

READINGTON PUBLIC SCHOOL DISTRICT

Sixth Grade Social Studies 2020

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I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey. That knowledge is then built upon to assist students in gaining an understanding of American traditions, democratic values, and our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM IN SIXTH GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Sixth grade students will build on the knowledge from fifth grade skills in social studies.

In sixth grade, students will engage in an exploration of major ancient civilizations. By analyzing the geographic themes, growth of culture, and development of societies, students will gain a deeper understanding of the commonalities and differences among ancient civilizations. The elements of culture and the four stages of economic development serve as a lens through which investigative studies of the ancient civilizations are focused.

III. GOALS

Linked to the New Jersey Student Learning Standards for Social Studies and the New Jersey Student Learning Standards for English Language Arts Companion Standards.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurements of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, debate, presentations, and analysis of primary sources, charts, and diagrams.

[Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. Sixth Grade Pacing Guide:

	Sixth Grade
Unit 1 Sept. (3 weeks)	Geography & Map Skills • Correctly use a scale to determine distance. • Analyze map color, scales, and features to determine their meaning. • Use map legends to interpret symbols commonly used on maps.
Unit 2 Oct. – Nov. (8 weeks)	Prehistory Paleolithic and Neolithic Era • Analyze artifacts as primary sources to determine their validity. • Explain how social scientists such as archaeologists, historians, and geographers investigate the past. • Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists.
Unit 3	Mesopotamia

Dec. - January (7 weeks)	- Analyze artifacts as primary sources to determine characteristics of the civilization. - Use maps (Google Earth, atlas, historical) to understand and interpret the importance of landforms in the development of civilizations. - Use historical texts to analyze new social constructs such as government, laws, writing, societal structures.
Unit 4 February - Mid-March (6 weeks)	Egypt - Analyze Egyptian artifacts as primary sources to identify important events in Egyptian civilization. - Use maps to (Google Earth, atlas, historical) to understand why Egyptians settled along the Nile River. - Use historical texts and artwork to analyze the social structure of ancient civilizations.
Unit 5 Mid-March- April (7 weeks)	India - Use maps (Google Earth, atlas, historical) to understand and interpret the importance of landforms in the development of the Indus Valley civilizations. - Analyze artifacts as primary sources to determine the advancement of culture and civilization in the Indus Valley. - Identify important figures within Buddhism and Hinduism to recognize different religions and cultures.
April (2 weeks)	Holocaust & Genocide Awareness - Use documents, stories, and historical texts to understand the impact of the Holocaust. - Use documents, stories and current news reports to identify current day potential Genocides to further global awareness.
Unit 6 May-June (6 weeks)	China - Use maps (Google Earth, atlas, historical) to understand why the Chinese settled along the Yellow River and how the landforms attributed to China's more isolated development as a civilization. - Use of simulations to understand the three philosophies (Daoism, Confucianism, Legalism) that emerged during Ancient China.

VI. 6th GRADE UNITS OF STUDY

Sixth Grade Unit 1 Geography and Map Skills
Desired Results
Goals: NJCCCS Social Studies 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.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. NJ.6-8 Standards for Literacy in History/Social Studies

