

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES 6

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 6
Credit Value:	5 Credits
Date Approved:	August, 2016

THE PUBLIC SCHOOLS OF EDISON TOWNSHIP MISSION STATEMENT

The Public Schools of Edison Township ensure that all students achieve at the highest level of academic success through the New Jersey Core Curriculum Content Standards and in partnership with the community, through a safe, supportive learning environment. This promotes self-worth and encourages productive contributions to a diverse, technological and constantly evolving global society. The district will maintain a staff of professional educators who support the New Jersey Core Curriculum Content Standards and the New Jersey Standards for Professional Development.

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STATEMENT OF PURPOSE

The sixth grade social studies World History course entitled “Ancient World” includes an examination of ancient civilizations through the six themes of history: geography, government, culture, belief systems, economics, and science and technology .

The curriculum moves chronologically from a consideration of the Stone Age to a concluding unit that examines the “The Greek World.” Included in between are units on Mesopotamia, Egypt, India, and China.

Several distinct themes and essential questions will help steer students through the course of material, all of them supporting the overarching themes of history. The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core and latest state standards. At regular intervals, for example, students will be asked to compare present and past events, using history as a guide for evaluating the consequences of past decisions and to apply lessons learned. Similarly, students will write cohesive and coherent passages, read complex primary sources, and conduct research using modern technologies. The curriculum is aligned with the newest New Jersey Core Curriculum Content Standards, adopted in late 2014. There are references throughout the document to the relevant Cumulative Progress Indicators, 6.2 - World History/ Global Studies, 6.3 - Active Citizenship in the 21st Century.

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Grade 6 Pacing Guide**Quarter 1****Unit 1 - Themes of History**

Section 1: Six Themes of History

Unit 2 - Early Humans and Society

Section 1: Archaeology

Section 2: Hunters/ Gatherers

Section 3: The Agricultural Revolution

Unit 3 - Mesopotamia

Section 1: Rise of Civilization

Section 2: Geography of the Fertile Crescent and Mesopotamia

Quarter 2**Unit 3 - Mesopotamia**

Section 3: Sumerian Civilization

Section 4: Mesopotamian Empires

Unit 4 - Egypt

Section 1: Geography of Egypt

Section 2: Egyptian Religion

Section 3: Egyptian Society and Culture

Section 4: Egyptian Kingdoms

Quarter 3**Unit 5 - India**

Section 1: Geography of India

Section 2: Hinduism

Section 3: Buddhism

Section 4: Indian Empires

Unit 6 - China

Section 1: Geography of China

Section 2: Early Chinese Dynasties

Section 3: Three Chinese Philosophies

Quarter 4**Unit 6 - China**

Section 4: Shi Huangdi and the Qin Dynasty

Section 5: The Han Dynasty and Chinese Achievements

Unit 7 - Greece

Section 1: Geography of Greece

Section 2: Greek City-States and Government

Section 3: Athens v. Sparta

Section 4: Religion and Culture of Greece

Unit 1.1: Themes of History: Six Themes of History

Essential Questions: What are the six themes of history?

State Standards: Social Studies Skills Table: Critical Thinking (Grades 5-8)

Social Studies Skills Table: Critical Thinking (Grades 5-8)

Compare and contrast differing interpretations of current and historical events.

Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.

Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Unit Enduring Understandings: People study history through the lense of the six themes, which include geography, government, culture, economics, belief systems, and science and technology. These themes will apply to all civilizations.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define history. Identify the six themes of history: geography, government, culture, economics belief systems, and science and technology Recognize the six themes as they apply to modern day 	<ul style="list-style-type: none"> Use a graphic organizer to review the definition of the themes and provide examples Students will work in groups to create collages depicting examples of how the six themes apply in the modern world Have students participate in a gallery walk in which they provide feedback on student collages 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Use a rubric to assess the collage Gallery walk to provide feedback to students Quiz on 1.1
Resources Six Themes Descriptions		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 2.1: Early Humans and Society: Archaeology

Essential Questions: Why do scholars study the people, events, and ideas of long ago and what methods do they use?

State Standards:

6.2.8.D.1.c: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Unit Enduring Understandings: Historians use many kinds of clues to understand how people lived in the past.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define archaeology Identify types of archaeological discoveries Explain how these discoveries help us understand what life was like before written records 	<ul style="list-style-type: none"> Use a graphic organizer technology to define archaeology, fossils, and artifacts and provide examples Bring in unfamiliar objects and have groups of students examine, trying to determine their use 	<i>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10</i>	<ul style="list-style-type: none"> Quick “ungraded” Google Form to determine types of unwritten sources Students will find several examples of both artifacts and fossils and create a slideshow of these. Share slideshow with a partner
Resources American Museum of Natural History All About Archaeology Nat Geo Kids Archaeology Playlist General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 2.2: Early Humans and Society: Hunter/ Gatherers

Essential Questions: How did humans' way of living change as they interacted and adapted?

