



SOCIAL STUDIES

Spring Break

PACKET

GRADES 6-8

Department of
Curriculum and Instruction

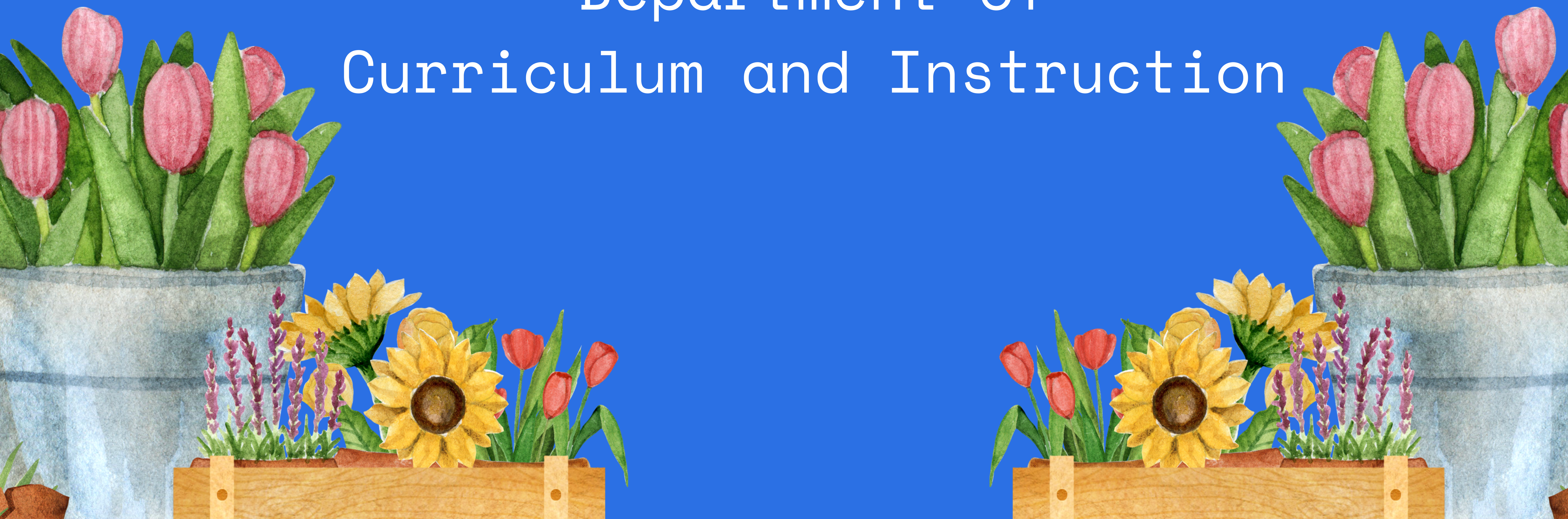


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Lesson 1	
Sixth Grade Social Studies Standards-Aligned Learning: Foundations of Human Civilizations Review	
Grade Level Standard(s)	Standards 6.01-6.04
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 3 in their textbooks for information about Early Humans and the Agricultural Revolution. To create their own study guide, students may want to define the following key terms from the standards:

- BC/BCE
- AD/CE
- Circa
- Decade
- Century
- Nomadic
- Hunter-gatherer
- Agricultural Revolution (Neolithic Revolution)
- Barter economy
- Domestication
- Surplus
- Labor specialization

Question Set:

1) Which term describes a period of time lasting exactly 100 years? (6.01)

- A. Circa
- B. Century
- C. Decade
- D. Era

2) “Before Common Era” or BCE replaced what time designation? (6.01)

- A. CE
- B. AD
- C. BC
- D. ADE

3) Identify three impacts of the Agricultural Revolution from the answer choices below. (6.03)

- A. Famine
- B. Food surpluses
- C. Destruction of permanent settlements
- D. Labor specialization
- E. Beginning the use of fire
- F. Domestication of plants and animals

4) Which of the following is a characteristic of a hunter gatherer society? (6.02)

- A. Agricultural production for food sources
- B. Use of metal tools
- C. Use of stone tools
- D. Housing in a permanent settlement

5) How did food surpluses lead to labor specialization during the Agricultural Revolution? (6.03)

- A. Farming produced less food, forcing everyone to devote their labor to farming.
- B. Farming produced less food, leading people to take on other jobs to meet their basic needs.
- C. Farming produced more food, so everyone worked as farmers specializing in raising different crops.
- D. Farming produced more food and not everyone needed to farm, so they took up other occupations.