6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 6-8.WHST.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 6-8.WHST.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 6-8.WHST.2.e. Establish and maintain a formal style and objective tone. 6-8.WHST.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
Understandings: - Geography and the development of culture are interconnected. - Spatial recognition of geographic features connect places through time and history.	Essential Questions: - How does the study of geography help us to understand a society's development and identify causes of economic and social inequality? - How are landforms and geographic features connected to why we live the way we do? - Why is "where" important? - Why do we need to know about the surface of the Earth if we have Google maps?
<i>Students will know/learn...</i> - How to analyze a variety of maps. - The purpose of cartography. - To describe locations in absolute and relative terms. - To locate places on a map using latitude and longitude. - To locate major landmasses and bodies of water. - To read map symbols, legends, and scales. - How to compare different types of maps and map projections.	
<i>Students will be able to...</i> - Correctly use a scale to determine distance. - Analyze map color, scales, and features to determine their meaning. - Use map legends to interpret symbols commonly used on maps - Compare two dimensional maps with digital maps. - Create a map using multiple resources. - Revise their world schema by asking questions and doing hands on investigating through geographic activities. - Utilize black and white outline maps, color atlases both online and print to understand the purpose of the colors used in cartography.	
Common misunderstandings: - Rivers get their water from large bodies of water such as oceans and lakes. - All rivers flow south or 'down.' - Rivers only flood when there is too much rain. - Colors on maps do not have any meaning. - All land is flat.	
Interdisciplinary Connections	
Technology: 8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. Activity: Students will utilize geospatial tools such as Google Maps and Google Earth to interpret the earth's physical and manmade features as well as observe the geographic changes humans have created over time.	

Math: 6.RP. 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Activity: Students will apply the concept of map scale by measuring the ratio and calculating distance on a variety of maps.

Science: MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Activity: Students will examine how the five themes of geography describe a location by detailing the physical landforms, terrain, biological plant/animal species, and climate.

21st Century Skills

Career Ready Practice: CRP5. Consider the environmental, social and economic impacts of decisions.

Activity: While comparing places around the world, students will note and notice the differences in ways of life around the world because of environmental, social and economic decisions.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Students will compare and contrast a variety of careers that rely on geography skills such as city planning and logistics engineer.

Assessment Evidence

Formative:

- Topographic map interpretation- change over time
- Strategic questioning about climate, and/or landform
- In-class completion of guided map comparisons
- Teacher review and observation
- Navigation using authentic maps and real world situations
- Online use of Google Maps/Google Earth
- Formative assessment of geography specific vocabulary including picture identification

Summative:

- Geography Picture Dictionary
- Five Themes of Geography
- “Create a Map” Project
- Geography Assessment

Benchmark:

Map skills Assessment

- Geography skills compare and contrast
- Map reading analysis
- Map features such as map key, scale, color, compass rose, lines of latitude and longitude

Alternative:

- Map Project: Map of my Home Town
- Google My Maps
- Plotting family tree on a map

Resources

Core Materials:

Glencoe Student Geography
Nystrom Student Atlases

Supplemental Materials:

- Zeman, Anne, and Kate Kelly. *Everything You Need to Know About Geography Homework*. New York: Scholastic Reference, 1997. Print.
- Silver, James F. *Geography Skills Activities Kit: Ready-to-use Projects & Activities for Grades 4-8*. West Nyack, NY: Center for Applied Research in Education, 1988. Print

Primary Sources:

- [Egypt & Petra \(1851\)](#)
- [Turin Papyrus Map](#)
- Leveled bookroom

Technology:

- Google Maps/Google Earth
- Quizlet.com
- Discovery Education Video Resource

Sixth Grade Unit 2 Prehistory Paleolithic and Neolithic Era

Desired Results

Goals:

