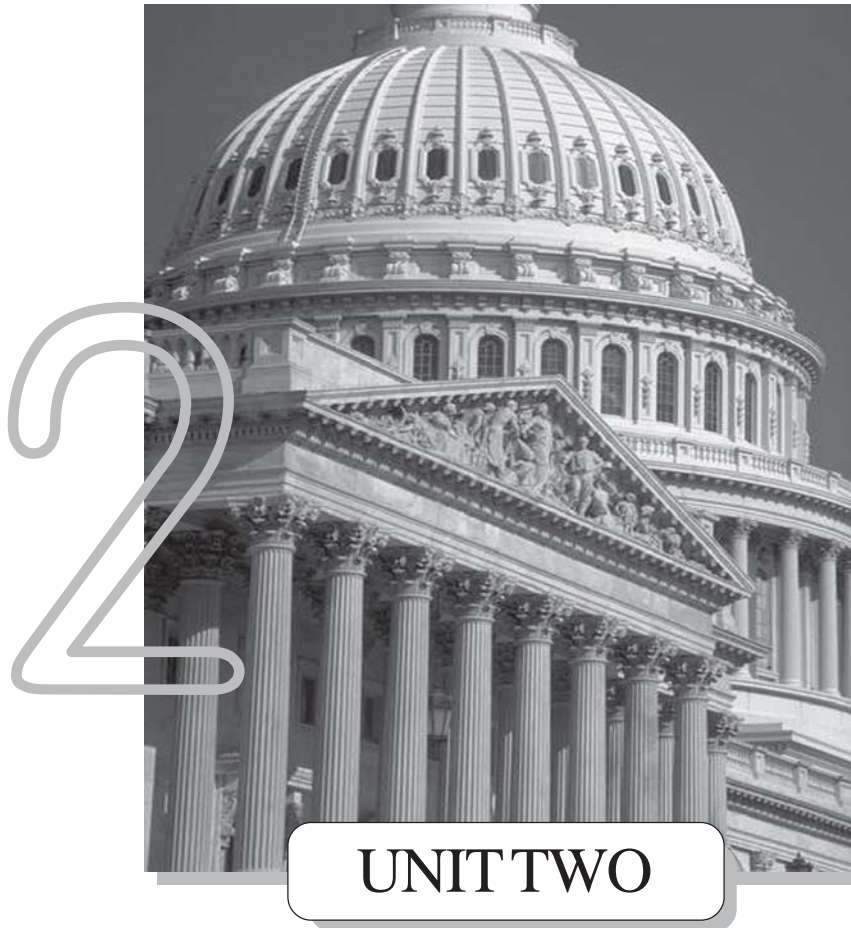


**SOCIAL STUDIES CURRICULUM
BASED ON MSDE CONTENT STANDARDS**

Sixth Grade Social Studies



Citizenship and Governance in Classical and Modern Times

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Introduction

This is an instructional guide for Unit Two, Sixth Grade Social Studies. The guide is *not* designed to be the “*end all and be all*” of social studies. It is designed to show how to meet the state outcomes in a meaningful manner and allow time for individual teacher extension. As with all new curricula, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the material.

The guide is meant to be read through in its entirety well before teaching any of the lessons. Numerous preparations must be made and opportunities for extension and differentiation planned.

Begin by reading the *Enduring Understanding and Essential Questions* below. These two items encapsulate the whole idea or **WHY** of the unit. Why, as in “Why study this?” As you read through the guide you will see that the unit sequentially builds up to the ideas expressed in the Enduring Understandings. Next review the **WHAT**. This identifies the MSDE Content Standards for this unit. These standards represent what MSDE wants students to be able to know and do. The MSDE standards that are specific to each lesson are restated at the beginning of each session. The rest of the guide and what you do in the classroom is the **HOW**.

Why?

Enduring Understandings

Political systems are the people, practices, and institutions that use power to help make and enforce societal decisions. Governments are the formal institutions that make, carry out, and enforce these decisions. Power in a government is organized and distributed through its structures and practices.

In a democracy, governments operate through the active participation of citizens and are responsive to citizen needs. Democratic governments attempt to meet the common good by providing for public services, protecting rights, promoting rule of law, preparing for a common defense, and supporting the economic system.

