



**Kansas Standards
For
History
Government
And
Social Studies**

Adopted April 16, 2013

6th

Ancient World History

The Ancient World History course covers the time period from the birth of the river civilizations of Mesopotamia, Egypt, India, and China to the Middle Ages in Europe. Students will examine the impact of geography on the development of civilizations. The course will include a discussion of characteristics of civilizations including the development of agriculture, governments, division of labor, social hierarchies, and culture. Students will focus on causes, effects, and turning points in the rise and fall of various civilizations. They will investigate major religions including Judaism, Hinduism, Buddhism, Christianity, and Islam and their impact on governments, society, and culture. The course will include an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Early River Civilizations
- Ancient Greece
- Ancient Rome
- African Civilizations and the Islamic World
- Asian Empires
- Early Americas
- Middle Ages in Europe

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kindergarten.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach Kansas History in seventh grade social studies course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of social studies concepts related to geography, economics, and civics/government through their studies in elementary grades. Students will build on their understanding of history as a discipline from their study of American history in fifth grade by applying this understanding to the content of Ancient World History. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

Connecting with Future Learning

Students will be asked in high school to continue their study of world history from the Renaissance to modern times. They will build on concepts of geography, economics, civics/government and history learned in their Ancient World History course to understand contemporary events. The skills and content learned at this grade level will be used as background and prior knowledge for their study of modern world history.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the manor system in the Middle Ages period without also learning about the class system involved, so serfs, knights, and vassals do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

Early River Civilizations (approx. 7000 BCE –approx. 500 CE)

In this unit students will begin with a brief overview of the developments, particularly in agriculture, necessary for the beginnings of what are defined as “civilizations.” Students will explore the concept and attributes of civilizations. They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. Students will compare and contrast the government, culture, and ideas of Mesopotamia and the Fertile Crescent, Egypt, China, and India. Students will trace the development of city-states and early government. They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations.

Mesopotamia

Ideas	civilization, division of labor, empire, polytheism, social hierarchy, architecture, alphabet, imports, exports, monotheism, Judaism, Ten Commandments, Fertile Crescent
People/Roles	Nebuchadnezzar, Assyrians, Phoenicians, monarch, Abraham, Moses
Places/Institutions	Tigris, Euphrates, Fertile Crescent, Sumer, Babylon, Phoenicia, Mediterranean Sea
Events	development of city-states, wheels, Epic of Gilgamesh, Hammurabi’s Code, chariot, Exodus

Egypt

Ideas	afterlife, mummies, hieroglyphics, theocracy
People/Roles	Ramses the Great, King Tutankhamen, Queen Hatshepsut, pharaoh, dynasty, nobles, Akhenaten

Places/Institutions delta, cataracts, pyramids, Nile, Upper Egypt, Lower Egypt, temples (sphinxes, obelisks), Kush, Nubia

Events Old Kingdom, Middle Kingdom, New Kingdom, Rosetta Stone, papyrus

India

Ideas Hinduism, caste system, reincarnation, karma, Buddhism, Four Noble Truths, nirvana

People/Roles Aryans, Siddhartha Gautama (Buddha), Gupta, Asoka

Places/Institutions subcontinent, Indus, Mohenjo Daro

Events Mauryan Empire, Gupta dynasty, metallurgy, inoculation, astronomy, Hindu-Arabic numerals

China

Ideas Confucianism, Daoism, Legalism, diffusion of Buddhism, dynasty

People/Roles Confucius, Shi Huangdi

Places/Institutions Huang He River, Yangzi River, Great Wall, Silk Road

Events Shang Dynasty, Zhou Dynasty, Qin Dynasty, Han Dynasty, acupuncture, seismograph

Sample Compelling Questions

- Why did Siddhartha Gautama decide to leave his home and what was the result of that decision? (Standard 1)
- How did Hammurabi's Code affect the rights and responsibilities of the citizens of Babylon? (Standard 2)
- How did the beliefs of Brahmanism and Hinduism impact Indian society? (Standard 3)
- What are some of the differences between the Shang, and Zhou dynasties? (Standard 4)
- How did geography influence the development of early river civilizations? (Standard 5)

Ancient Greece (approx. 2000 BCE – approx. 70 CE)

In this unit students will recognize the beliefs and ideas of the ancient Greeks as the foundation of western ideas that shape the world today. Students will recognize and evaluate the role of geography in shaping Greek civilization. They will trace the development of city-states in Greece and compare and contrast Sparta and Athens in terms of the rights and responsibilities of citizens. Students will examine the influence of Greek mythology, literature, philosophy, and architecture on the modern world. They will analyze continuity and change in the context of the growth of the Persian Empire, and the empire of Alexander the Great. Students will explore the spread of the Hellenistic culture during the reign of Alexander the Great.

