

## **Social Studies Goals**

### **Unit 1- Human Beginnings** (Focus: History)

**Conceptual Lens-** change, cooperation, patterns, continuity

Consider the patterns of migration. How are migration patterns from human beginnings relevant today? Also, how has technology's introduction and improvement affected migration patterns?

### **Unit Vocabulary**

innovation, migration, location, scarcity, resources, decline, origin, Cro-Magnon, hominid, human community, Neanderthal, Clovis, Homo sapiens, ice age, Paleolithic cave painting, nomadic, hunter-gatherer, social studies(history, geography, economy, culture, government), prehistoric, anthropologist, artifact, archaeologist,

### **Essential Questions**

What is social studies? Why do we study it?

How did the use of tools lead to human development?

What caused the transition from nomadic societies to permanent communities?

What are the most essential resources for a society to continue?

### **Work Ideas to practice concepts**

- 1- Choose the resource that you think is most important for a society to continue to thrive. Write a paragraph from the point of view of that resource. The paragraph should justify why you, as the resource, are more essential to a society than other resources. Use a minimum of three accurate details that support your claim, based on informational text (pictures, maps, articles, artifacts and primary sources).
- 2- Create a comic strip that illustrates the transition from nomadic societies to permanent communities. Demonstrate the causes for this transition by including relevant information about environment, tools, geography and people based on informational text (pictures, maps, political cartoons, artifacts, articles and primary sources).

## **Unit 2- Geography of Ancient Civilizations** (4 Cradles of Civilization) (Focus: Geography)

**Conceptual Lens** - civilization, natural resource, place, cooperation

People require basic necessities to live. Explain why the basic necessities themselves have not changed since the 4 Cradles of Civilization, but how people obtain them has.

### **Unit Vocabulary**

civilization, region, place, human-environment interaction, conquest, cooperation, domestication, agriculture, innovation, movement, resources, irrigation, flood, silt, mountains

- Mesopotamia: Fertile Crescent, Tigris & Euphrates Rivers
- Egypt: Nile River
- India: Mohenjo-Daro, Harappa, Aryan
- China: Yellow/Huang He River

### **Essential Questions**

1. How did geography shape the social, economic and political development of ancient civilizations?
2. What conclusions can be drawn based on patterns of settlement?
3. How did ancient societies use technology to change their environment?

### **Work Ideas to practice concepts**

Create a list of the top five innovations of a civilization. Rank them from most influential to least, by today's standards. Write a paragraph supporting your choice for the most influential innovation. Provide at least three details to support your claim. Also, explain how that innovation affects your life today.

Based on informational text, create a recipe that provides the ingredients to create a perfect sight for a civilization. Consider the geography, physical features, and resources that contribute to where a civilization should/would be developed. Using your ingredients list, write an essay that describes how these ingredients should be combined to make the perfect sight for the civilization.

### **Unit 3- Rise and Fall of Civilization (Focus: Economics)**

**Conceptual Lens** - social systems, value, leadership, conflict

Identify the factors of a successful government. While these factors remain today, how has globalization allowed them to play a role in our 2012 business world?

#### **Unit Vocabulary**

Hammurabi's code, city-state, pharaoh, dynasty, cuneiform, domestication, agricultural, law, innovation, resources, social class, irrigation, artisan, polytheism, hieroglyphics, Great Wall, emperor, trade routes

Key People

Hammurabi

Shi Huang Di

Ramses II

#### **Essential Questions:**

What advantages does civilization offer society?

How have competition, conflict and compromise over resources impacted development?

How have key historical figures and cultural groups influenced society?

#### **Work Ideas to practice concepts**

Was Hammurabi justified in implementing his code? Use specific facts from informational text to justify your opinion. Do you think his code would be just today? Explain your answer.

Choose a social class from one of the "Four Cradles of Civilization." Create a resume for someone in the social class you have chosen. This person is trying to obtain a job within that class. Be sure to describe the rights, roles, and contributions of your person.

## **Unit 4- Classical Civilizations** (Focus: Government)

**Conceptual Lens** - citizenship, culture, governmental systems, order

Classical civilizations created organized governments. How did these civilizations evolve to our 2012 governments?

### **Essential Questions**

How have Greece and Rome laid the foundations for modern government?

How did Greece and Rome contribute to modern culture?

How did the Roman create and maintain order across a vast empire?

### **Unit Vocabulary**

democracy, polytheism, republic, Athens, Sparta, city-state, peninsula, polis, senate, plebeian, patrician, oligarchy, Pox Romana, 12 Tables, philosophy, empire, senate

### **Key People**

Cesar, Augustus, Alexander the Great, Pericles, Socrates, Plato, Aristotle, Constantine

### **Work Ideas to practice concepts**

Choose which classical society has had the greatest impact on society today. Read and analyze non-fiction texts and use the information from the text to create a claim that answers the above question. Compile informational texts that support your claim.

Create an essay that includes: an introduction paragraph stating your claim; body paragraphs with evidence to support the claim; and a conclusion paragraph.

Compare and contrast the direct democracy in Greece to the republic in Rome. Use specific factual information to explain your answer. (Teacher decides the format for students to complete this activity).

## **Unit 5 -Religion(Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism) (Focus: Culture)**

**Conceptual Lens** - Religion, Values and Beliefs, Patterns, Diversity

How have religion and increasing religious diversity influenced the world?

### **Essential Questions**

How does religion unite and divide humanity?

Are religions more similar or different in their beliefs?

What factors led to the development of Eastern and Western religions?

### **Unit Vocabulary**

Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, li, filial piety, 4 Nobel Truths, Nirvana, reincarnation, Koran, Bible, Torah, Vedas, Analects, monotheistic, polytheistic, Ganges River, messiah, 10 Commandments, 5 Pillars, Dharma, Karma, Brahmin, Moksha, mosque, temple, church, synagogue, Jerusalem, Mecca, Temple Mount, Dome of the Rock

### **Key People**

Abraham, Confucius, Jesus, Mohammed, Siddhartha

### **Work Ideas to practice concepts**

Has religion served to unite or divide humanity over time? Create a claim and support your claim using specific facts from non-fiction documents. (Teacher decides on the format for students to create and support this claim.)

Read and analyze historical documents that describe the development of Eastern and Western religions. After reading, describe what factors led to the development of Eastern and Western religions. Explain how they are similar and different. (Teacher decides on the format for students to complete this description and explanation.)

## **Unit 6- Middle Ages to Renaissance (Focus: All Strands)**

**Conceptual Lens-** Trade, Individual Rights, Change, Leadership

How does the introduction of reason promote significant progress toward modern technology and thought?

### **Essential Questions**

How does political thought shape the Middle Ages?

How are disease, knowledge, culture, and economy accelerated by trade routes in the Middle Ages?

What is the fundamental difference between Middle Ages and Renaissance?

### **Unit Vocabulary**

Samurai, knight, feudalism, shogun, serf, manorialism, divine right, monarchy, lord, vassal, humanism, Magna Carta, salt-gold trade, Silk Road, plague, guild, reformation, medieval, crusades

### **Key People**

Martin Luther, Charlemagne, Mansa Musa, Shakespeare, Michelangelo, DiVinci

### **Work Ideas to practice concepts**

Did trade routes have a more positive or negative impact on life during the Middle Ages? Create a map that displays the global impact of trade routes. This map should include the various routes, items that were traded, and a description of how disease, knowledge, economy and culture were spread during this time. Use the information from the map to create and support a claim.

Choose one influential figure from the Renaissance and write him a thank you letter. This letter should include the specifics of what this figure contributed and how these contributions impact your life today.