State Standards:

6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.a: Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Enduring Understandings: Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define hunter-gatherer Describe the way of life for Hunter-gatherers and the way they use land, and how they organize their society Identify new technologies that helped improve the lives of early people Determine how new technologies changed people's lives Identify how people communicated before spoken language 	<ul style="list-style-type: none"> Students will participate in various station activities to learn about the lives of early hunter gatherers. These can include watching and EdPuzzle video and answering questions, posting to a padlet after gaining information Students will participate in a simulation in which they are not allowed to speak to emphasize the need for spoken language Groups of students will use maps and interactive website to complete an organizer to explain why, where, and how early humans migrated 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Station rubric Padlet Responses Gallery walk to view Cave Paintings to look for effort and relevance Google Classroom Question to get feedback about language simulation Group sharing of migration maps Formal quiz on 2.1 and 2.2

Unit 2.2: Early Humans and Society: Hunter/ Gatherers (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Evaluate the impact of spoken language on society • Explain how, where, and why the early HG migrated out of Africa • Describe how life of the early HG changed due to migration 			
Resources migration theories Interactive migration map cave painting information Hunter-Gatherers EdPuzzle Language Develops General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 2.3: Early Humans and Society: The Agricultural Revolution

Essential Questions: How did humans' way of living change as they interacted and adapted?

State Standards:

6.2.8.A.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.C.1.a: Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.a: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: The development of agriculture brought great changes to human society.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define the agricultural revolution Describe how the agricultural revolution changed life for early people Compare and contrast H/G and Farmers Identify new technologies that helped improve the lives of early people Determine how new technologies changed people's lives Identify ways in which ancient 	<ul style="list-style-type: none"> Students will predict the effects that settling down and raising crops will have upon early societies. Students will complete an organizer defining and outlining the causes and effect of the events that lead to the agricultural revolution. Review Cause/Effect organizer with your group using the "Cram" app. Use timeline generator to create a timeline outlining the important events of the hunter-gatherer and agricultural societies 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Students will be giving cards representing the information in the lesson. They will then move about the room to find cause/effect partners. Once partners are found, pairs must arrange themselves into chronological order Create a slide which states the Most Valuable Point of this lesson (the effects of the Agricultural Revolution) and

Unit 2.3: Early Humans and Society: The Agricultural Revolution (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
people changed their environment • Analyze the consequences of the environmental changes • Compare ancient and modern environmental problems • Label a timeline showing the hunter-gatherers period to the beginning of agrarian society			includes an image to illustrate this idea. Add to a class slideshow • Rubric to grade slideshows, student provided feedback • Formal test with essay on Unit 2
Resources Learning to Farm and Raise Animals Agricultural Revolution links Neolithic Revolution lesson General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 3.1: Mesopotamia: Rise of Civilization

Essential Questions: How did agriculture give rise to the development of civilizations? Why do humans form civilizations?

State Standards:

6.2.8.C.1.a: Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: Civilizations are complex societies which include several traits.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze how food surplus lead to the development of civilization Define economic specialization Identify the factors that led to the rise of the early river valley civilization Define and identify the characteristics of civilizations Identify new technologies that helped improve the lives of early people Determine how new 	<ul style="list-style-type: none"> Groups of students will participate in a simulation to show the advantages that Farming societies had over Hunting-Gathering societies. Farmer groups may get their food, while H-G's must search the room Farmers will have more free time and be able to do other tasks necessary for making a complex society while H-Gs will keep on searching. Use an organizer to define civilization and identify its traits. Create 7 groups. Assign each group a 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Padlet response to summarize what was learned in simulation Partner review of organizer Rubric to assess posters/slides Presentation and feedback

Unit 3.1: Mesopotamia: Rise of Civilization (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>technologies changed people's lives</p> <ul style="list-style-type: none"> • Identify ways in which ancient people changed their environment • Analyze the consequences of the environmental changes 	<p>trait. Students will discuss the definition of the trait, examples of this trait in the world around them, and create a poster/slide</p>		
Resources Civilization Overview Civilization Video General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504'	

Unit 3.2: Mesopotamia: Geography of the Fertile Crescent and Mesopotamia

Essential Questions: How did geography influence the development of civilization in Southwest Asia?

State Standards:

6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: The valleys of the Tigris and Euphrates rivers were the site of the world's first civilizations

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze a political and physical map of the early river valley civilization and its modern counterpart Identify the main geographic features of the region Determine the impact of geography on human settlement, economics, and technology Determine how the geography of the area influenced relations 	<ul style="list-style-type: none"> Students will work in groups and use a large map to predict the location of the world's first civilization Students will examine and manipulate a map of southwest Asia In groups, students will predict the effects geography will have on the lives of the people and the development of civilization Students will complete an organizer to describe the geography of Mesopotamia and explain its impact on life 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Gallery walk to view chosen settlement locations Game to review locations of important features Online tool to share and respond to predictions (ie, padlet, google classroom.) Formal quiz on 2, 1 and 2.1

Unit 3.2: Mesopotamia: Geography of the Fertile Crescent and Mesopotamia (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>with neighboring areas, both then and now</p> <ul style="list-style-type: none"> • Identify the factors that led to the rise of the early river valley civilization • Identify ways in which ancient people changed their environment • Analyze the consequences of the environmental changes 			
Resources From Nomads to Farmers video Mr. Donn-Mesopotamia Fertile Crescent Interactive Map Virtual Tour of Ancient Cities General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 3.3: Mesopotamia: Sumerian Civilization

Essential Questions: What factors led to the rise of Sumerian Civilization?

