

Grade 6 ~ History & Geography

Syllabus & Project Checklist

2014-2015 School Year
First Quarter

Welcome

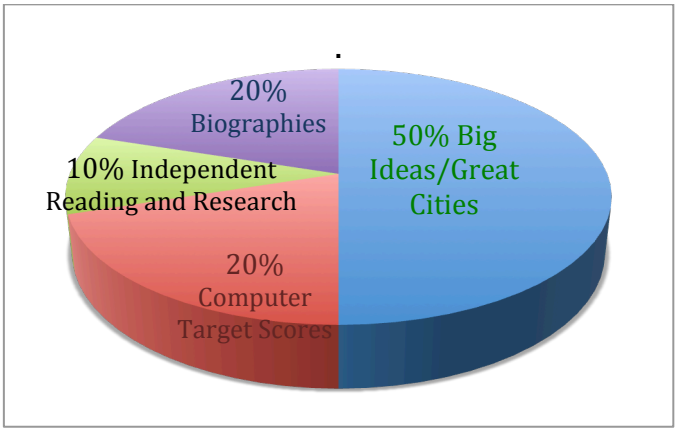
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study.

After listening to the descriptions or reading the handouts on these projects, please decide which ones you plan to do. Then show your plan , your Calendar Checklist, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!

Signature

Grade 6 History & Geography

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	Grading Pie
In an ACTIVE LEARNING ZONE Classroom: ❑ Students set goals, track their own progress, and grade themselves; ❑ Teachers coach and give Pass/Try Again Exams on each Project. ❑ The Mutual Goal is excellence.	

Notes:

The 6th Grade Project-Based History Program demands a high degree of responsibility from students: we will expect you to **plan your work schedule**, **track your own progress**, and **get coaching** when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" (ii) Treating other students, teachers, or volunteers with disrespect, (iii) or Damaging or misusing learning tools and technology.

- Exceptional Projects pass with " **Flying Colors** " and earn **EXTRA CREDIT** . 15 pts = 1 Project.
- Every Project ends with a PROJECT EXIT EXAM on which you will be expected to understand and be able to discuss all the checklist requirements.... and to know all the vocabulary in the directions for that Project. So study the PROJECT CHECKLISTS before you take your orals.
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP , (with coaching from teachers and family members, of course). To earn credit for a Project, each student must do a fair share and be able to Pass the Project Exit Exam by themselves.
- You have @ 10 weeks of class and @ 3 Project work-periods a week. There are @ 24 Projects total. There will not be class time set aside for you to work on all 24 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A" in Language Arts.

- INDEPENDENT PROJECTS : Projects for which there is no planned class time are marked with a "⊕". On these it is your responsibility to start early enough to (i) get help with directions, and (ii) hand in your project early so it can be corrected
- There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**!

Ancient Greece

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

• The Greek polis (city-state) and patriotism
• Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women)
The Assembly
Suffrage, majority vote
• The "classical" ideal of human life and works
The ideal of the well-rounded individual and worthy citizen Pericles and the "Golden Age"
Architecture: the Parthenon
Games: The Olympics
• Greek wars: victory and hubris, defeat and shame Persian Wars: Marathon, Thermopylae, Salamis The Peloponnesian War: Sparta defeats Athens
• Socrates and Plato
Socrates was Plato's teacher; we know of him through Plato's writings
For Socrates, wisdom is knowing that you do not know. The trial of Socrates
• Plato and Aristotle
Plato was Aristotle's teacher.
They agreed that reason and philosophy should rule our lives, not emotion and rhetoric.
They disagreed about where true "reality" is: Plato says it is beyond physical things in ideas (cf. the "allegory of the cave"); Aristotle says reality is only in physical things.
• Alexander the Great and the spread of Greek ("Hellenistic") culture: the library at Alexandria

Ancient Rome

Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

C. Ancient Rome
• The Roman Republic
Builds upon Greek and classical ideals
Class and status: patricians and plebeians, slaves Roman government: consuls, tribunes, and senators
• The Punic Wars: Rome vs. Carthage
• Julius Caesar
• Augustus Caesar
Pax Romana
Roman law and the administration of a vast, diverse empire Virgil, The Aeneid: epic on the legendary origins of Rome
• Christianity under the Roman Empire Jesus's instruction to "Render unto Caesar the things which are Caesar's, and unto God the things that are God's"
[Matthew 22:21] Roman persecution of Christians
region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
Constantine: first Christian Roman emperor
• The "decline and fall" of the Roman Empire
Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors)
Rome's "decline and fall" perceived as an "object lesson" for later generations and societies

Intro: If we really want to learn about Ancient Greece, then we have to learn about the geography and topography of the area. Where were these great cities? Where did they get their drinking water? Where were these great seas they sailed? By creating a map, you will have a better idea about where these places were, and what factors lead to life there.	Due	**9/22**

To receive credit for this Project, you must:

- ❑ Create a detailed map of Greece
- ❑ Clearly label each Greek polis (be sure to include: Athens, Sparta, Marathon, Olympus, and Ithaca)
- ❑ Clearly label each surrounding body of water
- ❑ Include a map key
- ❑ Include a map scale
- ❑ Include a compass rose
- ❑ Include lines of latitude and longitude
- ❑ Publish the map on your blog.