Lesson 2

Sixth Grade Social Studies Standards-Aligned Learning: Mesopotamia Review

Grade Level Standard(s)	Standards 6.05-6.12
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 4 in their textbooks for information about Ancient Mesopotamia. To create their own study guide, students may want to define the following key terms from the standards:

- Fertile Crescent
- Silt
- Irrigation
- Metallurgy
- Wheel
- Sail
- Plow
- City-states
- Polytheism
- Monarchy
- Empire
- Cuneiform
- Ziggurats
- Epic of Gilgamesh
- Code of Hammurabi

Question Set:

*1) 6.10

Study the list and answer the question.

Selected Important Sumerian Gods

- Enki — god of the sea
- Enlil — god of air
- An — god of sky

What was the significance of the development of these gods to ancient Mesopotamian culture?

- A. It supported the establishment of a strict code of laws restricting social behavior.
- B. It encouraged people to honor their leaders by building burial tombs.
- C. It helped people to understand their environment by explaining the forces of nature.
- D. It supported the creation of a class system based on economic success.

2) Identify three inventions or innovations from Mesopotamia from the list below. (6.07)

- A. Sail
- B. Papyrus
- C. Wheel
- D. Hieroglyphics
- E. Plow
- F. Papermaking

3) Which river system is located in Mesopotamia? (6.05)

- A. Yangtze River
- B. Indus River
- C. Nile River
- D. Tigris River

4) How did the development of irrigation impact agriculture in Mesopotamia? (6.07)

- A. Better water supply for the fields led to more crops.
- B. Easier planting of seeds led to more crops.
- C. The rotation of crops in the fields led to a better yield.
- D. The use of terraced land for farming led to a better yield.

5) Which ancient system of laws were developed in Mesopotamia? (6.12)

- A. Justinian's Code
- B. Code of Hammurabi
- C. Twelve Tables
- D. Athenian Constitution

Lesson 3

Sixth Grade Social Studies Standards-Aligned Learning: Egypt Review

Grade Level Standard(s)	Standards 6.13-6.19
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 5 in their textbooks for information about Ancient Egypt and Kush. To create their own study guide, students may want to define the following key terms from the standards:

- Calendar
- Social classes of ancient Egypt
- Pharaoh
- Mummification
- Queen Hatshepsut
- Ramses the Great
- Discovery of Tutankhamun's tomb
- Hieroglyphics
- Papyrus
- Pyramids
- Sphinx at Giza
- Relationship between Egypt and Nubia

Question Set:

1) Which body of water directly borders Egypt to the east? (6.13)

- A. Black Sea
- B. Red Sea
- C. Mediterranean Sea
- D. Caspian Sea

2) Identify three inventions or innovations from Ancient Egypt from the choices below. (6.18)

- A. Cuneiform
- B. Hieroglyphics
- C. Ziggurats
- D. Papyrus
- E. Pyramids
- F. Woodblock printing

3) Who was at the top of the social class hierarchy in Ancient Egypt's society? (6.15)

- A. soldiers
- B. merchants
- C. priests
- D. pharaoh

4) What was the significance of Hatshepsut's rule in Ancient Egypt? (6.17)

- A. She was the first ruler of the Old Kingdom.
- B. She was a female pharaoh.
- C. She built the Sphinx at Giza.
- D. Her burial site sparked a renewed interest in Egypt and archaeology.