State Standards:

6.2.8.C.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.b: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.b: Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Unit Enduring Understandings: The Sumerians developed the first civilization in Mesopotamia.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe the religion(s) practiced by the people in the early river valley civilization Explain how the religion impacted the daily life and culture Identify the political system in place in the river valley civilization and explain how and 	<ul style="list-style-type: none"> Complete organizers about Sumerian city-states and achievements Students will read and perform a play to demonstrate the shift in power from priests to kings. Have groups rotate through stations to learn about and experience different 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Create a class word cloud of the main Sumerian achievements Students must turn in a brief assignment/assessment at the end of each station to be graded

Unit 3.3: Mesopotamia: Sumerian Civilization (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>why this political system was created</p> <ul style="list-style-type: none"> Identify the river valley civilization's new advancements in technology and their impact on society past and present, including how it led to greater specialization, the development of social classes and trade Describe how the invention of written language impacted all areas of life in the early river valley civilizations Identify the social, political, and economic groups that existed in the ancient civilizations Compare the status and rights of the various social, political, and economic groups in the ancient civilizations. Describe the impact of slavery in the ancient civilization Evaluate ancient and modern views on liberty and equality. 	<p>Sumerian achievements</p> <ul style="list-style-type: none"> Groups of students create a presentation marketing one of the Sumerian achievements as the "greatest" in a "Shark Tank" style format. 		<ul style="list-style-type: none"> Formal group presentations of project, graded against a rubric
Resources What is a city-state slideshow, The Sumerians Brain Pop, Shift of Power Play, Shark Tank Project: Directions Linked Resources Rubric General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

Unit 3.4: Mesopotamia: Mesopotamian Empires

Essential Questions: How did the spread of different cultures influence Mesopotamia?

State Standards:

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

Unit Enduring Understandings: After the Sumerians, many cultures ruled parts of the Fertile Crescent.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the political system in place in the empire and explain how and why this political system was created Compare this political system with that of the Sumerian civilization Identify the social, political, and economic groups that existed in 	<ul style="list-style-type: none"> Conduct a class simulation to demonstrate the takeover of the independent Sumerian city-states by Sargon of Akkad Examine a map and timeline of different Mesopotamian Empires Divide students into groups and assign each group a different Mesopotamian Empire The groups will research one main achievement of this empire and create a 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Work with a group to create a short rap which summarizes the accomplishments of Sargon The Great Pair-share to review major Mesopotamian Empires in order Students will rate their

Unit 3.4: Mesopotamia: Mesopotamian Empires (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>the empires</p> <ul style="list-style-type: none"> • Compare the status and rights of the various social, political, and economic groups in the empires • Describe the impact of slavery in the empires • Identify the empire's' new advancements in technology and their impact on society past and present • Identify the trade routes used in the Mediterranean World and Asia and explain their impact • Identify the factors that led to the fall of the early river valley civilization 	<p>class timeline. See directions, resources, and rubrics below in "Resources"</p> <ul style="list-style-type: none"> • Examine and Evaluate Hammurabi's Code by putting Hammurabi on Trial 		<p>level of preparedness while working on their timeline project, discuss Where Do We Fit?, and report progress by posting on Google Classroom</p> <ul style="list-style-type: none"> • Students will tweet their verdicts on classroom twitter page • Formal test with essay on Unit 3
Resources Mesopotamian Empires Project: Directions Resources Rubrics Mr. Nicky Mesopotamia Song General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 4.1: Egypt: Geography of Egypt

Essential Questions: How was the success of the Egyptian civilization dependant upon the Nile River?

State Standards:

6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: The water, fertile soils, and protected setting of the Nile Valley allowed a great civilization to arise in Egypt

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze a political and physical map of the early river valley civilization and its modern counterpart. Identify the main geographic features of the region Determine the impact of geography on human settlement, economics, and technology Determine how the geography of the area influenced relations 	<ul style="list-style-type: none"> Introduce Egypt by having students complete a KTW chart Work in small groups and share/answer/combine charts Continue to add info to your chart Choose ONE unanswered "Want to Know" per group and write it on a post-it. Put on parking lot in back of room and discuss Examine and map of Egypt and complete the Map Guided Inquiry Activity View slideshow about Egypt's geography and complete organizer 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Share parking lot questions and try to answer if possible Graded answers to Map Guided Inquiry Activity Post to a padlet: list 4 ways the Nile River helped the Egyptian people In a small group, verbally and visually explain the Nile River's Flow by recording a instructional video

Unit 4.1: Egypt: Geography of Egypt (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>with neighboring areas, both then and now</p> <ul style="list-style-type: none"> • Identify the factors that led to the rise of the early river valley civilization • Compare the factors leading to the rise and fall of the early river valley civilizations • Identify ways in which ancient people changed their environment • Analyze the consequences of the environmental changes • Compare ancient and modern environmental problems 	<ul style="list-style-type: none"> • Conduct demonstration to show how water flows downhill, not south. Allow student participation if desired 		<ul style="list-style-type: none"> • Google Form Quiz on 4.1
Resources <ul style="list-style-type: none"> • TechBook Geography of Egypt • Egypt's Geography Slideshow • Virtual Tour of Ancient Cities • General Resources for Ancient World 		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 4.2: Egypt: Egyptian Religion

Essential Questions: In what ways did religious beliefs shape Egyptian Society?

