobles and priests, craft workers, merchants, and scribes, farmers, and slaves	Many gods such as Osiris, Horus, and Re; Religion was used to explain natural events	Ruled by a pharaoh; power passed through dynasty; even females could be pharaoh
Greek city-states	Traded all over the Mediterranean Sea, Black Sea, and Aegean Sea	Men had more rights than women	Many gods and goddesses such as Zeus, Hera, Poseidon, Athena, and Apollo	Each city-state had its own government and king; Athens was a democracy; Sparta was an oligarchy
Rome	Farm for food; Trade	Patricians and Plebeians; Twelve Tables are laws that govern empire	Roman gods and goddesses; Christianity became accepted religion in Rome in AD 313	Roman Republic; Dictator Julius Caesar; Roman Empire
India	Farm for food; Trade	Indian caste system- Brahmins, Kshatritas,	Hinduism and Buddhism began in India	Mauryan and Gupta Empires; ruled by king

		Vaisyas, Sudras, and Untouchables; People could not marry anyone from a different caste		
Medieval Europe	Farmed for food	King, noble, serf or peasant	Christianity	Independent governments of small kingdoms ruled by a king

6.5.12 Recognize the possible causes of change in civilizations (i.e., environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources, diseases)

Environmental Change	Rivers may flood and change course Irrigating fields may bring salt to surface, killing crops Natural disasters can destroy entire communities
Political Collapse	An elected leader may do a poor job Some rulers want too much power and become cruel New leadership often brings about unwanted changes
New Ideas	A new religion may be introduced, changing people's beliefs Technology can make work easier and faster
Warfare	A civilization may be conquered by a stronger power New leaders may make everyone follow their customs
Overpopulation	Difficulties in supplying food, water, and other resources to people Diseases may spread in crowded conditions
Unreliable Food Sources	Floods may destroy crops, people suffer from hunger Hungry people may overthrow the government

Diseases	Resources have to be used to fight disease Sick people can not work If people die, civilization has fewer workers
----------	---

6.5.13 Identify the impact of advances in technology on history (i.e., agricultural revolution, Renaissance scientists, exploration during the 1400s)

The Agricultural Revolution started in the 1700s when farmers began to use new ways of planting. New machines to help grow more food were invented. The seed drill was one of these new machines.

Renaissance scientists began to question ideas about the sun and planets in the mid 1500s. Scientists like Copernicus and Galileo led Renaissance scientists in trying to prove their beliefs. Galileo invented the telescope and proved the earth and the planets orbit the sun.

European sailors benefited from improved sailing technology in the 1400s. Astrolabes, compasses, and maps were useful during the Age of Exploration. New ships (caravel) and sails allowed explorers to take long voyages.

6.5.14 Recognize how the Renaissance changes the nature of society (i.e., shift from religious domination to science, philosophy, art)

As Europe emerged from the Middle Ages, people began to look at the world differently. Many people had turned away from a church-centered view of the world. This rebirth of new ideas is called the Renaissance. It lasted from 1400 to 1600. Leaders of the Renaissance placed high value on Greek and Roman classics. Renaissance ideas focused on the individual, not religion. Renaissance art was more life-like and showed both religious and non-religious subjects. Scientists began to explore how things worked. Nicolaus Copernicus with the help of Galileo proved that the earth revolved around the sun and that the earth was the center of the solar system.

6.5.15 Evaluate to what extent civilizations build on the accomplishments of previous civilizations

Many new ideas are not really new at all. Throughout history, people have looked to their past for inspiration.

*The Romans adopted ideas about literature, art, philosophy, religion, and education from the Greeks. Roman architecture also copied older Greek designs. For example, the Romans used columns to make their public buildings look impressive.

*In the early 800s, Charlemagne built schools across Europe. The scholars he brought together helped shape religions and social life in Europe for centuries.