NJCCCS Social Studies

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

NJ.6-8 Standards for Literacy in History/Social Studies

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Understandings: • Prehistoric people developed from nomadic hunters/gatherers to a structured civilized society with the development of early tools, agriculture, and structured societies. • The domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.	Essential Questions: • How do social scientists use the study of anthropology, geography, government, and science to uncover the past, research the present and predict the future? • How have humans adapted to their environment in order to advance and survive? • Why is artifact analysis important to unlocking prehistoric times? • How are artifacts analyzed? • How did technology change during paleolithic and neolithic times? • How did neolithic people use their environment to advance their civilization? • What benefits did settled life offer neolithic people? • How did geography shape where people first settled?
<i>Students will know/learn...</i> • How agriculture changed human life dramatically. • Food surplus is essential to form a civilization. • How other jobs were created leading to specialization and trade. <i>Students will be able to...</i> • Analyze artifacts as primary sources to determine their validity. • Explain how social scientists such as archaeologists, historians, and geographers investigate the past. • Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists. • Interpret a cave painting by using the methodology of social scientists. • Identify Neolithic settlements and explain the reason for their location. • Compare the lives of hunters and gatherers during the Paleolithic Age with the lives of people during the Neolithic Age. • Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.	
Interdisciplinary Connections	
Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Students will use Google Docs to create a Neolithic comic book. ELA: RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Students will analyze the mysteries of the mummy known as Otzi the iceman, and create an argument as to how he died citing evidence.	
21st Century Skills	
Career Ready Practice: CRP2. Apply appropriate academic and technical skills. Activity: Students will use appropriate skills to compose a claim with supporting evidence as to how and why Otzi the Iceman died. 9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Students will examine the traditional careers connected to agriculture, and how modern day agriculture produces food for the world population.	
Assessment Evidence	
Formative: • Comic book draft	Alternative: Short answer responses

• Mentor Text picture walk-Hunters and Gatherers • Lascaux Cave WebQuest • Teacher created Need to Know notes on prehistoric life and domestication • Catal Hoyuk WebQuest • Kids Discover Ice Age reading notes • Interactive guided reading notes chapter 4 Summative: • Nick and Nel Comic Book • Cave Simulation • Trash Excavation Simulation • Neolithic Nick and Nel Comic Book Project • Unit quizzes and tests	Performance/interactive skit
Resources	
Core Materials: <i>History Alive! The Ancient World</i>, TCI, 2017 • <i>History Alive</i>, Ancient World, Chapter 1 • <i>History Alive</i>, Ancient World, Chapter 3 Supplemental Materials: • Leveled bookroom Primary Sources: • Lascaux virtual cave webquest and cave illustrations/art Secondary Sources: • Catal Hoyuk website: http://www.smm.org/catal/ • Ice Age Babies Article • Clovis Point Article • PBS Nova Documentary Otzi the Iceman • World Studies, the Ancient World, Pages 22-23 • Mummy Tombs Website • <i>Frozen Man</i> by David Getz Technology: • Kids Discover Ice Age • Neolithic Nel and Nick comic book templates • Quizlet.com • Symbaloo • EDpuzzle	

Sixth Grade Unit 3 Mesopotamia - The First Civilization
Desired Results
Goals: NJCCCS Social Studies

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar 36 Peoples: Early River Valley Civilizations Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions.
- 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.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.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.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.

NJ.6-8 Standards for Literacy in History/Social Studies

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and Topics.

Understandings:

- All civilizations have common characteristics that define culture and society.
- Geography influences the development of civilization.
- The geography of the Fertile Crescent gave rise to the first civilization.

Essential Questions:

- Why do historians classify ancient Sumer as a civilization?
- How did geography determine the success of Mesopotamia becoming the cradle of civilization?

	• How do Sumerian artifacts differ from Neolithic artifacts? • How did physical geography influence the location and success or decline of early civilizations? • Why did civilizations develop a written code of laws? • What characteristics of civilization are common to all ancient civilizations? • How are the elements of culture and civilizations similar?
<i>Students will know/learn...</i> • How people transitioned from nomadic/hunter gatherers to settled agricultural societies to a larger civilization. • The Fertile Crescent is an arch shaped region in the Middle East. • Mesopotamia is an ancient region consisting mostly in modern day Iraq. • Sumer is a region inside Mesopotamia. • A city-state is an early city that was like a small, independent country with its own laws and government. • Agricultural inventions that allowed Sumerian city-states to create a stable food supply and a complex society. • All civilizations have common elements of culture. • There was an early need for trading for required resources and the surplus they created. <i>Students will be able to...</i> • Compare and contrast the technology of Prehistoric and Neolithic peoples to the civilization developed in Mesopotamia. • Analyze artifacts to make connections to a characteristic of civilization. • Analyze artifacts from ancient Sumer and explain how they are examples of the characteristics of civilization. • Explain the relationship between religion and the social and political order in Sumer. • Explain the evolution of Sumerian written language, from pictographs to Cuneiform. • Apply the characteristics of civilization to modern-day culture and society.	
Interdisciplinary Connections	
Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Create a graphic organizer for their legend of Gilgamesh the King analysis. Science: MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. Activity: Students will connect the shape of the Fertile Crescent to the waxing and waning of the crescent moon. ELA: NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Activity: Students will analyze the legend of Gilgamesh the King, one of the oldest recorded stories in human history, and find the theme.	
21st Century Skills	
Career Ready Practice: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Activity: Students will practice problem solving strategies by solving problems of the early Mesopotamians. 9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a	

