

**Millington Middle School, Millington, TN**  
**Syllabus**  
**Grade Six – Dr. Batson and Mrs. Osby**

<b>Subject</b>	<p><b>Social Studies</b></p> <p><u>World History and Geography</u>: Early Civilizations through the Decline of the Roman Empire (5th century C.E.) Course Description: Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.</p>
<b>Nine Week</b>	<b>First (2016-2017)</b>
<b>Standard</b>	<p>6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p>6.7 Recognize time designations and the abbreviations, including: (H)  <i>B.C., B.C.E., A.D. , C.E. , circa (c. or ca.), decades, centuries, prehistoric, historic</i></p> <p>6.1 Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p>6.2 Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (C, H)</p> <p>6.3 Explain the importance of the discovery of metallurgy and agriculture. (E, H)</p> <p>6.4 Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter. (C, G, H)</p> <p>6.5 Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization. (C, G, H)</p> <p>6.6 Identify and explain the importance of the characteristics of civilizations, including: (C, E, G, H, P) · the presence of geographic boundaries and political institutions · an economy that produces food surpluses · a concentration of population in distinct areas or cities · the existence of social classes · developed systems of religion, learning, art, and architecture · a system of record keeping · technology</p> <p>6.8 On a historical map, locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus Mountains, Persian Gulf, Caspian and Black Sea, Dead Sea and Sea of</p>

	<p>Galilee and explain why the region is referred to as the Fertile Crescent. (G)</p> <p>6.9 Summarize Sumer, Babylon, and Assyria as successive civilizations and empires and explain the development of city-states, identify Kish, Akkad, Ur, and Nineveh, and the significance of Sargon and Hammurabi. (G, H)</p> <p>6.10 Trace the development of agricultural techniques that permitted economic surplus and the emergence of cities as centers of culture and power. (C, E, H)</p> <p>6.11 Explain the significance of polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.</p> <p>6.12 Explain the effects of how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow on the growth of Mesopotamian civilizations.</p> <p>6.13 Analyze the important achievements of Mesopotamian civilization, including its system of writing (and its importance in record keeping and tax collection), literature (Epic of Gilgamesh, monumental architecture (the ziggurat), and art (large relief sculpture, mosaics, and cylinder seals.)</p> <p>6.14 Write an informative piece explaining the significant contributions of Mesopotamian leaders, including Hammurabi and Sargon, and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”)</p> <p>6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt</p> <p>6.15 On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan. (G, H)</p> <p>6.17 Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (C, E, H, P)</p> <p>6.18 Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities. (C, H)</p> <p>6.19 Summarize important achievements of Egyptian civilization, including: (C, E, H) · the agricultural and irrigation systems · the invention of a calendar · main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza · evolution of writing- hieroglyphics · the invention of papyrus</p> <p>6.20 Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following: (C, H, P)</p>
--	--

	<ul style="list-style-type: none"> <li>· Menes</li> <li>· Khufu</li> <li>· Hyksos invasion</li> <li>· Ahmose</li> <li>· King Tut</li> <li>· Queen Hatshepsut</li> <li>· Ramses the Great</li> </ul> <p>6.21 Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt. (C, E, G, H, P)</p> <p>6.16 Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt. (C, E, G, H, P)</p> <p>6.22 Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt. (C, H, P)</p>
<b>Objectives</b>	<p>6.1 I can identify sites in Africa where archaeologists and historians have found evidence of the origins of human ancestors and describe what the archaeologists found.</p> <p>6.1 I can identify the job characteristics of archaeologists, anthropologist, geologists, and historians.</p> <p>6.7 I can recognize the designations for time dating, including BCE, BC, AD, CE, circa, centuries, decades, prehistoric, and historic.</p> <p>6.7 I can create a timeline vertically and horizontally using BCE, CE, BC, AD and order events of the pasts</p> <p>6.1 I can identify sites in Africa where archaeologists and historians have found evidence of the origins of human ancestors and describe what the archaeologists found.</p> <p>6.1 I can identify the job characteristics of archaeologists, anthropologist, geologists, and historians.</p> <p>6.2 I can read an article and provide textual evidence to identify the characteristics of nomadic hunter-gatherer societies in the Paleolithic Era, including their use of tools, fire, basic hunting weapons, beads and other jewelry.</p> <p>6.3 I can explain the importance of the discovery of metallurgy and agriculture.</p> <p>6.4 I can evaluate how climatic changes and human modifications lead to the domestication of plants and animals, and new sources of clothing and shelter in the Agricultural Revolution.</p> <p>6.5 I can summarize how the development of farming led to settlement, population growth and the emergence of civilization in the Neolithic Era.</p> <p>6.6 I can identify and explain the characteristics of a civilization.</p> <p>6.6 I can identify the basic components of culture, including language, common values, traditions, government, art, literature, lifestyles in Mesopotamia.</p> <p>6.6 I can explain the reasons cultural groups developed or settled in Mesopotamia.</p> <p>6.8 I can identify on a map the location of early civilizations and geographic features surrounding the Fertile Crescent.</p> <p>6.8 I can locate and describe the Tigris and Euphrates Rivers, Zagros and Caucasus</p>