5) The Egyptian practice of mummification demonstrated their belief in... (6.16)

- A. democratic governments
- B. an afterlife
- C. military strength
- D. monotheism

Lesson 4

Sixth Grade Social Studies Standards-Aligned Learning: Israel Review

Grade Level Standard(s)	Standards 6.20-6.24
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 8 in their textbooks for information about the Israelites. To create their own study guide, students may want to define the following key terms from the standards:

- Canaan
- Judaism
- Babylonian captivity
- Reasons for movement of Israelites from Mesopotamia to Canaan
- Monotheism
- Return to Jerusalem under the Persian Empire
- Reasons for the movement of Israelites from Canaan to Egypt and back
- Saul
- David
- Solomon
- Breakup of the kingdom of Israel

Question Set:

1) Why is Abraham an important figure in the history of the ancient Hebrews? (6.22)

- A. He was a Hebrew scholar during the Babylonian exile.
- B. He led the Hebrew people from slavery in Egypt.
- C. He was chosen to be the first Jewish king.
- D. He was a founder of Judaism.

2) Which river system was located in Ancient Israel? (6.20)

- A. Indus River
- B. Jordan River
- C. Yellow River
- D. Tiber River

3) What is the name of a sacred text of Judaism? (6.22)

- A. Analects
- B. Vedas
- C. Tanakh
- D. Tripitaka

4) Identify the second king of Israel from the choices below. (6.23)

- A. David
- B. Saul
- C. Abraham
- D. Solomon

5) What significant event occurred during the rule of the Persian empire? (6.24)

- A. Jewish people were exiled to Babylon from Jerusalem.
- B. The kingdom of Israel broke apart.
- C. Jewish people returned from an exile in Egypt.
- D. Jewish people were able to return to Jerusalem after exile in Babylon.

Lesson 5

Sixth Grade Social Studies Standards-Aligned Learning: India Review

Grade Level Standard(s)	Standards 6.25-6.30
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 6 in their textbooks for information about Ancient India. To create their own study guide, students may want to define the following key terms from the standards:

- Harappan civilization
- Indus River Valley
- Brick architecture
- Social structure of the caste system
- Hinduism
- Buddhism
- Hindu-Arabic numerals

Question Set:

1) Study the list and answer the question (6.30)

Important Developments of an Ancient Civilization

- Writing of the Bhagavad-Gita
- Use of metallurgy
- Emergence of Hinduism
- Development of medical techniques

Which advancement can also be included in this list?

- A. Design of the wheel
- B. Development of cuneiform
- C. Creation of mummification techniques
- D. Development of the number zero

2) Which statement explains how early Hinduism first developed? (6.28)

- A. It developed from the spirituality of the Aryans and teachings of the Vedas.
- B. It blended the traditions of Mohenjo Daro and the customs of the Gupta Empire.
- C. It incorporated the principles taught in the Two Lessons.
- D. It developed by adopting the teachings of Asoka.

3) Which of the following world religions originated in India? (6.29)

- A. Islam
- B. Judaism

C. Christianity

D. Buddhism

4) Which varna from the caste system is located on the top of the social class hierarchy? (6.27)

A. Brahmin

B. Kshatriya

C. Vaishya

D. Sudra

5) Which river system is located in India? (6.25)

A. Yellow River

B. Ganges River

C. Yangtze River

D. Euphrates River

Lesson 6

Sixth Grade Social Studies Standards-Aligned Learning: China Review

**Grade Level
Standard(s)**

Standards 6.31-6.38

Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 7 in their textbooks for information about Early China. To create their own study guide, students may want to define the following key terms from the standards:

- Isolation
- Mandate of Heaven
- Legalism
- Confucianism
- Kinship
- Shi Huangdi
- Qin Dynasty
- Han Dynasty
- Magnetic compass
- Paper making
- Porcelain
- Silk
- Woodblock printing
- Silk Road
- Cultural diffusion

Question Set:

1) Read the source and answer the question.