Ideas	classical age, direct democracy, representative democracy, philosophy, Greek architecture (columns), oligarchy, mythology, Hellenistic culture, Greek Theater, Olympics
People/Roles	Minoans, Mycenaeans, Pericles, Aesop, Homer, Cyrus the Great, Socrates, Plato, Aristotle, Alexander the Great, Euclid, Hippocrates, Philip II
Places/Institutions	Acropolis, Sparta, Athens, Persia, Macedonia, Syria, Alexandria, polis
Events	Trojan War, Persian Wars, Peloponnesian War, Empire of Alexander the Great

Sample Compelling Questions

- How did Spartan values impact the education of boys? (Standard 1)
- How were the rights and responsibilities of citizens the same and different in Athens and Sparta? (Standard 2)
- How do Greek myths and literature still influence our world today? (Standard 3)
- How did Alexander the Great change the lands he conquered? (Standard 4)
- How did the geography of Greece both help and hinder its development? (Standard 5)

Ancient Rome (approx. 753 BCE – approx. 1453 CE)

In this unit students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman Empire. They will understand how the Pax Romana shaped the world at the time. Students will understand the connections between economics, military, and engineering and how they worked together to shape the world. They will analyze how economic choices and corruption led to loss of government stability and the eventual decline of the Roman Empire.

Ideas	republic, dictatorship, patricians/plebeians, consul, senate, veto, Latin, Roman engineering, roads, civil law, Judaism, Messiah, Christianity, Christian Bible
People/Roles	Romulus & Remus, Virgil, Hannibal, Spartacus, Cicero, Julius Caesar, Jesus of Nazareth, 1 st and 2 nd Triumvirate, Mark Anthony, Augustus, Constantine, Attila, Justinian & Theodora
Places/Institutions	Forum, Carthage, Gaul, Roman Empire, Italy, Constantinople, Byzantine Empire
Events	Law of the Twelve Tables, Punic Wars, Pax Romana, spread of Christianity, division of Rome, fall of Rome

Sample Compelling Questions

- How did Rome’s expansion affect trade? (Standard 1)
- How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity? (Standard 2)
- What ideas from the government in the Roman Republic influenced the government of the United States? (Standard 3)
- How do Roman accomplishments continue to impact our lives today? (Standard 4)
- How did Rome’s location on the Mediterranean affect its growth into a world power? (Standard 5)

African Civilizations and the Islamic World (approx. 500 BCE – approx. 1500 CE)

In this unit students will explore the impact and accomplishments of the early empires of West Africa. They will examine the role of trade, particularly in West Africa’s resources of gold and iron, in connecting people, cultures, and ideas. Students will analyze the factors leading to decline in early African empires. They will explore the impact of geography and climate on the culture and development of civilizations in Africa. Students will examine the origins of Islam in Southwest Asia. They will trace the expansion of Islam and its role in preserving intellectual and cultural traditions while acting as a bridge between eastern and western worlds. Students will analyze the role of trade in the spread of Islamic beliefs. Students will investigate Islamic contributions in art, architecture, science, and mathematics.

Ideas	extended family, animism, overgrazing, oral history, caravan, migratory people, prophet, Qur’an, pilgrimage, jihad, minaret, Five Pillars of Islam
People/Roles	Mansa Musa, Askia the Great, caliph, Janissaries, Suleyman the Magnificent, Shia, Sunni, Ibn Battutah, Omar Khayyam, Muhammad
Places/Institutions	Niger River, Sahara, Ghana, Mali, Morocco, mosque, Arabia, Baghdad, Cordoba, Timbuktu
Events	Muhammad’s journey from Medina to Mecca, travels of Mansa Musa, Songhai kingdom, Great Zimbabwe

Sample Compelling Questions

- How did choices about how trade was conducted affect the wealth of Ghana? (Standard 1)
- What role did village society play in defining rights and responsibilities in early West African communities? (Standard 2)
- How are Islam, Christianity, and Judaism similar and different? (Standard 3)
- How do Muslim ideas in math and medicine still influence the world today? (Standard 4)
- How did geography affect culture and trade in West Africa? (Standard 5)

Asian Empires (approx. 500 CE – approx. 1600 CE)

In this unit students will compare and contrast the strengths and weaknesses of China’s dynasties. They will investigate new inventions and technology in China and their impact on society. They will investigate

the growth of Buddhism and its increasing influence on life in China during the Sui and Tang dynasties. Students will analyze the impact of trade on China and other nations, including their exports of tea, rice, silk, spices, and jade. They will examine the influence of Confucianism on the government. Students will evaluate dynastic cycles in China.