	<p>Mountains, Persian Gulf, Caspian and Black Seas, Dead Sea and Sea Galilee on a map.</p> <p>6.8 I can describe and explain why the region is referred to as the Fertile Crescent.</p> <p>6.9 I can explain the development of city-states and empires, including Kish, Akkad, Ur, and Nineveh, including the significance of Sargon and Hammurabi.</p> <p>6.9 I can identify the possible causes of change in Mesopotamian civilizations, including the environmental change, political collapse, new ideas, warfare, overpopulation, unreliable food sources and diseases.</p> <p>6.10 I can recognize the steps that give rise to complex governmental organizations, including nomadic, farming, village, city, city-states and states.</p> <p>6.10 I can trace how agricultural techniques and economic surpluses contributed to the development of cities.</p> <p>6.11 I can classify Mesopotamia as a polytheistic civilization and explain what that means.</p> <p>6.12 I can recognize the steps that give rise to complex governmental organizations, including nomadic, farming, village, city, city-states and states.</p> <p>6.13 I can explain the effects of inventions that helped to develop Mesopotamian civilizations including; irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail and the plow.</p> <p>6.14 I can analyze the important achievement of a system of writing [including record keeping and tax collection].</p> <p>6.22 I can compare and contrast the lives of individual Egyptian citizens in ancient Egypt.</p> <p>6.15 I can locate the Mediterranean and Red Seas, the Nile River and Delta and the areas of ancient Nubia and Egypt.</p> <p>6.15 I can explain the economic importance of the Nile River to ancient Egypt.</p> <p>6.15 I can locate ancient Upper and Lower Egypt and explain what these terms mean.</p> <p>6.15 I can identify on a modern map the location of Egypt and Sudan.</p> <p>I can investigate and explain the evidence used by archaeologists to make connections between the kingdom of Kush and Egypt.</p> <p>6.17 I can create a visual representation of the structure of Egyptian society, including: pharaoh as god/king; dynasties; at least one ruler; the relationship of pharaohs and peasants; the role of slaves.</p> <p>6.18 I can explain the religion of the ancient Egyptians and their beliefs citing evidence from informational texts.</p> <p>6.19 I can summarize important achievements in Egypt, including tools, agriculture, irrigation, the invention of a calendar, features of art and architecture, the evolution of writing [hieroglyphics], and the invention of papyrus.</p> <p>6.20 I can create a timeline identifying the Old, Middle, and New Kingdom time periods of Egypt that includes major cultural achievements.</p> <p>6.20 I can evaluate the significance of:</p> <ul style="list-style-type: none"> <li>• Menes</li> <li>• Khufu</li> <li>• Hyksos invasion</li> <li>• Ahmose</li> <li>• King Tut</li> <li>• Queen Hatshepsut</li> <li>• Ramses the Great</li> </ul>
--	--

	<p>6.21 I can locate and describe the Kush civilization and its political, commercial, and cultural relationship with Egypt.</p> <p>6.16 I can investigate and explain the evidence used by archaeologists to make connections between the kingdom of Kush and Egypt.</p> <p>6.22 I can compare and contrast the religious, social, and political structures in Mesopotamia and Egypt</p> <p>6.22 I can recognize the basic components of Egyptian culture, including their language, common values, traditions, government, art, literature and lifestyles.</p>
<b>Topics</b>	<p>What is a Historian?</p> <p>Map Skills</p> <p>Human Origins</p> <p>Mesopotamia</p> <p>Ancient Egypt</p>
<b>Major Assignment/s</b>	<p>Home Project – Diorama of Egypt</p> <p>Class Projects</p> <ol style="list-style-type: none"> <li>1) Human Origins – Cave Art on Brown Paper</li> <li>2) Mesopotamia – Pottery or Mosaic</li> <li>3) Egypt – Diorama of Egyptian Civilization (work on home project)</li> </ol> <p>Unit Tests</p>
<b>Instructional Materials</b>	<p>Holt- Social Studies World History and Accompanying Resources</p> <p>McGraw Hill -Discovering Our Past and Accompanying Resources</p> <p><b>Textbooks &amp; Workbooks</b></p> <ol style="list-style-type: none"> <li>1. Holt Social Studies- World History Instructional System</li> <li>2. McGraw Hill Education - Discovering Our Past - A History of the World Instructional System</li> <li>3. Teacher's Curriculum Institute - History Alive - The Ancient World Instructional System</li> <li>4. A Little History of the World - E.H. Gombrich</li> <li>5. The Ancient World - Prehistory to the Roman Empire - Holt, Rinehart, Winston</li> <li>6. World Book Encyclopedias and accompanying digital collections - World Book Inc.</li> <li>7. Encyclopedia Britannica and accompanying digital collections- Encyclopedia Britannica, Inc.</li> <li>8. World Civilizations and Cultures, Grades 5 – 8 - Mark Twain Media; Act CSM edition (January 3, 2012)</li> <li>9. TCAP Coach Book - Triumph Learning</li> <li>10. Mastering the TCAP 6<sup>th</sup> Grade Social Studies – American Book Company</li> <li>11. Map Reading Skills – Mark Twain Media</li> <li>12. Active History: Ancient Egypt - Shell Education</li> <li>13. Differentiated Lesson and Assessments – Teacher Created Resources</li> <li>14. Ancient Civilizations: Journaling Through History – Prestwick House Inc.</li> </ol>