- ❑ Pass an oral map exam in which you can: Point out key cities, point out where the city of Troy would have been located, and describe the landscape accurately.

To Pass with Flying Colors:

- ❑ Include topographical information and…
- ❑ Superimpose the fictional voyage of Odysseus onto the map.

2	**Greek-Polis** ***This Project is worth double (2) points.**	Start	**9/3**
	Intro: Athens and Sparta were two of the greatest polis (cities) in all of Ancient Greece. This project will really allow you to find out what life would have been like there so long ago. What would you have worn? Eaten? Done all day? What was the government like? How did they engage in war and combat? Do this project to find out.	Due	**9/22**

To receive credit for this Project:

- ❑ Conduct Internet research to collect information (location, population, local gods, type of government, notable people, events in history, conflicts, contributions to modern society, geography, politics, military, religions, economy, culture, agronomy, architecture, et.) **Use the idea web provided**
- ❑ Write a factual report from the information above.
- ❑ Publish the report on your blog.

- ❑ Pass an oral exam in which you can: describe in detail any one part of the idea web at random.

To Pass with Flying Colors:

- ❑ Include a hand drawn and colored picture of a citizen or soldier from either Sparta or Athens.

3	**Greek Personalities: *This Project is worth double (2) points**	Start ☛	**9/3**
Intro: Socrates, Plato, Aristotle, Alexander the Great, Aescheylus, Sophocles, Euripides, Pericles, Herodutus, Thucydides, Hippocrates. Who were these guys? Choose 1 or 2 of these men to write a biography about. Students may write up to 2 biographic "sketches" of famous Greeks.		Due	**9/22**

To receive credit for this Project:

- ❑ Choose 2 differently people from the list of ancient Greeks
- ❑ Use the Internet or other resources to collect information about this person (who they were, what they did, why they are important, where they lived, when they lived, how they lived, etc.)
- ❑ Create a timeline of their life.
- ❑ Write a short biographic sketch using the information you gathered.
- ❑ Draw a picture or find a portrait of this person.
- ❑ Publish the 2 biographic sketches on your blog.

- ❑ Pass an oral map exam in which you can: accurately describe what contributions these people had on Greek society and modern society.

To Pass with Flying Colors:

- ❑ **Translate on e of your biographies into ancient Greek, and present part of it to class…dressed as that person!**

4	**Pentathlon Olympic Games**	Start ☛	**9/23**
Olympics and the Pentathlon: Project/Event Imagine yourself on the podium, after just winning Olympic Gold. This could be you! With a little research, and some pure athletic skill, you will be javelin throwing your way to Olympic Gold. You will learn about the original Olympic events in this project, and then you'll get to actually compete in them!		Due	**10/7**

To receive credit for this Project:

- ❑ Research the original five events that made up the pentathlon, and other events common in the original Olympic games.
- ❑ Write a short paragraph description of each event in a report.
- ❑ Draw or paint one scene (in Greek style) of any Olympic event.
- ❑ Compete in the five 6th grade Pentathlon events.
- ❑ Write a short paragraph comparing the modern Olympic games to that of the original Olympic games.
- ❑ Publish a video of any one of your Pentathlon events onto your blog.

- ❑ Pass an oral map exam in which you can: Accurately list and describe the original Pentathlon events.

To Pass with Flying Colors:

- ❑ Research the history of the modern Olympics. Chart when and where the games have taken place on a map, and present it in a timeline.

5	**Persian Wars: Greece vs. the Greatest Empire of its time**	Start	**9/24**
Intro: This isn't an Airsoft battle; this was the real deal. But what did happen during this war? And who are these "Cyrus the Great" and "Xerxes" guys anyways? Research this war and find out who, what, why, where, and when. Then recreate one 3D battle scene from the Persian Wars (Hint: Build a diorama).		Due	**10/16**

To receive credit for this Project:

- ❑ Research the Persian wars (pay special attention to Marathon, Thermopylae, and Salamis)
- ❑ Create a timeline of the various battles of the Persian wars.
- ❑ Create a map detailing the sites of the various battles.
- ❑ Write down a short summary of what happened in each battle (include who fought and who was victorious)
- ❑ Create a 3D model of one of the battle scenes.
- ❑ Post a picture of your model on your blog.