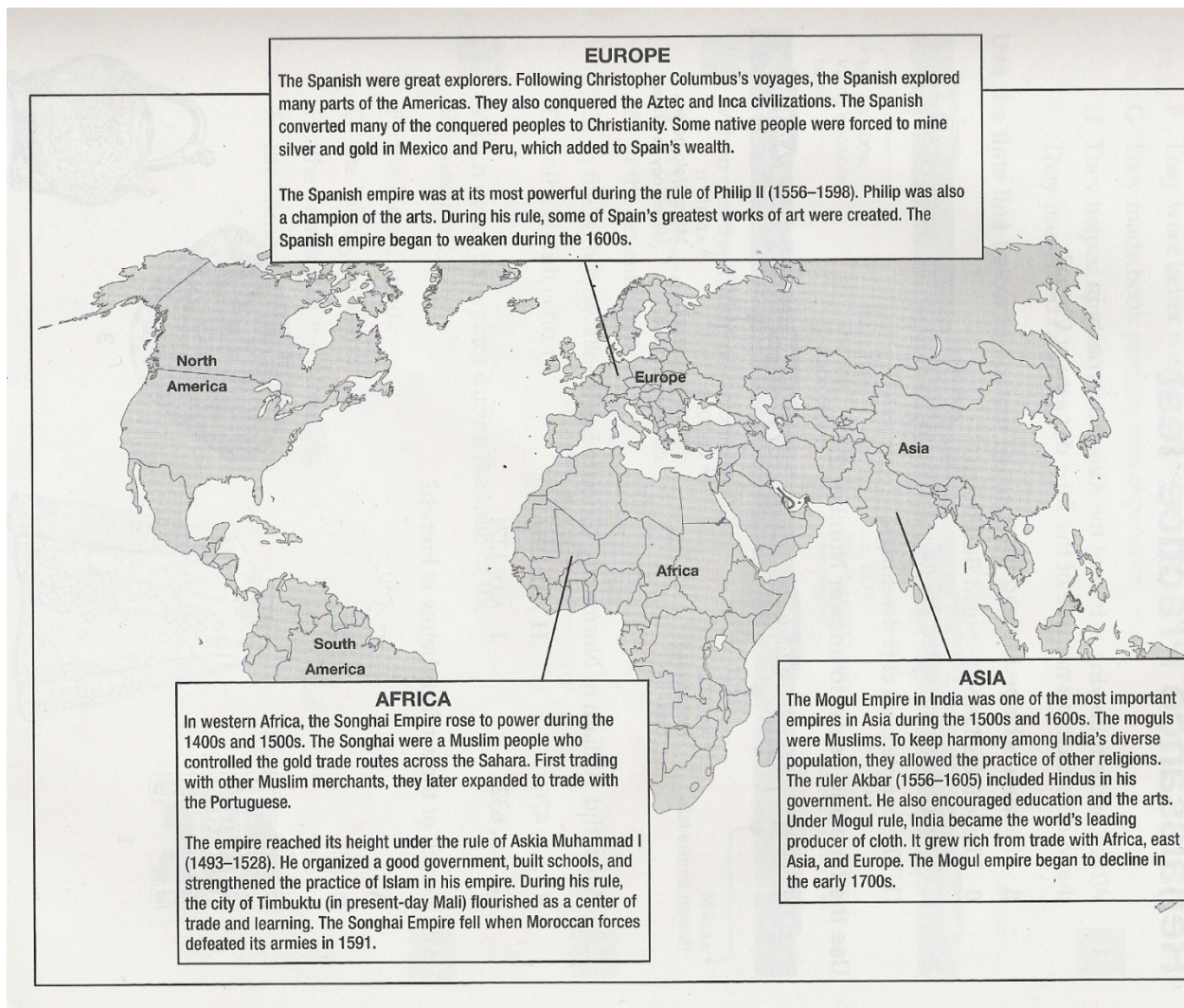
*The Magna Carta is a document written in England in 1215. The Magna Carta required that everyone- even the king- had to obey the law. The idea that everyone must follow the law became one of the basic principles of English government. The democratic ideas in the Magna Carta had first appeared in ancient Greece. Some of the ideas of the Magna Carta are also in the United States Constitution.

*During the Renaissance, an interest in art and literature was revived. Renaissance artists and writers were influenced by Greek and Roman works.