**Videos**

Crash Course World History  
Carmen San Diego  
Nova (PBS)- Ice Man Reborn (HO)  
Nova (PBS)- Hagia Sophia (AR)  
Nova (PBS)- Secrets of Noah's Ark (AI)  
Nova (PBS)- The Emperor's Ghost Army (AC)  
Nova (PBS)- Coliseum- Roman Death Trap (AR)  
Nova (PBS)- Petra – Lost City of Stone ( )  
Nova (PBS)- Ancient Computer  
Nova (PBS)- Building Pharaoh's Chariot (AE)  
Nova (PBS)- Ice Murder Mystery (HO)  
Nova (PBS)- Ancient Refuge in the Holy Land (AI)

**Discovery Ed Videos**

Journals Through History - China  
Journals Through History - Egypt  
Journals Through History –India  
Elementary Video Adventures-Ancient Greece  
Elementary Video Adventures – Great Egyptians  
Elementary Video Adventures - Ancient Times (All Civilizations)  
Elementary Video Adventures – Rome  
Elementary Video Adventures – Mummies  
Elementary Video Adventures – Dynamic Earth  
Elementary Video Adventures – Weather and Climate  
Elementary Video Adventures – Landmarks and Civilizations  
Elementary Video Adventures – Life in Ancient Rome  
Elementary Video Adventures – People Around the World  
Elementary Video Adventures – Stories From China  
Elementary Video Adventures – Ancient Warriors of India  
Mesopotamia: The Development of the Written Language  
The Ancient World (All)  
World History (All)  
Ancient Civilizations (All)  
World History- Pre-History  
The Geography and Cultures of Israel  
People and Places: Israel  
Religions of the World: Buddhism (China & India)  
Religions of the World: Christianity (Israel)  
Religions of the World: Hinduism (India)  
Religions of the World: Judaism (Israel)

**Crash Course World History Videos**

The Agricultural Revolution: Crash Course World History #1 by CrashCourse  
Indus Valley Civilization: Crash Course World History #2 by CrashCourse  
Mesopotamia: Crash Course World History #3 by CrashCourse  
Ancient Egypt: Crash Course World History #4 by CrashCourse

	<p>The Persians &amp; Greeks: Crash Course World History #5 by CrashCourse          Buddha and Ashoka: Crash Course World History #6 by CrashCourse          2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 by CrashCourse          Alexander the Great and the Situation ... the Great? Crash Course World History #8 by CrashCourse          The Silk Road and Ancient Trade: Crash Course World History #9 by CrashCourse          The Roman Empire. Or Republic. Or...Which Was It?: Crash Course World History #10 by CrashCourse          Christianity from Judaism to Constantine: Crash Course World History #11 by CrashCourse          Fall of The Roman Empire...in the 15th Century: Crash Course World History #12 by CrashCourse</p> <p><b>Picture Books will be used as a hook to engage students and peek interest.</b></p> <p><b>History Picture Books</b>          Weslandia Paperback – August 1, 2002 by <u>Paul Fleischman</u></p> <p><b>Mesopotamia Picture Books</b>          The Golden Bull by Marjorie Cowley  <u>Gilgamesh the King</u> (The Gilgamesh Trilogy) by Ludmila Zeman</p> <p><b>Ancient Egypt Picture Books</b>          Ms. Frizzle's Adventures: Ancient Egypt          Mummies in the Morning (<u>Magic Tree House #3</u>)          Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs by <u>James Rumford</u></p> <p><b>Arts Integrated Resources</b>          Reading the Masters Test Prep Intervention          Masterpiece Works of Art – Cave Art          Masterpiece – “Isis and Queen Nefertari”          Masterpiece Sculpture – The Gold Mask of Tutankhamun          Masterpiece Pottery and Mosaics of Mesopotamia</p>
<b>Field Trip/s</b>	None

**Millington Middle School, Millington, TN**  
**Syllabus**  
**Grade Six – Dr. Batson and Mrs. Osby**

<b>Subject</b>	<p><b>Social Studies</b></p> <p><u>World History and Geography</u>: Early Civilizations through the Decline of the Roman Empire (5th century C.E.) Course Description: Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.</p>
<b>Nine Week</b>	<b>Second (2016-2017)</b>
<b>Standard</b>	<p>6.39 On a historical map of the Mediterranean Sea, Jordon River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt. (G)</p> <p>6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history. (C, H, G)</p> <p>6.41 Describe the monotheistic religion of the Israelites, including: (C, H) · the belief in one God (monotheism) · 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 Torah and the Hebrew Bible as part of the history of early Israel</p> <p>6.42 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. (G, H, P)</p> <p>6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire. (H)</p> <p>6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes. (H)</p> <p>6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. (C, H) Primary Documents and Supporting Texts to Read: excerpts from the Tanach, Hebrew Bible, the Torah, and the Dead Sea Scroll</p>



6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. (E, G, H)

6.24 Analyze the impact of the Aryan invasions. (C, H, P)

6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism. (C, H)

6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society. (C, E, H, P)

6.27 Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion. (C, H, G)

6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka. (C, H, P)

6.29 Identify the important aesthetic and intellectual traditions, including: (C, E, H) • Sanskrit literature, including the Bhagavad-Gita, Ramayana, and the Mahabharata • medicine • metallurgy • mathematics, including Hindu-Arabic numerals and the zero

6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. (G)

6.31 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty. (C, G, H)

6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)

6.33 Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.. (C, H)