The political systems of ancient Greece and Rome laid a foundation for many democratic principles and practices followed today. The economic and cultural growth of these civilizations was due in large part to the active role of citizens in government decision making. Although some Greek city-states and the Roman Empire developed more authoritarian forms of government, the traditions of democracy remained a legacy from these classical civilizations.

Today, principles of governance and citizenship are the cornerstones of American democracy. The government of the United States provides many services to people, and citizens have the right and responsibility to actively participate in political processes.

Possible Essential Questions

1. What is a citizen and what rights and responsibilities do citizens have?
2. How does a government attempt to meet the common good?
3. How can political systems influence the achievements of a society?
4. How does a government balance protection of rights and maintaining order and stability?
5. How do social conflict and protest lead to changes in a political system?

What?

MSDE CONTENT STANDARDS

The student will be able to:

World History

1. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy.
2. Describe the emergence, expansion, and decline of the Roman Empire including the republican form of government and the significance of citizenship.

Political Systems

1. Analyze the relationships among maintaining order under the **rule of law**, protecting individual rights, and providing for the **common good**.
2. Explain how various groups provide opportunities for **citizens** to participate in the political process and ways in which individuals and groups can advance or impede political decisions.
3. Distinguish among various forms of government with emphasis on the ways of life and opportunities they permit, promote, and prohibit.
4. Analyze the concept of citizenship and explain how the concept has changed at different times and in different places, including Greek city-states and the Roman Republic and Empire.
5. Explain how the Roman Republic and the rule of the Senate affected individuals and groups.

Geography

1. Construct and interpret graphs, charts, databases, and thematic maps using **map elements**, including a title, symbols, cardinal and intermediate directions, compass rose, border, longitude and latitude, **legends/key**, and scale.
2. Analyze the influence of transportation and communication on the **movement** of people, **goods**, and ideas from **place to place**.

Economics

1. Analyze the relationship between the availability of **natural**, **capital**, and **human resources**, and the **production** of **goods** and **services** now and in the past.

Bold text refers to vocabulary found in the Social Studies Glossary provided by MSDE in May, 2000.

Instructional Flow

SIXTH GRADE – UNIT TWO • CITIZENSHIP AND GOVERNANCE IN CLASSICAL AND MODERN TIMES

Pre-Assessment (1 day)

What do students know about democratic principles of citizenship and governance? What do students know about American government? What do students know about the legacy of Greece and Rome?

LS 1 Government: How it Works (1 week)

A foundational understanding of government is essential for building deeper understanding of how democratic governments work. Students learn:

- why governments are needed to provide safety and stability.
- how governments attempt to meet the common good of a society, or what is in the best interest of the society.
- that in a democracy, citizens have rights and responsibilities and are active participants.

LS 2 Greece: Birthplace of Democracy (3 weeks)

The city-states of ancient Greece experimented with a variety of democratic governments that in turn fostered a rich and vibrant Greek culture. Students learn:

- how the geography of the Mediterranean region influenced the development of independent city-states and an economy based on local sea trade.
- that the city-state was the basis of Greek political life and took a variety of political forms.
- how democratic practices and institutions in Athens developed over time and contributed to the artistic, literary, and scientific achievements of the Greeks.
- how the conquests of Alexander the Great spread Greek culture across Asia.

LS 3 Rome Builds A Republic (2 weeks)

On the Italian peninsula, the Romans developed a republican democratic political system that united diverse people through a shared citizenship and culture. Students learn:

- how the Roman Republic gradually developed, increasing participation to a limited number of citizens.
- how Rome gained control of the Mediterranean, but faced new challenges in meeting the common good.
- how civil unrest challenged republican traditions, leading to the rise of dictators and civil wars.

LS 4 The Roman Empire: New Patterns of Governance (2 weeks)

The Roman Empire ushered in an age of continued expansion, increased trade, and cultural interactions but had fewer opportunities for citizen participation. Students learn:

- that the Pax Romana signaled a high point of Roman cultural achievement and expansion as the empire united cultures across Europe, the Mediterranean, Africa, and Asia.
- how Rome's emperors were unable to solve serious challenges that threatened the Empire.
- how a variety of factors contributed to the fall of Rome, leaving scattered communities throughout Europe while the Eastern (Byzantine) Empire continued to thrive.