“Throughout his rule, Qin Shi Huangdi continued to extend the empire... His vast empire was divided into commanderies and prefectures [districts] administered jointly by civil and military officials under the direction of a huge central bureaucracy... Qin Shi Huangdi also standardized the Chinese script, currency, and system of measurements, and expanded the network of roads and canals. He is credited with building the Great Wall of China by uniting several preexisting defensive walls on the northern frontier.” – Metropolitan Museum of Art

Which of these statements explains the purpose of Shi Huang's policies? (6.35)

- A. They strengthened trade agreements with overseas countries.
- B. They increased the role of nobles in government.
- C. They weakened the military by funding cultural developments.
- D. They increased the control of the central government.

2) Which statement accurately describes the diffusion of Buddhism during the Han Dynasty? (6.38)

- A. It was introduced to Japan through conquest by the Han military.
- B. It spread along trade routes established by the Han.
- C. It became the basis of the Han civil service system.
- D. It was adopted in Persia through an alliance with the Han.

3) Read the list and answer the question.

Features of the Han Dynasty

- Adoption of Confucian ideals of government
- Introduction of civil service examinations

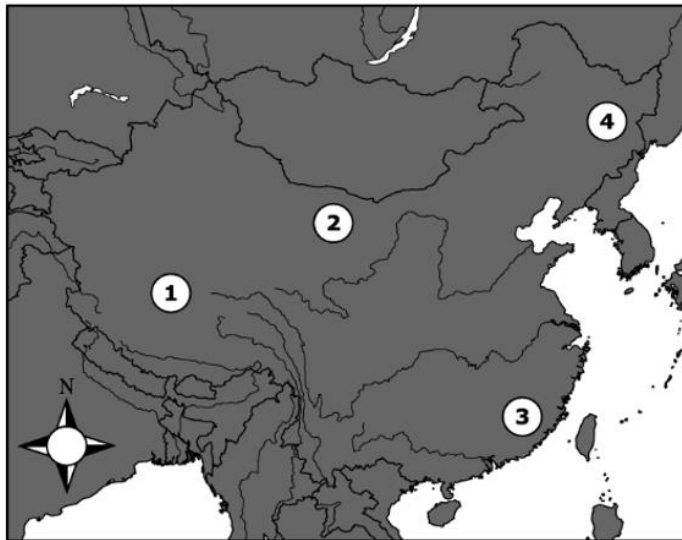
- Development of paper and porcelain

Based on the list, which statement characterizes the Han Dynasty? (6.36)

- A. Minority ethnic groups became increasingly influential.
- B. Conflict among social classes resulted in harsher laws.
- C. Political stability promoted an era of prosperity.
- D. Invaders from the south interrupted an era of peace.

4) (6.31)

Study the map and answer the question.



Which number identifies the location of the Gobi Desert?

- A. 1
- B. 2
- C. 3
- D. 4

5) Identify three inventions or innovations that developed in early China. (6.37)

- A. Silk
- B. Papyrus

C. Magnetic compass

D. Hieroglyphics

E. Cuneiform

F. Gunpowder

Lesson 7

Sixth Grade Social Studies Standards-Aligned Learning: Greece Review

Grade Level Standard(s)	Standards 6.39-6.50
Materials Needed	Online textbook, pen or pencil

Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 9 and 10 in their textbooks for information about the Ancient Greeks and Greek Civilization. To create their own study guide, students may want to define the following key terms from the standards:

- Civic participation
- Rule of law
- Polis
- Direct democracy
- Oligarchy
- Characteristics of the city-state of Athens
- Characteristics of the city-state of Sparta
- Causes and consequences of the Persian Wars
- Causes and consequences of the Peloponnesian Wars
- Olympic Games
- Significance of Iliad and Odyssey
- Influence of Aristotle, Plato, and Socrates
- Purpose of the Parthenon and Acropolis
- Impact of Alexander the Great

Question Set:

1) (6.43)

Match a city-state to each characteristic to complete the table. Each city-state will be used more than once

Characteristics of Ancient Greek Society	
City-state	Characteristic
	Slaves were a majority of the population
	Slaves might be tutors for children
	Women were not allowed in public alone
	Women were given athletic training

City-states

Sparta Athens

Which table shows the city-state matched correctly to its characteristics?