6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. (C, H, P)

6.35 List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China. (H, P)

6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire. (H, P)

	<p>6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. (E, G, H)</p> <p>6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty. (C, G, H)</p>
<b>Objectives</b>	<p>6.39 I can create a historical map that includes the Mediterranean Sea, Jordan River, Sinai Peninsula, Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel and Egypt.</p> <p>6.40 I can examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel.</p> <p>6.40 I can explain the roles of Abraham, Moses, King Saul, David, Solomon and Nebuchadnezzar.</p> <p>6.41 I can describe the basic tenets, texts and founder of Judaism, including, the belief in one God [monotheism], 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 Torah and the Hebrew Bible as part of the history of early Israel, Mosaic Law</p> <p>6.42 I can describe and explain how the tribe of Israel developed into a kingdom and how Jerusalem became its capital and the building of the first temple.</p> <p>6.43 I can summarize the four major events after the rule of King Solomon in the history of Israel including:</p> <ul style="list-style-type: none"> <li>• the breakup of the Kingdom of Israel</li> <li>• destruction of the Northern Kingdom</li> <li>• Babylonian captivity under Nebuchadnezzar the return of the Jews to their homeland under the Persian Empire</li> </ul> <p>6.45 I can cite textual evidence from excerpts of the Hebrew Bible, Tanach and Dead Sea Scrolls to demonstrate the Jewish view of God, belief in monotheism, and personal responsibility.</p> <p>6.45 I can explain the Diaspora and describe its effects on Judaism including the renaming of the country as Palestine in AD 70.</p> <p>6.23 I can locate and describe the Himalayas and the major river systems, including Indus and Ganges, and evaluate the importance of each.</p> <p>6.23 I can identify economic and geographic reasons why people settled near the Indus River.</p> <p>6.24 I can analyze the impact of the Aryan invasions and their relationship to Hindu religions.</p> <p>6.25 I can explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.</p> <p>6.25 I can identify and explain the basic tenets and foundations of Hinduism, including its founders.</p> <p>6.26 I can create a visual representation of the caste system and explain its effect on everyday life in Indian society.</p> <p>6.26 I can compare and contrast the lives of individual citizens in India.</p> <p>6.27 I can write a narrative text describing the life of Siddhartha Gautama [Buddha] and his teachings and their spread as a new religion.</p>

<b>Topics</b>	Ancient Israel Ancient India Ancient China
<b>Major Assignment/s</b>	Dead Sea Scrolls Project
<b>Instructional Materials</b>	<p><b>Textbooks &amp; Workbooks</b></p> 11. Holt Social Studies- World History Instructional System 12. McGraw Hill Education - Discovering Our Past - A History of the World Instructional System 13. Teacher's Curriculum Institute - History Alive - The Ancient World Instructional System 14. A Little History of the World - E.H. Gombrich 15. The Ancient World - Prehistory to the Roman Empire - Holt, Rinehart, Winston 16. World Book Encyclopedias and accompanying digital collections - World Book Inc. 17. Encyclopedia Britannica and accompanying digital collections- Encyclopedia Britannica, Inc. 18. World Civilizations and Cultures, Grades 5 – 8 - Mark Twain Media; Act CSM edition (January 3, 2012) 19. TCAP Coach Book - Triumph Learning 20. Mastering the TCAP 6 <sup>th</sup> Grade Social Studies – American Book Company 11. Map Reading Skills – Mark Twain Media 12. Active History: Ancient Egypt - Shell Education 13. Differentiated Lesson and Assessments – Teacher Created Resources 14. Ancient Civilizations: Journaling Through History – Prestwick House Inc. <p><b>Videos</b></p> Crash Course World History Carmen San Diego Nova (PBS)- Ice Man Reborn (HO) Nova (PBS)- Hagia Sophia (AR) Nova (PBS)- Secrets of Noah’s Ark (AI) Nova (PBS)- The Emperor’s Ghost Army (AC) Nova (PBS)- Coliseum- Roman Death Trap (AR) Nova (PBS)- Petra – Lost City of Stone ( ) Nova (PBS)- Ancient Computer Nova (PBS)- Building Pharaoh’s Chariot (AE) Nova (PBS)- Ice Murder Mystery (HO)

Nova (PBS)- Ancient Refuge in the Holy Land (AI)

**Discovery Ed Videos**

Journals Through History - China

Journals Through History - Egypt

Journals Through History –India

Elementary Video Adventures-Ancient Greece

Elementary Video Adventures – Great Egyptians

Elementary Video Adventures - Ancient Times (All Civilizations)

Elementary Video Adventures – Rome

Elementary Video Adventures – Mummies

Elementary Video Adventures – Dynamic Earth

Elementary Video Adventures – Weather and Climate

Elementary Video Adventures – Landmarks and Civilizations

Elementary Video Adventures – Life in Ancient Rome

Elementary Video Adventures – People Around the World

Elementary Video Adventures – Stories From China

Elementary Video Adventures – Ancient Warriors of India

Mesopotamia: The Development of the Written Language

The Ancient World (All)

World History (All)

Ancient Civilizations (All)

World History- Pre-History

The Geography and Cultures of Israel

People and Places: Israel

Religions of the World: Buddhism (China & India)

Religions of the World: Christianity (Israel)

Religions of the World: Hinduism (India)