State Standards:

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

Unit Enduring Understandings: The religion of ancient Egypt was an important part of daily life.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe the religion(s) practiced by the people in the early river valley civilization Identify the political system in place in the river valley civilization and explain how and why this political system was created Compare this river valley's political system with that of other river valley civilizations Explain how the religion impacted the daily life and culture of the people 	<ul style="list-style-type: none"> Students will be introduced to Egyptian religion by viewing a brief video View religion slideshow and complete organizer Close read information about How to Make a Mummy Groups of students will work together to complete a series of stations about the different aspects of Egyptian religion 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Padlet during video of 3 new things learned. Google Form Exit ticket about slideshow and organizer Graded "Station Work" Rubric to grade stations Play a Kahoot game to review deities Write a 5 sentence paragraph explaining the importance of religion in the lives of the ancient Egyptians. Quiz on 4.2
Resources station directions station notes Deity Chart pyramid quiz Rubric Mummy Maker Game General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 4.3: Egypt: Egyptian Society and Culture

Essential Questions: What factors influenced ancient Egyptian society and economics?

State Standards:

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

Unit Enduring Understandings: Ancient Egypt had a highly developed economy and social structure.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the social and economic groups that existed in the ancient civilizations Compare the status and rights of the various social and economic groups in the ancient civilizations Evaluate ancient and modern views on liberty and equality Identify the economic system used in the Egypt and explain 	<ul style="list-style-type: none"> Use Promethean board to review all social levels. Students will discuss the correct order of the Egyptian Social and volunteers will place them in the correct order Students will watch a series of videos and create slides which feature texting conversations between different members of the social levels Groups of students will be assigned one level of the Egyptian Social pyramid and 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Pair share text conversations and provide feedback social level skit self-assessment 2 stars and a wish for students to share feedback with skit groups Rubric to grade skit Teacher observation of participation in market with rubric and oral comments

Unit 4.3: Egypt: Egyptian Society and Culture (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>how trade impacted society</p> <ul style="list-style-type: none"> • Describe the impact of slavery in Egypt • Identify the river valley civilization's new advancements in technology and their impact on society past and present, including how it led to the development of social classes and trade 	<p>will write and perform a skit depicting life in this social class</p> <ul style="list-style-type: none"> • Students will read close read information regarding background on the ancient Egyptian economic system • Students will participate in an ancient Egyptian market simulation activity 		<ul style="list-style-type: none"> • Formal quiz on 4.3
Resources Text Like an Egyptian Social Level Skit Directions Information resources Rubric Exchanging Goods and Services Market Family Information Buy-Sell Chart General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 4.4: Egypt: Egyptian Kingdoms

Essential Questions: What effects did power and social class have on the lives of Ancient Egyptians?

State Standards:

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

Unit Enduring Understandings: Ancient Egypt had a defined political system led by a pharaoh. Pharaohs use of power contributed to many technological and societal improvements during their reign.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Review the political system in place in Egypt Explain the concept of dynasty and identify important dynasties in ancient Egypt Identify the major achievements of the pharaohs in ancient Egypt, including political, economic, architectural, cultural and religious advancements or changes 	<ul style="list-style-type: none"> View "The First Pharaoh" from "Journals Through History" and discuss the role of the pharaoh and the unification of Egypt in groups. Use dice to create a "W" question for the group to answer Explain the concept of "kingdom" in reference to a time period Students will read information and watch video clips to learn about an important Egyptian Pharaoh 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> 3-2-1 response on padlet about new info from "The First Pharaoh" Write a "tweet" from Menes on Class Twitter Page in which he boasts of his accomplishments Complete Pharaoh Chart while groups present their slides Study stations to review all

Unit 4.4: Egypt: Egyptian Kingdoms

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify and compare the factors that led to the fall of the early river valley civilization 			sections of study in Unit 4 <ul style="list-style-type: none"> Formal Test on Unit 4 with Essay Comparing Egypt and Mesopotamia
Resources Timeline of Ancient Egypt Pharaoh Slideshow Kingdom and Pharaoh Information Study Stations General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 5.1: India: Geography of India

Essential Questions: How did geography influence the development of civilization in India?

State Standards:

6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: Indian Civilization first developed along the Indus River.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze a political and physical map of the early river valley civilization and its modern counterpart Identify the main geographic features of the region Determine the impact of geography on human settlement, economics, and technology Determine how the geography of the area influenced relations 	<ul style="list-style-type: none"> Students will label a map to identify the main geographic features in the area Students will compare an ancient map of India to modern maps and discuss the similarities and differences. Students will record findings on Padlet page Students will complete an organizer explaining the impact geography had on the growth of civilization 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Group sharing of map to check accuracy Padlet responses Google Question to check for understanding of information on organizer Formal Quiz on 5.1

Unit 5.1: India: Geography of India (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<p>with neighboring areas, both then and now</p> <ul style="list-style-type: none"> • Identify the factors that led to the rise of the early river valley civilization • Compare the factors leading to the rise of the early river valley civilizations • Identify ways in which ancient people changed their environment • Analyze the consequences of the environmental changes • Compare ancient and modern environmental problems 			
Resources General India Information Interactive Map of India Interactive Map of Aryan Migration into India Various Videos about India's Geography Virtual Tour of Ancient Cities General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 5.2: India: Hinduism

Essential Questions: What are the main beliefs of Hinduism and how did these beliefs impact Indian society?