career. Activity: Students will collaborate and communicate the strategies to solve problems that Ancient Mesopotamians dealt with when moving to a fertile river valley.

Assessment Evidence

Formative:

- Graphic organizer for note-taking
- Analysis of artifacts
- Hunter-Gatherer activity
- Geography/map
- Civilization/Elements of Culture web
- Timeline Challenge Google Slide/Classroom
- Reading and guided notes *History Alive*, chapters 5&6
- Hammurabi's Code reading/guided questions
- Video: Discovery Education and guided notes
- Do-Nows and Exit Tickets
- Kids Discover Mesopotamia Reading Notes
- Sumerian centers Tic-Tac-Toe

Summative:

- Unit Test
- DBQ: Was Hammurabi's Code just?

Alternative:

Online textbook assessments

Resources

Core Materials:

History Alive! The Ancient World, TCI, 2017
History Alive, Ancient World chapter 4, 5, and 6

Supplemental Materials:

- [Learn to Make Cuneiform](#)
- [PBS Lost Secrets series](#)
- Kids Discover Mesopotamia
- Leveled bookroom

Primary Sources:

- [British Museum Tour](#)
- [Penn Museum Online Catalog](#)
- Hammurabi's Code (replica)

Secondary Sources:

- [Mesopotamia: From Nomads to Farmers](#)
- [Sumerian City States](#)
- [Cuneiform link 1](#) & [Cuneiform 2](#)
- [Trade in Sumer](#)
- [Mesopotamia's Ancient Wonder Mystery](#)
- Brown, Bryan. Jr. Scholastic Article "*Laying down the law*". 9.18.16

Technology:

- Quizlet.com
- Kahoot review game

Sixth Grade Unit 4 Egypt

Desired Results

Goals:

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

NJ.6-8 Standards for Literacy in History/Social Studies

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- WHST.6-8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1.D. Establish and maintain a formal/academic style, approach, and form.

- WHST.6-8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2.A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- WHST.6-8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2.E. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Understandings:

- Physical geography contributes to the political, economic, and cultural development of each civilization.
- Ancient civilizations have created lasting legacies for future societies and cultures.
- Egypt created a highly complex social structure.

Essential Questions:

- What economic and geographic factors led to the rise of the Ancient Egyptian Civilization?
- Why was religion so important to the Ancient Egyptian way of life?
- Why was the Nile River important to life in Ancient Egypt?
- How did the social structure of Ancient Egypt influence the legacies developed by ancient Egypt?
- What did the pharaohs of ancient Egypt accomplish, and how did they do it?
- How did the pharaohs use absolute power to maintain control of their kingdoms?
- How did the government interact with the people?
- How did social class affect daily life in ancient Egypt?
- How did the ancient Egyptian's belief in the afterlife affect their daily life?
- How was the development of irrigation important to the growth of Egyptian civilization?

Students will know/learn...

- The geography of Egypt is unique and contributed to the development of its civilization.
- The Nile River was influential in the development of the civilization.
- Numerous examples of the characteristics of civilization and elements of culture evident in ancient Egyptian civilization.
- The accomplishments of key Pharaohs from ancient Egypt: Khufu, Senusret I, Hatshepsut, and Ramses the Great.
- Religion and the belief in the afterlife affected the daily life of the ancient Egyptians.
- The key aspects of daily life for six social classes in ancient Egypt.