Religions of the World: Judaism (Israel)

**Crash Course World History Videos**

The Agricultural Revolution: Crash Course World History #1 by CrashCourse

Indus Valley Civilization: Crash Course World History #2 by CrashCourse

Mesopotamia: Crash Course World History #3 by CrashCourse

Ancient Egypt: Crash Course World History #4 by CrashCourse

The Persians & Greeks: Crash Course World History #5 by CrashCourse

Buddha and Ashoka: Crash Course World History #6 by CrashCourse

2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 by CrashCourse

Alexander the Great and the Situation ... the Great? Crash Course World History #8 by CrashCourse

The Silk Road and Ancient Trade: Crash Course World History #9 by CrashCourse

The Roman Empire. Or Republic. Or...Which Was It?: Crash Course World History #10 by CrashCourse

Christianity from Judaism to Constantine: Crash Course World History #11 by CrashCourse

Fall of The Roman Empire...in the 15th Century: Crash Course World History #12

	<p>by CrashCourse</p> <p><b>Ancient Israel Picture Books</b>  <u>Queen Esther: The Morning Star</u> by Mordicai Gerstein. Simon &amp; Schuster, 2000.  <u>Festival of Lights : The Story of Hanukkah</u> by Maida Silverman, illus. Carolyn S. Ewing.  <u>The Book of Jonah</u> by Peter Spier  <u>At Masada 2015</u> by Sara-Ester Varnai</p> <p><b>Ancient China Picture Books</b>  <u>Emperor's Silent Army: Terracotta Warriors of Ancient China</u> by Jane O'Connor. Viking, 2002  <u>Lon Po Po: A Red-Riding Hood Story from China</u>  <u>The Empty Pot (An Owlet Book)</u> Paperback – September 15, 1996 by <u>Demi</u>  <u>Tikki Tikki Tembo (Owlet Book)</u> Paperback – September 15, 1989 by <u>Arlene Mosel</u>  <u>Daisy Comes Home</u> Hardcover – February 18, 2002 by <u>Jan Brett</u>  <u>The Seven Chinese Brothers (Blue Ribbon Book)</u> Paperback – 1990 by <u>Margaret Mahy</u></p> <p><b>Ancient India Picture Books</b>  <u>Elephant Dance</u> Hardcover – October 1, 2004 by <u>Theresa Heine</u>  <u>The Road to Mumbai</u> Hardcover – August 30, 2004 by <u>Ruth Jeyaveeran</u>  <u>Baya, Baya, Lulla-by-a</u> Hardcover – July 1, 2003 by <u>Megan McDonald</u>  <u>Lily's Garden of India</u> Hardcover – April 15, 2003 by <u>Jeremy Smith</u></p>
<b>Field Trip/s</b>	None

**Millington Middle School, Millington, TN**  
**Syllabus**  
**Grade Six – Dr. Batson and Mrs. Osby**

<b>Subject</b>	<p><b>Social Studies</b></p> <p><u>World History and Geography</u>: Early Civilizations through the Decline of the Roman Empire (5th century C.E.) Course Description: Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.</p>
<b>Nine Week</b>	<b>Third (2016-2017)</b>
<b>Standard</b>	<p>6.46 On a historical map of the ancient Mediterranean area, locate Greece and trace the boundaries of its influence to 300 BC/BCE. On a contemporary map trace the current boundaries of Greece. Compare and contrast the sphere of influence of Greece in those two different eras. (G, H)</p> <p>6.47 Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (C, E, G, H)</p> <p>6.48 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 development of the idea of citizenship. (C, H, P)</p> <p>6.49 Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy, including: (C, H, P) · the “polis” or city-state · civic participation and voting rights · legislative bodies · constitution writing · rule of law</p> <p>6.50 Compare and contrast life in Athens and Sparta. (C, H)</p> <p>6.51 Compare and contrast the status of women and slaves between Athens and Sparta. (C, H)</p> <p>6.52 Analyze the causes, course, and consequences of the Persian Wars. (C, H, G) 6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)</p> <p>6.53 Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H, P)</p> <p>6.54 Explain the rise of Alexander the Great and the spread of Greek culture. (C, G, H, P)</p> <p>6.55 Analyze the causes and effects of the Hellenistic culture of Greece. (C, E, G, H, P)</p>

6.56 Describe the myths and stories of classical Greece; give examples of Greek gods, goddesses, and heroes (Zeus, Hermes, Aphrodite, Athena, Poseidon, Artemis, Hades, Apollo), and events, and where and how we see their names used today. (C, H)

6.57 Compare and contrast the Titans with the Olympian gods and explain the surrounding Greek mythology. (C, H)

6.58 Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the sports they featured. (C, H)

6.59 Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks. (C, H) · Thales (science) · Pythagoras and Euclid (mathematics) · Hippocrates (medicine) · Socrates, Plato, and Aristotle (philosophy) · Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama) · the Parthenon, the Acropolis, and the Temple of Apollo (architecture) · the development of the first complete alphabet, with symbols representing both consonants and vowels P

6.60 On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 AD/CE. (G, H)

6.61 Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (E, G, P)

6.62 Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history, including Romulus and Remus, Hannibal and the Carthaginian Wars, Cicero, Julius Caesar, Augustus, Hadrian, Aeneas, and Cincinnatus. (C, G, H, P)

6.72 Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

6.63 Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty. (C, H, P)