State Standards:

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Unit Enduring Understandings: Hinduism, the largest religion in India today, developed out of ancient Indian beliefs and practices and had a profound impact on the daily lives of the Indian people.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe how Hinduism was practiced by the people in ancient India Explain how the religion impacted the daily life and culture of the people Determine the ways in which Hinduism spread around the world Identify the social, political, and economic groups that existed in ancient India Compare the status and rights of the various social, political, and economic groups in ancient India 	<ul style="list-style-type: none"> Students will complete an organizer (Hinduism portion only) explaining the origin of Hinduism and the major beliefs of the religion Students will participate in a simulation demonstrating how the beliefs of Hinduism influenced the caste system. Teacher will divide the class into five groups, assigning each group a specific caste with specific duties the caste members have to fulfill. Those students who fulfill their role will earn "karma points". At the end of the role play, those students with enough "karma" can be reincarnated into a higher caste (and vice versa) Students will participate in a class 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check for understanding of information on organizer Exit ticket for simulation - Use the following words in a sentence: caste, karma, reincarnation

Unit 5.2: India: Hinduism (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Evaluate ancient and modern views on liberty and equality 	discussion about the beliefs of Hinduism and how they apply to the caste system. Students can evaluate the effectiveness of such a system		
Resources Crash Course Hinduism (can also be found on Edpuzzle) Caste System Info Hinduism Resources for Teachers and Kids General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 5.3: India: Buddhism

Essential Questions: What are the main beliefs of Buddhism and how do they impact Indian society?

State Standards:

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Unit Enduring Understandings: Buddhism, a belief system that began in India, became a major world religion and greatly impacted the daily lives of the Indian people.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe how Buddhism was practiced by the people in ancient India Explain how the religion impacted the daily life and culture of the people Determine the ways in which Buddhism spread around the world Compare and contrast the beliefs of the major world religions that developed in ancient times 	<ul style="list-style-type: none"> Students will complete an organizer (Buddhism section only; the Hinduism portion should have been completed during the Hinduism lesson) explaining the origin of Buddhism and the major beliefs of the religion Students will read of the story of Buddha and complete three punctuation prompt post-its. When they are done, students will take turns "playing" their post-its by sharing what they've written and discussing it with the others in their groups Students will compare and contrast Hinduism and Buddhism (and review the main ideas for the quiz), by playing the fly swatter game 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check for understanding of information on the organizer Students will turn in their best post-it to be checked for understanding Formal quiz on 5.2, 5.3

Unit 5.3: India: Buddhism (cont.)**Resources**

- Crash Course Buddhism (at approx. 4 min, it begins to discuss Ashoka)
- Buddhism Resources for Teachers and Kids
- Buddhism Lesson - PBS
- General Resources for Ancient World

Instructional Adjustments

Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.

Unit 5.4: India: Indian Empires

Essential Questions: How did the achievements of the Maurya and Gupta Empires impact life in India?

State Standards:

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Unit Enduring Understandings: The Mauryas and the Guptas built great empires in India, with many great cultural and technological achievements.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the political system in place in India and explain how and why this political system was created Compare India's political system with that of other river valley civilizations Identify the river valley civilization's new advancements in technology and their impact on society, past and present Identify the major achievements of the Indian rulers, including political, economic, cultural and 	<ul style="list-style-type: none"> Students will complete one side of an organizer describing the two major empires in India - Maurya and Gupta, as well the achievements of the rulers, and how the empires fell Students will review the organizer by participating in "speed notes" Students will read about one of the cultural achievements of the Gupta Empire and complete a "keep it or junk it" activity (see resources for materials) 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check understanding of work completed on organizer (before speed notes activity) After speed notes, students will tweet out which of the rulers had the biggest impact on India and why (140 characters or less) Students will turn in their final answers for the KI/JI activity, using only the words the class chose to keep Formal test with essay on Unit 5

Unit 5.4: India: Indian Empires (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
religious advancements or changes • Identify the factors that caused the decline and fall of Gupta India			
Resources India - Maurya Empire Clip India - Gupta Empire Clip KI/JI - Art KI/JI - Literature KI/JI - Science and Math General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 6.1: China: Geography of China

Essential Questions: How did geography influence the development of civilization in China?