Students will be able to...

- Analyze ancient Egyptian art and architecture to better understand the accomplishments of the pharaohs.

- Hypothesize some ways in which Egyptian pharaohs achieved their most impressive accomplishments, and the effects of those accomplishments on ancient Egypt.
- Explain why the social structure of ancient Egypt is organized like a pyramid, and how religion affects that organization.
- Compare the importance of King Tut compared to other Egyptian pharaohs.
- Determine the importance of the mummification process for both science and religion.
- Discuss the role of written language and various art forms in ancient Egypt.

Interdisciplinary Connections

Technology: 8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook. Activity: Students will design and create an Egyptian artifact for the artifact museum.

Math: Geometry 6.G.A. Solve real-world and mathematical problems involving area, surface area, and volume. Activity: Students will use mathematical concepts to calculate the weight, volume, and surface area of the pyramids of Giza.

ELA: NJSLS.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. Activity: Students will compare and contrast the legend of King Tut's curse from multiple sources.

Science: 1.MS-2.8.1.DCI-2 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. Activity: Students will create their own Natron using baking soda and salt to dry out a grape and witness the effects of the substance, thinking about how the ancient Egyptians used natron to mummify a body.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students work collaboratively in groups to navigate through learning centers, creating due dates, and overseeing the progress of their group.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. Activity: Students will compare building practices in Ancient Egypt with building practices in today's society.

Assessment Evidence

Formative:

- Student completion of a map of Egypt
- Egypt Centers guided activities and questions
- Analysis of primary and secondary documents
- Social Class Pyramid
- Falucca Tour of 4 Egyptian Monuments
- Document Interpretations and Analysis
- Kids Discover Ancient Egypt, Pyramids, Ancient Egypt 2 guided reading and notes
- Land of Abundance ancient Egypt video guided questions

Benchmark:

Map skills Assessment

- Geography skills compare and contrast
- Map reading analysis
- Map features such as map key, scale, color, compass rose, lines of latitude and longitude.

Alternative:

- UPenn virtual mummification process
- IXL Egyptian Geography/ Egyptian Religion
- Sarcophagus project
- Kingdom of Kush

Summative: • Flip book of Egyptian Social Structure project and note sheet • Interactive Dramatizations (WeVideo) • Postcards from Felucca Tour (Interactive Notebook) • Unit test • DBQ analysis and format writing	
Resources	
Core Materials: <i>History Alive! The Ancient World</i>, TCI, 2017 Supplemental Materials: • Kids Discover-Pyramids • Kids Discover-Ancient Egypt • King Tut's Final Secrets Documentary (National Geographic) • Felucca Stations & Tour Guide Recordings • Breyer, Michelle, and Howard Chaney. <i>Ancient Egypt</i>. Westminister, CA: Teacher Created Materials, 1996. Print. • <i>History Alive!</i>, Chapters 7-9 & Interactive Notebook Chapter 7-9 • Leveled Reading Egypt Books • Nova/PBS The Afterlife in Ancient Egypt article • Hieroglyphics A-Z for cartouche and cartouche outline. • <i>Secrets of the Mummies</i> by Shelley Tanaka • <i>Myths and Civilization of the Ancient Egyptians</i> by S. Quie • Egyptian drawing/canon • Pyramid Construction • <i>Unwrap the Mummy</i> by Ian Dicks and David Hawcock • Selected readings from <i>Interact: A Learning Experience</i> authored by Marcia Sargent and Vivian Malcom • Leveled bookroom Primary Sources: • British Museum Tour ◦ panel of man fishing (British Museum) ◦ The Rosetta Stone Secondary Sources: • <i>You Wouldn't Want to be A Pyramid Builder</i> by Jacqueline Morley • DBQ documents: • How papyrus was made • Feluccas on Nile River chart • Flood Cycle • Land use and population maps Technology: • Afterlife preparation • Hieroglyphic Typewriter • Journey to the Afterlife webquest • Egyptian Gods and Goddesses webquest • Mummy Maker games ◦ http://discoverykids.com/games/mummy-maker/ ◦ http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html	