6.64 Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire. (C, E, G, H, P)

- Military organization, tactics, and conquests and decentralized administration
- the purpose and functions of taxes

	<ul style="list-style-type: none"> <li>· the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes</li> <li>· the benefits of a Pax Romana</li> </ul> <p>6.70 Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation. (C, H, P)</p> <p>6.71 Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (C, H, G)</p> <p>6.65 Reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine, city of Constantinople on the Roman Empire. (H, P)</p> <p>6.66 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. (C, E, G, H, P)</p> <p>6.67 Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus. (C, E, H)</p> <p>6.68 Describe the origins and central features of Christianity. (C, G, H, P)</p> <ul style="list-style-type: none"> <li>· monotheism</li> <li>· the belief in Jesus as the Messiah and God’s Son</li> <li>· the concept of resurrection</li> <li>· the concept of salvation</li> <li>· belief in the Old and New Testaments</li> <li>· the lives, teachings and contributions of Jesus and Paul</li> <li>· the relationship of early Christians to officials of the Roman Empire</li> </ul> <p>6.69 Analyze how internal and external forces caused the disintegration of the Roman Empire: including the rise of autonomous military powers, political corruption, economic and political instability, shrinking trade, invasions, and attacks by Germanic tribes. (E, G, H, P)</p>
<b>Objectives</b>	<p>6.69 I can reflect on the impact of the lives of Cleopatra, Marc Anthony, Nero, Diocletian, and Constantine. I can demonstrate the importance of the city of Constantinople to the Roman Empire.</p> <p>6.69 I can locate the growth of the Roman Empire, the political and geographic reasons for this growth, and explain how the Roman empire fostered economic growth through the use of currency and trade routes.</p> <p>6.70 I can describe the importance of architectural advances of the Roman civilization including the Colosseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation.</p> <p>6.70 I can describe the following cultural achievements of the Roman Empire to modern society: law, literature, poetry, art and the Latin language.</p> <p>6.65 I can describe the following cultural achievements of the Roman Empire to modern society: law, literature, poetry, art and the Latin language.</p>



	6.71 I can explain the spread and influence of the Roman alphabet and the Latin language in the Western academic world.
<b>Topics</b>	Ancient Greece Ancient Rome
<b>Major Assignment/s</b>	Roman ABCs
<b>Instructional Materials</b>	<p><b>Textbooks &amp; Workbooks</b></p> <p>21. Holt Social Studies- World History Instructional System</p> <p>22. McGraw Hill Education - Discovering Our Past - A History of the World Instructional System</p> <p>23. Teacher's Curriculum Institute - History Alive - The Ancient World Instructional System</p> <p>24. A Little History of the World - E.H. Gombrich</p> <p>25. The Ancient World - Prehistory to the Roman Empire - Holt, Rinehart, Winston</p> <p>26. World Book Encyclopedias and accompanying digital collections - World Book Inc.</p> <p>27. Encyclopedia Britannica and accompanying digital collections- Encyclopedia Britannica, Inc.</p> <p>28. World Civilizations and Cultures, Grades 5 – 8 - Mark Twain Media; Act CSM edition (January 3, 2012)</p> <p>29. TCAP Coach Book - Triumph Learning</p> <p>30. Mastering the TCAP 6<sup>th</sup> Grade Social Studies – American Book Company</p> <p>11. Map Reading Skills – Mark Twain Media</p> <p>12. Active History: Ancient Egypt - Shell Education</p> <p>13. Differentiated Lesson and Assessments – Teacher Created Resources</p> <p>14. Ancient Civilizations: Journaling Through History – Prestwick House Inc.</p> <p><b>Videos</b></p> <p>Crash Course World History</p> <p>Carmen San Diego</p> <p>Nova (PBS)- Ice Man Reborn (HO)</p> <p>Nova (PBS)- Hagia Sophia (AR)</p> <p>Nova (PBS)- Secrets of Noah's Ark (AI)</p> <p>Nova (PBS)- The Emperor's Ghost Army (AC)</p> <p>Nova (PBS)- Coliseum- Roman Death Trap (AR)</p> <p>Nova (PBS)- Petra – Lost City of Stone (</p> <p>Nova (PBS)- Ancient Computer</p> <p>Nova (PBS)- Building Pharaoh's Chariot (AE)</p>

Nova (PBS)- Ice Murder Mystery (HO)  
Nova (PBS)- Ancient Refuge in the Holy Land (AI)

**Discovery Ed Videos**

Journals Through History - China  
Journals Through History - Egypt  
Journals Through History –India  
Elementary Video Adventures-Ancient Greece  
Elementary Video Adventures – Great Egyptians  
Elementary Video Adventures - Ancient Times (All Civilizations)  
Elementary Video Adventures – Rome  
Elementary Video Adventures – Mummies  
Elementary Video Adventures – Dynamic Earth  
Elementary Video Adventures – Weather and Climate  
Elementary Video Adventures – Landmarks and Civilizations  
Elementary Video Adventures – Life in Ancient Rome  
Elementary Video Adventures – People Around the World  
Elementary Video Adventures – Stories From China  
Elementary Video Adventures – Ancient Warriors of India  
Mesopotamia: The Development of the Written Language  
The Ancient World (All)  
World History (All)  
Ancient Civilizations (All)  
World History- Pre-History  
The Geography and Cultures of Israel  
People and Places: Israel  
Religions of the World: Buddhism (China & India)  
Religions of the World: Christianity (Israel)  
Religions of the World: Hinduism (India)  
Religions of the World: Judaism (Israel)