State Standards:

6.2.8.B.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

6.2.8.B.2.b: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8.D.2.c: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: Chinese civilization began with the Shang dynasty along the Huang He River.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze a political and physical map of China and its modern counterpart Identify the main geographic features of China Determine the impact of geography on human settlement, economics, and technology Determine how the geography of the area influenced relations with neighboring areas, both then and now 	<ul style="list-style-type: none"> Students label a map of China Students will participate in the Geographical Journey in which they will work together to analyze and discuss the role of geography on the rise of civilization in China Students will complete an organizer explaining how geography impacted life in China Students will review Chinese geography by participating in the interactive podcast (see resources for link) 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Group sharing of maps to check accuracy Throughout "journey", students will respond to questions in Google Classroom, submit tweets and record videos to demonstrate their learning Formal quiz on 6.1

Unit 6.1: China: Geography of China (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Identify the factors that led to the rise of the early Chinese civilization • Compare the factors leading to the rise of the early river valley civilizations • Identify ways in which ancient people changed their environment • Analyze the consequences of the environmental changes • Compare ancient and modern environmental problems 			
Resources Ancient China for Kids (Arizona Smith) Geography Podcast Virtual Tour of Ancient Cities General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 6.2: China: Early Chinese Dynasties

Essential Questions: How did the Chinese dynasties affect life throughout East Asia?

State Standards:

6.2.8.A.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.A.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Unit Enduring Understandings: The early Chinese dynasties brought political stability and new ways to deal with political and social changes in ancient China.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the political system in place in China and explain how and why this political system was created Compare China's political system with that of other river valley civilizations Explain the pattern of rise and fall of Chinese dynasties Describe the religion(s) practiced by the people in the early Chinese dynasties and explain how the religion impacted the daily life and culture of the people 	<ul style="list-style-type: none"> Students will complete an organizer about the earliest Chinese dynasties (Xia and Shang) Students will play Quizlet Live to check for understanding of material Students will write a script demonstrating understanding of how Shang society was organized Students will complete an organizer about the Zhou Dynasty, the Mandate of Heaven, and the Dynastic Cycle 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Quizlet Live game results Rubric to grade scripts Google Question to check for understanding of information on Zhou Dynasty organizer

Unit 6.2: China: Early Chinese Dynasties (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Identify the social, political, and economic groups that existed in the ancient civilizations • Compare the status and rights of the various social, political, and economic groups in the ancient civilizations • Evaluate ancient and modern views on liberty and equality 			
Resources Interactive Map of Shang and Zhou Dynasties Bones Used to Predict the Future Video Clip Dynastic Cycle Shang and Zhou for Kids Journals Through History Video (goes from Shang to Han) General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 6.3: China: Three Chinese Philosophies

Essential Questions: How did Confucianism, Daoism, and Legalism influence society in ancient China?

State Standards:

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.3.d: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Unit Enduring Understandings: Confucianism, Daoism, and Legalism had a great impact on Chinese government and society.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe the three philosophies practiced by the people in ancient China and explain how the philosophies impacted the daily life and culture of the people Compare and contrast the beliefs of the major world religions and philosophies that developed in ancient times 	<ul style="list-style-type: none"> Students will participate in a role play simulation (scroll to page 11 for a quick overview first) to experience the three different philosophies Note: this activity is a three day activity; however, it can also be done in one class period. If three teachers work together, students can rotate from class to class, experiencing a different philosophy in each room Students will complete an organizer as they complete the activity 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Form Quiz to check for understanding Exit ticket - Which philosophy appeals the most to you? Why? Formal quiz on 6.2 and 6.3
Resources Philosophy and Government Socratic Seminar Lesson Lesson on three philosophies Confucius for Teachers and Kids Daoism for Teachers and Kids General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 6.4: China: Shi Huangdi and the Qin Dynasty

Essential Questions: Who was Shi Huangdi and how did his system of rule impact China?

State Standards:

6.2.8.A.2.b: Determine the role of slavery in the economic and social structures of early river valley civilizations.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.D.2.a: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Unit Enduring Understandings: The Qin dynasty unified China with a strong government and a system of standardization.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Review the political system in place in ancient China Analyze the impact the philosophies had on the policies of the Qin Dynasty Identify the major achievements of Shi Huangdi, including political, economic and cultural advancements or changes Describe the impact of slavery on Chinese society Evaluate ancient and modern views on liberty and equality 	<ul style="list-style-type: none"> Prior to learning about Shi Huangdi, students will assume a situation and answer a relevant question. Then students will determine whether Shi Huangdi's achievements would be considered good or bad (after learning, students will take another look at the deeds and maybe change their mind). See flipchart Students will complete an organizer explaining and evaluating the achievements of Shi Huangdi Students will work in stations to delve further into the reign of Shi Huangdi and evaluate his policies (some station activities are listed in resources) Students will participate in a debate in 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check for understanding of information on organizer Use rubric to grade mini-projects (station work). Rubrics are on the assignment sheets

Unit 6.4: China: Shi Huangdi and the Qin Dynasty (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
	which students will argue the effectiveness of Shi Huangdi's reign		
Resources Station QR Activities: Campaign Speech Comic Letter to President Movie Poster Plaque Wanted Poster Shi Huangdi Video General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 6.5: China: The Han Dynasty and Chinese Achievements

Essential Questions: In what way(s) did the contributions of the Han Dynasty impact the government, culture, technology and economics of ancient China?