**Sixth Grade Unit 5
India**

Desired Results

Established Goals:

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

NJ.6-8 Standards for Literacy in History/Social Studies

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Understandings: ● Ancient India had many lasting legacies and contributions to our modern world. ● Geography changes and influences the development and growth of civilizations.	Essential Questions: ● How did geography influence the development of Indian civilization? ● What characteristics of ancient Indian cities are evident in our cities today? ● How is Hinduism connected to the daily life of India? ● How are Buddhism and Hinduism similar and different? ● Why is the Gupta Empire known as a Golden Age?
<i>Students will know/learn...</i> ● The importance of a Golden Age in history. ● How Hinduism affects the daily life of India in both ancient and modern times. ● How Buddhism came to exist as a religion in India and later throughout Asia. ● Key features of Indus Valley cities that influence our modern cities today. ● How geography changes over time and causes civilizations to decline and move. ● Where the Gupta Empire is on a map and location of its key cities. ● The main teachings of Buddhism. ● What characteristics classify a historical time period as a “Golden Age.” ● Why the period during the Gupta Empire is known as a “Golden Age.” ● Important aesthetic and intellectual traditions of ancient India, including literature, medicine, metallurgy, and mathematics. <i>Students will be able to...</i> ● Form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley. ● Analyze artifacts to draw conclusions about daily life in the Indus Valley civilization. ● Explain why Mohenjo Daro is an important archaeological site. ● Explain the relationship among Vedic religion, Brahmanism, and Hinduism. ● Outline the social structure of the caste system. ● Describe important beliefs in Hinduism and discuss their influence on daily life. ● Assess the impact of ancient beliefs and practices on life in modern India. ● Describe the life of Siddhartha Gautama and explain how he became the Buddha. ● Analyze paintings to clarify information presented in a historical narrative. ● Describe the expansion of the Mauryan Empire and the political and moral achievements of King Ashoka. ● Explain how King Ashoka and his edicts contributed to the spread of Buddhism in India, Ceylon, and Central Asia. ● Interpret excerpts from Ashoka’s edicts to create visual representations.	
Interdisciplinary Connections	
Technology: 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. Activity: Students will use search tools to find information pertaining to the environmental problems of modern India, such as pollution and poaching.	

Art: Anchor Standard #4. Select, analyze and interpret artistic work for presentation. Activity: Students will interpret religious themes and vocabulary in a variety of artwork from the Maurya and Gupta Empires.

ELA: NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Students will discuss and debate the greatest achievements of the Gupta Empire.

21st Century Skills

Career Ready Practice: CRP5 Consider the environmental, social and economic impacts of decisions. Activity: Analyze the problem of the pollution crisis in the Ganges river and compare it to pollution of a river in the United States of America.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: In small groups, consider the environmental, social and economic impacts of decisions. Use current events and conservation articles that discuss the effects of pollution.

Assessment Evidence

Formative:

- KWL chart before and after each religion chapter
- Painting analysis
- Interactive Notes on Hinduism and Buddhism
- Venn Diagram on Hinduism and Buddhism
- Mohenjodaro Artifact Stations
- Mentor text reflection questions and discussion
- Hinduism Mandala Notes
- Tier 3 vocabulary

Summative:

- Achievements of the Gupta Empire Presentation
- Buddhism/ Hinduism Instagram page
- Formal multiple choice quizzes
- Palm Leaf Book
- Student Role Play-The Story of Buddhism

Alternative:

- Mandala drawings
- Kids Discover Ancient India magazine and fill-in
- Compare and Contrast Pollution in the Ganges vs pollution in the Delaware River