**Crash Course World History Videos**

The Agricultural Revolution: Crash Course World History #1 by CrashCourse  
Indus Valley Civilization: Crash Course World History #2 by CrashCourse  
Mesopotamia: Crash Course World History #3 by CrashCourse  
Ancient Egypt: Crash Course World History #4 by CrashCourse  
The Persians & Greeks: Crash Course World History #5 by CrashCourse  
Buddha and Ashoka: Crash Course World History #6 by CrashCourse  
2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 by CrashCourse  
Alexander the Great and the Situation ... the Great? Crash Course World History #8 by CrashCourse  
The Silk Road and Ancient Trade: Crash Course World History #9 by CrashCourse  
The Roman Empire. Or Republic. Or...Which Was It?: Crash Course World History #10 by CrashCourse  
Christianity from Judaism to Constantine: Crash Course World History #11 by CrashCourse

	<p>Fall of The Roman Empire...in the 15th Century: Crash Course World History #12 by CrashCourse</p> <p><b>Ancient Greece Picture Books</b></p> <p>Alexander the Great: The Greatest Ruler of the Ancient World (What's Their Story?) by Andrew Langley.</p> <p>The Children's Homer: The Adventures of Odysseus and the Tale of Troy by Padraic Colum, illus. Willy Pogany</p> <p>Fables of Aesop, ed. by Joseph Jacobs.</p> <p>Trojan Horse: How the Greeks Won the War (Step into Reading, Step 5) by Emily Little, illus. Michael Eagle</p> <p>Tales of Pan by Mordecai Gerstein</p> <p><b>Ancient Rome Picture Books</b></p> <p>Ben-Hur (Oxford World's Classics) by Lew Wallace.</p> <p>Beyond the Desert Gate by Mary Ray. Bethlehem Books.</p> <p>Brave Cloelia: Retold from the Account in the History of Early Rome by the Roman Historian Titus Livius by Jane Louise Curry, illus. Jeff Crosby. The J. Paul Getty Museum, 2004.</p> <p>The Buried City of Pompeii (I Was There Series) by Shelley Tanaka, illus. Greg Ruhl. Hyperion/Madison Press, 1997</p> <p>Hannibal (First Book) by Robert Green.</p>
<b>Field Trip/s</b>	None

**Millington Middle School, Millington, TN**  
**Syllabus**  
**Grade Six – Dr. Batson and Mrs. Osby**

<b>Subject</b>	<p><b>Social Studies</b></p> <p><u>World History and Geography</u>: Early Civilizations through the Decline of the Roman Empire (5th century C.E.) Course Description: Sixth grade students will study the beginning of early civilizations through the fall of the Roman Empire. Students will study the geographical, social, economic, and political foundations for early civilizations progressing through the Roman Empire. They will analyze the shift from nomadic societies to agricultural societies. Students will study the development of civilizations, including the areas of Mesopotamia, Egypt, India, China, Ancient Israel, Greece, and Rome. The study of these civilizations will include the impact of geography, early history, cultural development, and economic change. The geographic focus will include the study of physical and political features, economic development and resources, and migration patterns. The sixth grade will conclude with the decline and fall of the Roman Empire. This course will be the first concentrated study of world history and geography and will utilize appropriate informational texts and primary sources.</p>
<b>Nine Week</b>	<b>Fourth (2016-2017)</b>
<b>Standard</b>	<p>6.3.spi.1 identify the basic components of a world map (i.e., compass rose, map key, scale, latitude and longitude lines, continents, oceans).</p> <p>6.3.spi.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).</p> <p>6.3.spi.2 identify basic geographic forms (i.e., rivers, lakes, bays, oceans, mountains, plateaus, deserts, plains, coastal plains).</p> <p>6.3.spi.6. interpret a graph that illustrates a major trend in world history (i.e. population growth, economic development, governance land areas, growth of religions).</p> <p>6.5.spi.6. recognize the designations for time dating (i.e., BCE, AD, centuries, decades, prehistoric, historic.)</p>
<b>Objectives</b>	<p>6.3.spi.1</p> <ul style="list-style-type: none"> <li>• I can use a compass rose to find locations on a world map.</li> <li>• I can use the map key to read a map.</li> <li>• I can use the scale of a map to determine distance between locations.</li> <li>• I can distinguish the difference between latitude and longitude line on a map.</li> <li>• I can find locations using latitude and longitude.</li> <li>• I can identify the 7 continents.</li> <li>• I can locate the 7 continents by their hemisphere and their relation to other continents.</li> <li>• I can identify the 5 oceans.</li> <li>• I can locate the oceans by their location in relation to the continents and hemispheres.</li> </ul> <p>6.3.spi.5</p> <ul style="list-style-type: none"> <li>• I can interpret information represented on a political map.</li> <li>• I can interpret information represented on a resource map.</li> <li>• I can interpret information represented on a product map.</li> <li>• I can interpret information represented on a physical map.</li> <li>• I can interpret information represented on a climate map.</li> <li>• I can interpret information represented on a vegetation map.</li> </ul> <p>6.3.spi.2</p> <ul style="list-style-type: none"> <li>• I can restate the definition of geographic forms in my own words.</li> <li>• I can identify the definition of the basic geographic forms.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can locate basic geographic forms on a map.</li> </ul> <p>6.3.spi.6</p> <ul style="list-style-type: none"> <li>• I can determine what a bar graph is and identify the various parts (title, x-axis, y-axis, contrast of bars).</li> <li>• I can determine what a circle graph is and identify the various parts (title, key, pieces)</li> <li>• I can determine what a line graph is and identify the various parts (title, line, rise and fall of line)</li> </ul> <p>6.5.spi.6</p> <ul style="list-style-type: none"> <li>• I can identify the definition for the various time periods (BCE, AD, centuries, decades, prehistoric, historic)</li> <li>• I can use a timeline to show my understanding of BCE, AD, centuries, decades, prehistoric time, and historic time.</li> </ul>
<b>Topics</b>	<p>Geography Map Skills</p>
<b>Major Assignment/s</b>	<p>Projects – Salt Maps and Global Maps</p>
<b>Instructional Materials</b>	<p><b>Textbooks &amp; Workbooks</b></p> <ol style="list-style-type: none"> <li>31. Holt Social Studies- World History Instructional System</li> <li>32. McGraw Hill Education - Discovering Our Past - A History of the World Instructional System</li> <li>33. Teacher's Curriculum Institute - History Alive - The Ancient World Instructional System</li> <li>34. A Little History of the World - E.H. Gombrich</li> <li>35. The Ancient World - Prehistory to the Roman Empire - Holt, Rinehart, Winston</li> <li>36. World Book Encyclopedias and accompanying digital collections - World Book Inc.</li> <li>37. Encyclopedia Britannica and accompanying digital collections- Encyclopedia Britannica, Inc.</li> <li>38. World Civilizations and Cultures, Grades 5 – 8 - Mark Twain Media; Act CSM edition (January 3, 2012)</li> <li>39. TCAP Coach Book - Triumph Learning</li> <li>40. Mastering the TCAP 6<sup>th</sup> Grade Social Studies – American Book Company</li> <li>11. Map Reading Skills – Mark Twain Media</li> <li>12. Active History: Ancient Egypt - Shell Education</li> <li>13. Differentiated Lesson and Assessments – Teacher Created Resources</li> <li>14. Ancient Civilizations: Journaling Through History – Prestwick House Inc.</li> </ol>