*The main ideas of the Enlightenment had their roots in other eras. Enlightenment thinkers looked back to the Greeks, Romans, and the history of Christianity.

*The English Bill of Rights, written in 1689, was inspired by the Magna Carta. This document limited a ruler's power and recognized some rights for the people.

6.5.16 Compare and contrast the historical development of the Western, Eastern, and African cultures



6.5.17 Recognize the significant mythologies of the Sumerians, Egyptian, Greeks, and Romans

Sumerian myth on creation

In the beginning, the male god An, god of the sky, carried off the heavens. The female god, Ki was god of the earth. Their son Enlil was god of the air. He carried off Earth, so that he was between Earth and heaven. Then everything that was necessary for life was created, and bread was baked in the shrines and tasted in people's homes. The name of man was fixed.

Egyptian myth on creation

In the beginning, the universe was filled with an ocean called Nun. A single hill stood above Nun. The gods lived on earth, and life was good. It was a golden age. Everyone treated everyone else with fairness and kindness, and laws were made for the good of everyone. Everything in the world was created.

Greek myth

Demeter, the goddess of grain, had a daughter. The daughter was kidnapped by another god. Demeter begged for her daughter to be freed. Eventually the daughter was let go but for only six

months out of each year. During the winter, Demeter is separated from her daughter. She misses her terribly, and therefore, doesn't allow plants to grow. When the daughter comes home, Demeter is happy and summer comes to Greece.

Roman myth

Twin baby boys were thrown into the Tiber River and left to drown. A wolf rescued the babies. The wolf cared for the boys for many years. After the boys, Romulus and Remus, grew up they wanted to build a city to mark the spot where they had been rescued. During a disagreement over the building project, Romulus killed Remus. Romulus then built the city of Rome and named it after himself.

INDIVIDUALS, GROUPS, AND INTERACTIONS

6.6.1 Identify examples of groups impacting world history (i.e., Muslims, Christians, Mongolians, Vikings, slave traders, explorers, merchants/traders, inventors)

Muslims and Christians have spread their beliefs worldwide. Their buildings have changed landscapes. People who have adopted their beliefs have changed their ways of living. Wars have been fought between members of different religions.

Mongolians conquered the world's largest land empire. Under Mongolian rule, travelers and traders could cross the empire in peace and safety. Thus, they created new trade opportunities.

The Vikings left their home in Scandinavia to search for food and items to steal. They traveled in long ships and were excellent sailors and navigators. The Vikings eventually turned to more peaceful activities. The Vikings' discoveries led people to move across the ocean to new lands.

Slave traders forced millions of people from Africa to the Americas as enslaved workers. Merchants and traders introduced people to new kinds of goods. For example, merchants brought spices, silk, and porcelain from Asia to Europe. Europeans began to use a wider variety of goods.

Inventors created new tools and weapons. Their inventions changed lives all over the world. Inventions like the wheel and printing press make our lives easier today.

6.6.2 Recognize the impact of individuals on world history (i.e., Charlemagne, Joan of Arc, William the Conqueror, Ramses II, Julius Caesar, Socrates, Aristotle, Marco Polo, Alexander the Great, King Ferdinand and Queen Isabella, Martin Luther, and Johannes Gutenberg)

*Ramses II (Reigned 1279-1213 BC) is famous for his success on the battlefield, his construction and restoration of buildings and monuments, and his popularity among the Egyptian people.

*Charlemagne (742-814) was king of the Franks. He is known as a great warrior that conquered parts of Italy, Germany, and central Europe. Charlemagne held meetings each spring, called the Fields of May, to teach his nobles how to govern fairly. Charlemagne helped Christians by defending Rome from other Germanic tribes. Charlemagne helped Europeans realize they share a common bond, Christianity.

*Joan of Arc was a teenage peasant girl that fought for France during the Hundred Years' War. She inspired and rallied the French troops. The English captured and killed Joan. The French went on to win the war.

*William the Conqueror (also known as William of Normandy) was the duke of Normandy who conquered England (1066) and made himself the new king of England. To reward his knights for their part in the victory over England, William gave them large estates of land in his new country. This was the beginning of feudalism in England.