In this unit students will recognize the role of geography in impacting life in Japan, from developing a unique culture because of its isolation as an island to its reliance on seafood. They will recognize the influence of China and Korea on Japanese culture. Students will analyze the Shogunate in Japan after 1100. They will recognize the decline of central power in Japan after the Mongol invasions of the 13th century.

China

Ideas	rice culture, growth of cities, porcelain, Neo-Confucianism, civil service, examination system
People/Roles	Empress Wu, Genghis Khan, Kublai Khan
Places/Institutions	Korea, Japan, Mongolia
Events	Tang Dynasty, Song Dynasty, invention of gunpowder, woodblock printing, perfection of compass, Mongol Conquest

Japan

Ideas	Shinto, calligraphy, Noh, Zen Buddhism, Heian literature, tea ceremony, and pure Land Buddhism, Bushido
People/Roles	Prince Shotoku, Lady Murasaki Shikibu, daimyo, samurai, shogun
Places/Institutions	Kamakura, Heian-kyo
Events	Kamakura shogunate, Mongol invasion

Sample Compelling Questions

- How did the creation of an imperial court in Heian influence the growth of the arts in Japan? (Standard 1)
- How did concepts of political power in Japan change over time? (Standard 2)
- How did Confucian ideas influence government during the Song dynasty? (Standard 3)
- How did the Mongol conquest change China? (Standard 4)
- How did advancements in agriculture advance Chinese civilization? (Standard 5)

Early Americas (approx. 500 BCE – approx. 537 CE)

In this unit students will compare and contrast the civilizations of the Mayas, Aztecs, and Incas in the Americas. Students will examine the impact of geography on the culture and way of life of these civilizations. They will investigate religion, family and social structure, government, trade, and

innovations of the Mayas, Aztecs, and Incas. They will examine the causes of the decline and conquest of these civilizations.

Ideas	maize, observatories, calendars
People/Roles	Moctezuma II, conquistadors, Hernan Cortes, Pachacuti, Atahualpa, Francisco Pizarro
Places/Institution	Mesoamerica, Lake Texcoco, Mexico, Tenochtitlan, Andes, Machu Picchu
Events	Classic Age of Mayan civilization, Cortes conquers Aztecs, Inca Empire, Pizarro conquers the Incas

Sample Compelling Questions

- How did trade impact Mayan civilization? (Standard 1)
- How did the Incas use central rule to control the vast Incan empire? (Standard 2)
- How did religion impact Mayan culture? (Standard 3)
- What events led to the end of the Incan empire? (Standard 4)
- How did the Aztecs address the geographic challenges of building Tenochtitlan? (Standard 5)

Middle Ages in Europe

In this unit students will recognize the influence of the Christian church on the small kingdoms of Europe after the fall of the Roman Empire. They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. Students will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades. They will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England. They will evaluate the impact of the Black Death on European society.

Ideas	Crusades, medieval, missionaries, feudalism, chivalry, growth of towns and trade, Parliament, excommunicate
People/Roles	St. Patrick, monks and friars, Pope, Benedict, Charlemagne, William the Conqueror, Eleanor of Aquitaine, Thomas Aquinas, Pope Urban I, Saladin, King Richard I, St. Francis of Assisi
Places/Institutions	Rome, Britain, Ireland, monasteries, Gaul (France), Holy Roman Empire, Holy Land, Spain
Events	Battle of Hastings, Crusades, Magna Carta, Hundred Years War, Black Death, Reconquista, Gothic architecture

Sample Compelling Questions

- How did the attempts to retake the Holy Land from the Muslims through the Crusades impact Europe and the Middle East? (Standard 1)

- How did feudalism define the rights and responsibilities between lords and vassals? (Standard 2)
- How did Christianity influence education in the Middle Ages? (Standard 3)
- What factors led to the growth of medieval towns in Europe? (Standard 4)
- What effect did the bubonic plague have in Europe? (Standard 5)