**Videos**

Crash Course World History  
Carmen San Diego  
Nova (PBS)- Ice Man Reborn (HO)  
Nova (PBS)- Hagia Sophia (AR)  
Nova (PBS)- Secrets of Noah's Ark (AI)  
Nova (PBS)- The Emperor's Ghost Army (AC)  
Nova (PBS)- Coliseum- Roman Death Trap (AR)  
Nova (PBS)- Petra – Lost City of Stone ( )  
Nova (PBS)- Ancient Computer  
Nova (PBS)- Building Pharaoh's Chariot (AE)  
Nova (PBS)- Ice Murder Mystery (HO)  
Nova (PBS)- Ancient Refuge in the Holy Land (AI)

**Discovery Ed Videos**

Journals Through History - China  
Journals Through History - Egypt  
Journals Through History –India  
Elementary Video Adventures-Ancient Greece  
Elementary Video Adventures – Great Egyptians  
Elementary Video Adventures - Ancient Times (All Civilizations)  
Elementary Video Adventures – Rome  
Elementary Video Adventures – Mummies  
Elementary Video Adventures – Dynamic Earth  
Elementary Video Adventures – Weather and Climate  
Elementary Video Adventures – Landmarks and Civilizations  
Elementary Video Adventures – Life in Ancient Rome  
Elementary Video Adventures – People Around the World  
Elementary Video Adventures – Stories From China  
Elementary Video Adventures – Ancient Warriors of India  
Mesopotamia: The Development of the Written Language  
The Ancient World (All)  
World History (All)  
Ancient Civilizations (All)  
World History- Pre-History  
The Geography and Cultures of Israel  
People and Places: Israel  
Religions of the World: Buddhism (China & India)  
Religions of the World: Christianity (Israel)  
Religions of the World: Hinduism (India)  
Religions of the World: Judaism (Israel)

**Crash Course World History Videos**

The Agricultural Revolution: Crash Course World History #1 by CrashCourse  
Indus Valley Civilization: Crash Course World History #2 by CrashCourse  
Mesopotamia: Crash Course World History #3 by CrashCourse  
Ancient Egypt: Crash Course World History #4 by CrashCourse  
The Persians & Greeks: Crash Course World History #5 by CrashCourse

	<p>Buddha and Ashoka: Crash Course World History #6 by CrashCourse</p> <p>2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7 by CrashCourse</p> <p>Alexander the Great and the Situation ... the Great? Crash Course World History #8 by CrashCourse</p> <p>The Silk Road and Ancient Trade: Crash Course World History #9 by CrashCourse</p> <p>The Roman Empire. Or Republic. Or...Which Was It?: Crash Course World History #10 by CrashCourse</p> <p>Christianity from Judaism to Constantine: Crash Course World History #11 by CrashCourse</p> <p>Fall of The Roman Empire...in the 15th Century: Crash Course World History #12 by CrashCourse</p>
<b>Field Trip/s</b>	None