A.

City-state	Characteristic
Sparta	Slaves were a majority of the population
Athens	Slaves might be tutors for children
Sparta	Women were not allowed in public alone
Athens	Women were given athletic training

B.

City-state	Characteristic
Athens	Slaves were a majority of the population
Sparta	Slaves might be tutors for children
Athens	Women were not allowed in public alone
Sparta	Women were given athletic training

C.

City-state	Characteristic
Athens	Slaves were a majority of the population
Sparta	Slaves might be tutors for children
Sparta	Women were not allowed in public alone
Athens	Women were given athletic training

D.

City-state	Characteristic
Sparta	Slaves were a majority of the population
Athens	Slaves might be tutors for children
Athens	Women were not allowed in public alone
Sparta	Women were given athletic training

(6.50)

Look at the source and answer the question.

Epidaurus Theatre, Greece



Which effect of Alexander the Great's conquest is explained by this source?

- A. development of scientific knowledge
- B. adoption of local customs and laws
- C. spread of Greek culture and language
- D. spread of Greek philosophical ideas

3) Study the source and answer the question. (6.47)

"I hope, Sir, that you will enter yourself for some one or other of our competitions if you are skilled in any of them and you must have gone in for many a one before now. There is nothing that does any one so much credit all his life long as the showing himself a proper man with his hands and feet. Have a try therefore at something." Homer, The Odyssey

This source explains the significance the Olympics played by highlighting the importance Greek citizens placed on..

- A. architectural construction
- B. athleticism
- C. religious observation
- D. philosophy

4) Read the source and answer the question.

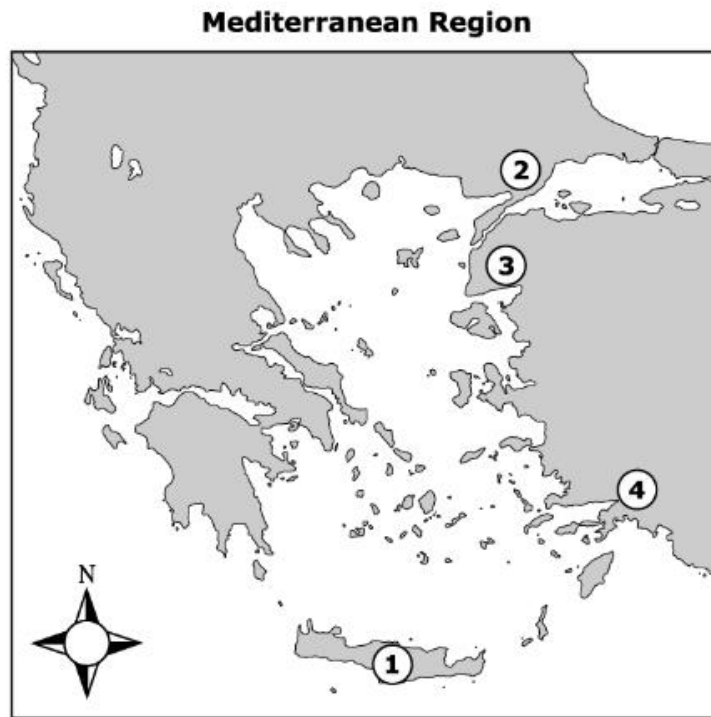
“As soon as he was at the head of affairs, Solon liberated the people once and for all... Next Solon drew up a constitution and enacted new laws... The laws were inscribed on the wooden stands, and set up in the King’s Porch, and all swore to obey them... He divided the population according to property into four classes..., giving office to each class.” Aristotle, The Athenian Constitution

Why is this series of events significant in the history of Ancient Greece? (6.42)

- A. It illustrates the origins of democracy
- B. It describes the decline of self government
- C. It suggests the effectiveness of oligarchial rule
- D. It demonstrates the characteristics of a caste system

5) (6.39)

Study the map and answer the question.