State Standards:

6.2.8.C.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

6.2.8.D.2.d: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.D.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: The Han Dynasty created a new form of government that valued family, art, and learning

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the Han Dynasty's new advancements in technology and their impact on society past and present Identify the social, political, and economic groups that existed in the Han Dynasty and compare the status and rights of the various social, political, and economic groups Evaluate ancient and modern views on liberty and equality 	<ul style="list-style-type: none"> Students will complete one section of an organizer (achievements, family life, or government) Students will work with a partner to create informational video about their assigned topic (see organizer above). Students will add their video links to the "Han Dynasty Screencast Link Page" on the assignment sheet. Students will share videos with others who were not "experts" in that area Students will participate in a role play activity in which they are interviewing for a 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Rubric to grade informational videos (rubric on assignment sheet) Use rubric to assess the interview (rubric is in teacher's guide in link) Use rubric to assess trade comparison report (rubric is in teacher's guide in link) Formal test with essay on unit 6

Unit 6.5: China: The Han Dynasty and Chinese Achievements (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the trade routes used in China and explain its impact on society Identify the factors that caused the decline and fall of Han China Compare the factors that caused the decline and fall of Gupta India with those of Han China 	<p>job in Han China</p> <ul style="list-style-type: none"> Students will make comparisons between ancient and modern trade by completing the activity and writing a report 		
Resources Interactive map of Han China Journals Through History Video The Silk Road and Trade Video Silk Road Video Clip Another Silk Road Lesson Silk Road Info - Big History Project Silk Road Resources General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 7.1: Greece: Geography of Greece

Essential Questions: How did geography influence settlement and way of life in ancient Greece?

State Standards:

6.2.8.B.3.a: Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.B.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.

6.2.8.C.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.B.4.e: Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

Unit Enduring Understandings: Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the geographic features and natural resources of Ancient Greece Analyze how geography impacted the development of the Greek political, economic, and cultural systems Explain how and why the geography of Greece provided motivation for expansion. Explain how the geography of Greece led to the rise of city-states and encouraged trade Explain how and why the 	<ul style="list-style-type: none"> Students will participate in an activity to help them understand how the geography of Greece led to the rise of city-states and colonization. Students will label a map of Greece 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Students will work with a group to summarize the lesson by writing a GIST Group sharing of maps to check for accuracy

Unit 7.1: Greece: Geography of Greece (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
geography of Greece provided motivation for expansion			
Resources Geography Lesson Impact of Greece's Geography DBQ Virtual Tour of Ancient Cities General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 7.2: Greece: Greek City-States and Government

Essential Questions: What factors shaped government in Greece?

State Standards:

6.2.8.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

6.2.8.B.3.b: Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.

Unit Enduring Understandings: The people of Athens tried many different forms of government before creating a democracy.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe a typical Greek city-state. Describe the political systems of ancient Greece and analyze how they gave rise to Athenian Democracy Describe Athenian democracy Describe the political, economic, and societal rights and responsibilities of people living in ancient Greece Analyze how Athenian democracy influenced the development of the U.S. Constitution and legal system 	<ul style="list-style-type: none"> Students will participate in a simulation that explains how the four types of government work Students will complete an organizer explaining the evolution of Greek democracy and the different parts of the Athenian democracy Students will participate in a role play activity in which they assume the identities of Athenian citizens, foreigners, women, slaves, children (students choose identities randomly). Teacher proposes a new "law", students debate and in the end, only the citizens vote Students will analyze how the Athenian 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Create a slide which states the Most Valuable Point of this lesson and includes an image to illustrate this idea. Add to a class slideshow Google Question to check for understanding of information on the organizer Exit Ticket - What are the advantages and disadvantages to the Athenian democracy? Use of rubric to assess the comparisons made between the Athenian democracy and

Unit 7.2: Greece: Greek City-States and Government (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
	democracy influenced the US Constitution by identifying comparisons between the two governments using the materials provided		the US Constitution (rubric is in teacher's guide in link) ● Formal Quiz on 7.1 and 7.2
Resources Greek Roots in US Democracy video clip Ancient Greek Governments for Kids Athenian Democracy for Kids Interactive Map of Greek City-States General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 7.3: Greece: Athens v. Sparta

Essential Questions: How did the culture of Athens and Sparta influence life for the people?

State Standards:

6.2.8.A.3.b: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.

6.2.8.C.3.b: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Unit Enduring Understandings: The two most powerful city-states in Greece, Sparta and Athens, had very different cultures.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the social, political, and economic groups that existed in Athens and Sparta Describe and compare the political, economic, and societal rights and responsibilities of people living in Athens and Sparta Evaluate ancient and modern views on liberty and equality 	<ul style="list-style-type: none"> Students will complete an organizer comparing and contrasting the two city-states Students will watch a "Horrible Histories Athens/Sparta Wife Swap" video and work as a group to write and present the next scene using facts about each city-state. See flipchart for directions Students will play the flyswatter game to review information about the two city-states 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check for understanding of information on organizer Use rubric to assess Athens/Sparta wife swap script Use rubric to assess Peloponnesian War simulation responses Google Form quiz to check for understanding