- ❑ Pass an oral map exam in which you can: accurately summarize the major events of the war, and describe both the outcome and the historical significance.

To Pass with Flying Colors:

- ❑ **Use Google Sketch Up, or any other animation software to create your battle scene!**

6	**Peloponnesian War**	Start	**9/23**
Intro: So…who would win: Athens or Sparta? The best Greek Navy vs. the best Greek Army battle it out. Who won? How did they do it? Where did it happen? How? You'll need to do some research to find out (Hint: check in your textbook). Then recreate one 3D battle scene from the Peloponnesian War (Hint: Build a diorama).		Due	**10/16**

To receive credit for this Project:

- ❑ Research the Peloponnesian War
- ❑ Create a timeline of the various battles.
- ❑ Write down a short summary of what happened in each battle (include who fought and who was victories)
- ❑ Create a 3D model of one of the battle scenes.
- ❑ Post a picture of your model on your blog.

- ❑ Pass an oral map exam in which you can: accurately summarize the major events of the war, and describe both the outcome and the historical significance.

To Pass with Flying Colors:

- ❑ **Use Google Sketch Up, or any other animation software to create your battle scene!**

7	**Hannibal and his elephants (Punic Wars)**	Start ☛	**10/16**
Intro: The 3 Punic wars spanned roughly 100 years. This series of battles against the powerful Roman Army and the North African Power house Carthage, so a lot of carnage. But during the second Punic War someone by the name of Hannibal came along, and can you believe this guy? Fist he planned to invade the city of Rome itself, but then he planned to do in on Elephants, and through the Alps! Did he succeed? Do some research and find out.		Due ⊘	**10/30**

To receive credit for this Project:

- ❑ Research the Punic wars
- ❑ Create a timeline of the various battles in **all 3 Punic Wars**.
- ❑ Write down a short 1 paragraph summary of what happened for each war (include who fought and who was victorious)
- ❑ Create a 3D model of one of battle scenes.
- ❑ Post a picture of your model on your blog.

- ❑ Pass an oral map exam in which you can: accurately summarize the major events of the war, and describe both the outcome and the historical significance.

To Pass with Flying Colors:

- ❑ **Use Google Sketch Up, or any other animation software to create your battle scene!**

8	**Rome: Before and After**	Start ☛	**10/16**
Intro: What did the Roman Empire look like in the beginning? What did it look like at its height? What did it look like at its fall? We only seem to see the before and after, but did it grow? Use maps to illustrate this growth.		Due ⊘	**10/30**

To receive credit for this Project:

- ❑ Research the Roman Empire.
- ❑ Create an illustrated timeline of the extent of the Roman Empire at different times during the Roman Empire (Use maps of Europe to show how the boundaries of the Roman Empire progressively changed.
- ❑ Post to your blog.

- ❑ Pass an oral map exam in which you can: accurately describe how the Empier of Rome was able to grow so fast, and control so much land.

To Pass with Flying Colors:

- ❑ **Include maps of the Holy Roman Empire and the Eastern Roman Empire after the "fall" of Rome.**

9	**That's Entertainment * This project is *also* worth 1 point in Lit. and Poetry.**	Start	**9/8**
Intro: Did you know that most of those sit-coms you watch (instead of working on your projects) are based on Ancient Greek dramas? This project will help you to recognize the cultural contributions of ancient Greek and Roman mythology and drama to forms of entertainment today.		Due	**9/26**

To receive credit for this Project:

- ❑ Participate in a group discussion on modern form of entertainment (what forms of entertainment do we enjoy today? What are the origins of many of these forms of entertainment?)
- ❑ In a small group of 2-3 students, read another Greek or Roman myth
- ❑ Take notes on the story map for this myth
- ❑ Perform myth on video
- ❑ Post performance on blog.

- ❑ Pass an oral map exam in which you can: accurately describe the dramatic structure of your myth.

To Pass with Flying Colors choose one of the following:

- ❑ Create your own myth, true to the Greek or Roman form, that explains modern phenomena or teaches a moral lesson.
- ❑ Compare and contrast any two myths in an essay.
- ❑ Create a database of all the Greek and Roman Characters.

10	**Ektos-Annus Polis**	Start	**9/29**
Intro: This is a group project (3 students/group) Ancient Greece was full of different types of city-states. If you got a chance to create a modern city what would you do? Learn from the ancient Greeks as you create your own Polis. Don't forget the vital necessities of life. In your groups you will create your own city-states. Be prepared to defend your city-state in front of the class!		Due	**10/6**

To receive credit for this Project:

- ❑ Form a group of 3 students
- ❑ Use the assigned form of city-state government (either Tyranny, Monarchy, Oligarchy, or Democracy)
- ❑ Draw detailed illustrations of your city-state (use large poster paper or butcher paper)
- ❑ Include: topographical information and buildings (*make your city-state self sufficient-where do citizens get basic necessities like clothing, food and water? Where does their waste go? How do they create energy? How are laws enforced? What do citizens do for entertainment? How does the government collect revenue? Where do citizens work? What kind of trade relationship does your polis have with others?
- ❑ Write down the rules of your city-state based on your government, and be sure to have your city procedures and policies all in writing.
- ❑ Present your city-state project to the class.