Resources

Core Materials:

History Alive! The Ancient World, TCI, 2017

Supplemental Materials:

- Discovery Education video series of World Religions
- Kids Discover Ancient India
- Leveled bookroom
- Mentor text and book walk *Indus Valley Green Lessons from the Past* by Benita Sen Abe Books July 2010
- *History Alive* textbook chapter 13-18 and interactive notebook
- Let's Learn about World Religion: Hinduism
- Let's Learn about World Religion: Buddhism

- “Saving the Ganges” TCI Article
- Need to Know Presentation on Ancient India
- Let’s Look at World Religions: Hinduism Channel 4 Discovery Education 2011. Video
- Palm Leaf Booklet Materials PDF
- Mentor text reflection questions sheet
- Role cards for the Story of Buddhism
- Mentor text graphic organizers (Green Lessons)

Primary Sources:

- Artifacts found in Mohenjodaro

Secondary Sources:

- The story of how Siddhartha became Buddha
- News articles explaining the cultural impact of Hinduism in India
- Videos and text explaining Jainism
- Discovery Ed video on Ashoka’s Army
- Documentaries about pollution in the Ganges

Technology:

- Chromebooks
- Discovery Education videos on Hinduism and Buddhism

**Sixth Grade Unit 7
Holocaust Awareness**

Desired Results

Goals:

- 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.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJ.6-8 Standards for Literacy in History/Social Studies

- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve
- RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Understandings: People with power can sometimes abuse it and suppress the freedoms of others.	Essential Questions: - How do our attitudes and beliefs influence our thinking? - How does our thinking affect our actions? - What are the implications of creating an "us" and a "them"? - What makes minorities vulnerable?
Students will know/learn... - That Genocides occur in other places and not just during WWII. - What events lead to a Genocide. Students will be able to... - Identify the underlying reasons for Genocide in India/Bangladesh.	
Resources	
Core Materials: <i>History Alive! The Ancient World</i>, TCI, 2017 Supplemental Materials: US Holocaust Memorial Museum NJ Holocaust Curriculum Lessons Holocaust and Human Behavior Unit Plan for Jewish Day Schools - Current events/news articles on the genocide that exists in India/Bangladesh - Leveled bookroom Primary Sources: 1940's commercial condemning fascism: https://www.youtube.com/watch?v=7k0971Hy5eo - United States Holocaust Memorial Museum https://www.ushmm.org/collections/bibliography/primary-sources - DocTeach: Photographs taken during the Holocaust https://www.docsteach.org/documents?filter_searchterm=Holocaust&searchType=all&filterEras=&filterDocTypes=2&sortBy=relevance&filter_order=&filter_order_Dir=&rt=u9YEusnRDDXp Secondary Sources: The Plight of the Rohingya The Rohingya refugee crisis COVID-19 Has Arrived In Rohingya Refugee Camps And Aid Workers Fear The Worst - Short Stories: <i>The Terrible Things</i> by Eve Bunting, <i>The Island</i> by Armin Greder <i>Harrison Bergeron</i> by Kurt Vonnegut Technology: - Online articles	

Sixth Grade Unit 6	China
Desired Results	

Goals:

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal systems.
- 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.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.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.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.
- 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.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.
- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers

NJ.6-8 Standards for Literacy in History/Social Studies

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

- WHST.6-8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1.D. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2.A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Understandings:

- Geographic features enabled early civilizations to develop, while the need to expand empires caused many to fall.
- Ancient China had many lasting legacies and contributions to our modern world.

Essential Questions:

- How does geography affect life in ancient China?
- What do Shang artifacts reveal about this civilization?
- How did Confucianism, Daoism, and Legalism influence political rule in ancient China?
- Was the first Emperor of Qin an effective leader?
- In what ways did the Han Dynasty improve government and daily life in China?
- How did the Silk Road promote an exchange of goods and ideas?