Which numbered area was a part of ancient Greek city-states and is a part of modern Greece?

- A. 1
- B. 2
- C. 3
- D. 4

Lesson 8

Sixth Grade Social Studies Standards-Aligned Learning: Rome Review

Grade Level Standard(s)	Standards 6.51-6.56
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapter 11 in their textbooks for information about Rome: Republic to Empire. To create their own study guide, students may want to define the following key terms from the standards:

- Roman Republic
- Checks and balances of the Roman Republic
- Branches of government
- Representative democracy
- Twelve Tables
- Patricians
- Plebeians
- Describe the class system of ancient Rome
- Julius Caesar and impacts of his rule
- Augustus Caesar
- Roman Empire
- Pax Romana

Question Set:

1) Which river system is located on the Italian peninsula? (6.51)

- A. Jordan River
- B. Indus River
- C. Tigris River
- D. Tiber River

2) Which system of laws was utilized in Ancient Rome? (6.53)

- A. Justinian's Code
- B. Code of Hammurabi
- C. Twelve Tables
- D. Magna Carta

3) Which type of government has citizens elect people to create laws on their behalf? (6.53)

- A. Direct Democracy
- B. Representative Democracy
- C. Oligarchy
- D. Monarchy

4) Who was the last leader of the Roman Republic? (6.55)

- A. Constantine

B. Diocletian

C. Augustus Caesar

D. Julius Caesar

5) Whose rule signified the beginning of the Roman Empire and a period of prosperity known as the Pax Romana? (6.56)

A. Constantine

B. Diocletian

C. Augustus Caesar

D. Julius Caesar

Lesson 9

Sixth Grade Social Studies Standards-Aligned Learning: Rome Review

Grade Level Standard(s)	Standards 6.57-6.62
Materials Needed	Online textbook, pen or pencil
Question to Explore	How have civilizations developed and changed over time? Students will consider how the civilizations studied over the course of the year have impacted each other and changed the world's history.
Student Directions	Review selected material and answer the question set for TN Ready prep.

Review: Students can review Chapters 12 and 13 in their textbooks for information about Roman Civilization and the Rise of Christianity. To create their own study guide, students may want to define the following key terms from the standards:

- Aqueducts
- Colosseum
- Domes and arches
- Christianity
- Jewish diaspora
- Roman conquest of Jerusalem
- Division of the Roman Empire into East and West
- Establishment of Constantinople
- Impacts of Constantine
- Reasons for the fall of the Western Roman Empire
- Survival of the Eastern Roman Empire
- Byzantine Empire

Question Set:

1) Why did Constantine move the capitol of the Roman Empire to the city of Byzantium? (6.61)

- A. He wanted to expand the empire farther west past the Red Sea.
- B. The western part of the empire was in decline.
- C. He wanted to create a city dedicated to the gods.
- D. Flooding in Rome had ruined many imperial buildings.

2) (6.57)

Study the photograph and answer the question.

Aqueduct at Pont-du-Gard near Nimes, France



How did these types of structures help expand the Roman Empire?

- A. improving maritime transportation
- B. serving as public gathering spaces
- C. increasing access to fresh water
- D. providing stronger defense

3) How were early Christian beliefs different than traditional Roman religious beliefs? (6.59)

- A. the concept of charity
- B. belief in monotheism
- C. the concept of good works
- D. belief in a moral code

4) Identify three reasons for the fall of the Western Roman Empire from the choices below. (6.62)

- A. Attacks by Germanic tribes
- B. Economic instability
- C. Destruction from a volcanic eruption
- D. Political corruption
- E. Climatic change

5) What was the Eastern Roman Empire later known as? (6.62)

- A. Abbasid Empire
- B. Persian Empire
- C. Mongol Empire
- D. Byzantine Empire