- ❑ Pass an oral map exam in which you can: successfully explain all the components of your city-state, and account for all necessities.

To Pass with Flying Colors:

- ❑ Create your city state in Google Sketch Up

11	**Greek and Roman Gods *This project is *also* worth 1 pt. in Lit. & Poetry**	Start	**9/26**
	Intro: So, many of you have read the Percy Jackson series, or even remember gods and goddesses from 3rd grade, but there might still be something you don't know about a God or two…right? This project will allow you to really learn something about the God or Goddess of your choice.	Due	**10/6**

To receive credit for this Project:

- ❑ Choose one Greek or Roman God
- ❑ Create a picture of that God
- ❑ Write a short description of the God
- ❑ Write a short summary including: a description of the God, special powers, realtion to other gods, and symbols.
- ❑ Present your work to the class

- ❑ Pass an oral map exam in which you can: accurately retell one Greek/Roman myth about your god, and then retell what special attributes and/or powers your god had.

To Pass with Flying Colors choose one of the following:

- ❑ Which gods were Roman, and which gods were Greek? If both, what were their names in each culture?
- ❑ Create a family tree of the Gods and Goddesses.

12	**The Aeneid *This project is *also* worth 1 point in reading.**	Start	**10/14**
	Intro: Would you like to read the greatest epic poem produced in Ancient Rome? The epic poem Aeneid, by the great poet Virgil is an exciting tale about the history of Rome. Read the story, complete the checklist, create your scene and bask in your eternal greatness…	Due	**10/31**

To receive credit for this Project:

- ❑ Read the Aeneid
- ❑ Create a 3D model of one scene from Aeneas' great journey back from the Trojan War.
- ❑ Write a small description of the scene you created
- ❑ Post your work on your blog.

- ❑ Pass an oral map exam in which you can: Accurately summarize the major events of the story, and describe both the outcome and the historical significance to Roman history.

To Pass with Flying Colors:

- ❑ Create your city state in Google Sketch Up

13	**History Essay * This project is *also* worth 1 point in Writing.**	Start ☛	
Intro: This project is for those students that are really into history. You historians will need to do a lot of research to answer one of these prompts.		Due	**11/5**

To receive credit for this Project:

- ❑ Choose one of the following essay prompts:
  -Compare and Contrast the city-states of Athens and Sparta.
  -How was the Roman Empire able to grow into one of the largest empires in history?
  -Describe the "Golden Age" of Athens.
  -What are some of the causes that lead to the decline and fall of Rome?
  -How was Alexander the Great able to spread Hellenistic culture so quickly, and what is the Gordian Knot?
- ❑ Write a 1-2 page essay.
- ❑ Include a bibliography with at least 2 sources.
- ❑ Post the essay to your blog.

- ❑ Pass an oral map exam in which you can answer a specific question about your essay topic.

To Pass with Flying Colors:

- ❑ Include a detailed picture that is relevant to your essay.

14	**Act it out! (Julius Caesar) * This project is also worth 1 point in Lit.& Poetry.**	Start ☛	**10/15**
Intro: "Friends, Romans, Countrymen, lend me your ears…" is perhaps one of the most famous lines in all of Shakespeare. Now you get a chance to act it out in front of your peers! With the help of a few friends, you can become Caesar, Brutus and the gang. Not so quick though…did you memorize your lines?		Due	**11/5**

To receive credit for this Project:

- ❑ Form a group of 3-5 classmates
- ❑ Participate in one act of William Shakespear's play: *Julius Caesar.*
- ❑ Film the scene.
- ❑ Post to the blog.

- ❑ Pass an oral map exam in which you can: Accurately describe how Julius Caesar came to power, and why he eventually fell out of favor from his friends.

To Pass with Flying Colors:

- ❑ Wear a toga, and look the part!! And…
- ❑ Design a simple background set to enhance this performance.

15	**History Exam * This project is worth 2 points.**	Start	
Study your notes=pass the test.		Due	**10/29**

To receive credit for this Project:

- ❑ Score at least 85% on the exam on your first try and receive 2 project points
- ❑ Score less than 85% on the exam on a repeated attempt (you have unlimited attempts) and receive 1 project point.

  * Note: Exams are available to take only during the set testing period in class.