Unit 7.3: Greece: Athens v. Sparta (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Identify conflicts in ancient Greece. • Determine the impact of technology on Greek military • Analyze how religion, economic issues and conflict impacted the values and decisions of the ancient Greeks 	<ul style="list-style-type: none"> • Students will complete an organizer explaining the causes and effects of the Persian Wars. Teacher will discuss in class • Students will complete an organizer explaining the causes and effects of the Peloponnesian Wars. Students will participate in a simulation in which each group assumes the role of a city-state to determine which side they'd choose in the Pel. War 		
Resources: History of Athens video Spartan Warriors video Athens for Kids Sparta for Kids PBS Lesson/Resources Interactive Map of Persian Wars Persian Wars Activity and Resources Horrible Histories Battle of Marathon Video The Peloponnesian Wars Map General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Unit 7.4: Greece: Religion and Culture of Greece

Essential Questions: What advancements did the Greeks make that still influence the world today?

State Standards:

6.2.8.D.3.e: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

6.2.8.C.3.b: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.8.D.3.c: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Unit Enduring Understandings: Ancient Greeks made lasting contributions in the arts, philosophy, and science.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the religious beliefs of the ancient Greeks Describe the role of religion in the development of literary achievements in ancient Greece Identify the new Greek advancements in technology and culture and their impact on society, past and present Analyze how religion, economic issues and conflict impacted the values and decisions of the ancient Greeks 	<ul style="list-style-type: none"> Students will complete an organizer explaining the Greek religious beliefs Students will use their knowledge of the gods to design and create a product (or service) that would likely be endorsed by their assigned god. Projects will be "sold" at the Mt. Olympus Mall Students will become "experts" about one area of Greek achievement (literature, philosophy, math/science, art/architecture) and work as a group to create a website devoted to the topic. When completed, other students will complete an organizer using information from classmates' websites Students will complete an organizer explaining the accomplishments of 	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<ul style="list-style-type: none"> Google Question to check for understanding of information on organizer Use rubric to assess god project Use of rubric to assess websites, Google Form to ensure students understand material from classmates' websites. Use of rubric to assess Alexander the Great assignment (rubric is included in lesson description) Formal test with essay on unit 7

Unit 7.4: Greece: Religion and Culture of Greece (cont.)

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
	<p>Alexander the Great and his impact on the Greek world and surrounding areas</p> <ul style="list-style-type: none"> • Students will complete one of the activity choices, demonstrating knowledge of his rule 		
Resources: Golden Age of Athens Info. Greek Contributions Info. Influencing our Culture DBQ Empire of Alexander Interactive Map Alexander the Great Video General Resources for Ancient World		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's.	

Appendix

Digital Citizenship Lessons

Lessons adopted from www.common sense media.org

6.1: [Digital Life 101](#)

Essential Questions: What is the place of digital media in our lives?

Digital Citizenship Topic: Self Image and Identity

Unit Enduring Understandings: Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. Students watch the video “**Digital Life 101**,” which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students’ familiarity with digital media and vocabulary associated with digital life.

Implementation: October

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • learn about the 24/7, social nature of digital media. • explore their digital lives. • learn that it is important to act responsibly when carrying out relationships over digital media. 	Digital Life 101	RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6	Digital Life 101 Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s	

6.1: Digital Life 101

Essential Questions: What is the place of digital media in our lives?

Digital Citizenship Topic: Self Image and Identity

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Implementation: October

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • learn about the 24/7, social nature of digital media. • explore their digital lives. • learn that it is important to act responsibly when carrying out relationships over digital media. 	Digital Life 101	RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6	Digital Life 101 Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s	

6.2: A Creator's Rights

Essential Questions: What rights do you have as a creator?

Digital Citizenship Topic: Information Literacy and Creative Credit and Copyright

Unit Enduring Understandings: Students are introduced to copyright, fair use, and the rights they have as creators. Students first watch a video of young writer who talks about posting and protecting her original work online. Students then learn key vocabulary terms that will help them conceptualize issues surrounding creative work and copyright. Finally, students explore the copyright history of the "Happy Birthday" song and create an original happy birthday song of their own.

Implementation: November

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> understand that copyright is a legal system that protects their rights to creative work. compare different ways people license their copyrighted work. create an original song, perform it in front of the class, and reflect on their copyright for the song. 	A Creator's Rights	RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6	A Creator's Rights Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

6.3 A Creator's Responsibility

Essential Questions: What responsibilities do you have to respect others' creative work?

Digital Citizenship Topics: Information Literacy and Creative Credit and Copyright

Unit Enduring Understandings: Students reflect on their responsibilities as creators and users of creative work. Students view and discuss the video vignette, a documentary-style story of a young creator who uses video and music clips to make his own creations. Students then read case studies and discuss the particular ethical challenges that a "cut and paste" digital culture poses with respect to creative work.

Implementation: December

Core Content Objectives	Instructional Actions		
Objectives What students will know	Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> consider ethical questions about real-life decisions young creators make in exercising their creative rights and responsibilities. understand that piracy and plagiarism are irresponsible and disrespectful behaviors that have ethical and legal implications. brainstorm solutions to dilemmas creators might encounter. 	A Creator's Responsibility	RI.2, RI.3, RI.7, RI.8, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6	A Creator's Responsibility Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	