*Julius Caesar (100BC- 44BC) became leader of Rome in 60 BC. He formed an army and conquered Gaul (now known as France). Back in Italy, Caesar was made dictator for ten years. Caesar helped the poor and gave citizenship to more people. His popularity caused some senators to fear his power. In 44 BC on the Ides of March, (March 15) Caesar was murdered.

*Socrates (470 BC-399 BC) was a teacher and philosopher in Athens. He became famous for teaching by asking questions (known as the Socratic Method). Leaders at the time became angry at Socrates. A court found him guilty of teaching dangerous ideas. He was forced to drink poison and die.

*Aristotle (384 BC- 322 BC) was a scholar in Athens. He taught that people should live lives of moderation. Alexander believed that moderation was based on reasoning. He studied plants, animals, economics, and law. Alexander the Great was one of his students.

*Marco Polo (c.1254-1324) along with his father and uncle traveled from Italy to China on a trading trip. Polo was amazed at all the Chinese had to offer. After returning home, Marco Polo wrote a book about his travels. The book had a huge impact on European explorers and traders. His travels led to an increase in trade between Europe and Asia. Christopher Columbus set sail in 1492 to find the riches Marco Polo had written about.

*Alexander the Great (356 BC- 323 BC) was the son of Philip, King of Macedonia. Alexander became king at age 20 and begun conquering nearby lands. His empire eventually reached parts of Europe, Asia, and Africa. He worked to spread Greek culture throughout his empire. His goal was to rule the world. He died at age 33 of a fever.

*King Ferdinand and Queen Isabella wanted to unite Spain under one religion, Roman Catholic. They ordered all non-Christians to leave Spain. Their plan was called the Reconquista. In 1492, they gave Christopher Columbus permission to try to find a trade route to Asia by crossing the Atlantic Ocean. Columbus actually reached the Americas and claimed them for Spain.

*Martin Luther was a German priest that protested some ideas (the selling of indulgences) of the Catholic Church. Luther was put on trial and kicked out of the church. He later translated the Bible from Greek to German, allowing ordinary people to read its teachings. Over time, many Germans became followers of Luther, forming the Lutheran Church. Followers of this church became known as Protestants.

*Johannes Gutenberg (c. 1395-1468) invented a printing press that used movable type. Gutenberg printed his first book, a bible, in about 1455. By the 1530s, printing presses existed all across Europe. Gutenberg's printing press made books available to nearly everyone and was a key to the spread of knowledge and new ideas during the Renaissance.

6.6.3 Describe the ways in which individuals can change groups (i.e., Martin Luther- Christian church, William of Normandy- English Monarchy, Joan of Arc- Hundred Years War, Buddha- Chinese culture)

Martin Luther was a Catholic priest that called for reforms in the Catholic Church. Church leaders were angry. They kicked Luther out of the Church. Luther's reform movement, (Protestant Reformation) with its focus on faith and the teachings of the Bible, spread. People who followed Martin Luther became known as Protestants.

William of Normandy became the first Norman king of England in 1066. Known as William the Conqueror, he restored order to England. Normans ruled England until the 1150s.

The Hundred Years' War between England and France lasted from 1337 to 1453. During the 1300s, the French won most of the battles. At about that same time, a young French woman named Joan of Arc said she had received messages from God. She said that God wanted her to lead the French to victory. Joan persuaded the French heir to the throne to let her lead the troops into battle. Under Joan's command, the French defeated the English at the Battle of Orleans in 1429. The French called Joan a hero. The English accused her of heresy, not following the beliefs of the Church. Joan bravely insisted that she was innocent, but she was sentenced to death and burned at the stake. Following her death, the French drove the English out of France.

Siddhartha Gautama was born as an Indian prince. He wanted to find out why people have to suffer. While meditating under a tree when he was 35 years old, he found enlightenment. He was then known as Buddha, the "Enlightened One". For many years, Buddha's teachings spread throughout India. Missionaries took Buddhist ideas to China, Korea, and Japan. Buddhist temples have been built all over China. Chinese people have become Buddhist priests, monks, and nuns. China, Mongolia, North Korea, and Japan are mostly Buddhist today.