Students will know/learn...

- The spreading of goods and ideas between cultures is known as *cultural diffusion*.
- The Silk Road is a network of trade routes across Europe and Asia that led to an important exchange of goods and ideas.
- The travel difficulties along the Silk Road.
- China politically and culturally influenced the modern world.
- The political and cultural issues at the end of the Zhou dynasty.
- How the emperor Shihuangdi unified northern China under the Qin dynasty.
- How the Han dynasty expanded their empire.

Students will be able to...

- Describe the government, social structure, religion, writing, art, and technology of the Shang dynasty.
- Analyze artifacts to draw conclusions about the Shang dynasty.
- Describe the lives and fundamental teachings of Confucius, Laozi, and Hanfeizi.

- Explain how various schools of thought affected political rule in China.
- Apply Confucian, Daoist, and Legalist principles to contemporary situations.
- Analyze the policies and achievements of the Emperor of Qin.
- Evaluate the extent to which Qin Shihuangdi was an effective leader.
- Describe the political contributions the Han dynasty made to the development of the imperial bureaucratic state.
- Evaluate the impact of inventions and discoveries in the fields of warfare, government, agriculture, industry, art, medicine, and science during the Han empire.
- Locate trans-Eurasian trade routes in the period of the Han dynasty and the Roman Empire.
- Explain how the Silk Road led to an exchange of goods, ideas, and beliefs.
- Describe the diffusion of Buddhism northward from India to China.

Interdisciplinary Connections

Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Create a graphic organizer about information learned regarding Emperor Qin.

ELA: RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Activity: Complete readings of texts about Emperor Qin.

Art: 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. Activity: Students will analyze a variety of ancient Chinese art and art forms, including but not limited to Chinese silk paintings, calligraphy and poetry. Students create a group banner to represent a Chinese dynasty.

21st Century Skills

Career Ready Practice: CRP12. Work productively in teams while using cultural global competence. Activity: Students work collaboratively in learning groups focused on Chinese Dynasties. The selection of the groups are based on individual student responses to a survey.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: In small groups, students will evaluate if Emperor Qin was an effective leader using effective communication skills.

Assessment Evidence

Formative:

- Interactive Notebook Shang Dynasty
- Interactive Notebook Han Dynasty
- Interactive Notebook Qin Dynasty
- Competition of teacher created and text created guided questions.
- Observation of cooperative learning groups
- Surveys and combined task completion
- Competition of Google Forms connected to geography, philosophies and emperors
- Quizlet and Kahoot
- Reflection of 3 Philosophies of the Warring Period in China
- Comparison of ancient China's early rulers

Benchmark:

Map skills Assessment

- Geography skills compare and contrast
- Map reading analysis
- Map features such as map key, scale, color, compass rose, lines of latitude and longitude.

Alternative:

- Online construction of chapter materials into google forms

Summative: • Formal quizzes and tests • Responses to open-ended, short-answer and constructed responses • Creation of group banner • Three Philosophies simulation • Silk Road webquest • Charting landforms of China on a map. • Artifact analysis of Shang dynasty	
Resources	
Core Materials: <i>History Alive! The Ancient World</i>, TCI, 2017 TCI History Alive! Chapters 19-24 Supplemental Materials: • Leveled bookroom • Confucius - a reading lesson for kids • Legalists • Emperor Qin Terracotta Warriors • Journals Through History: Ancient China: Contributions to the World • Chinese Kites • Zhang Heng and the Seismometer • History of making paper: Cai Lun • The Traditional Chinese Tea Ceremony (Part I) Rivertea Blog • Silk Road Game • Philosopher's Tea Party Simulation • Disney's Mulan video • Riding on a Caravan by Laurie Krebs • Kids Discover Marco Polo • Silk Road Webquest http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html • Journals Through History: Ancient China: Contributions to the World Discovery Education 2006 Video • Journals Through History: Ancient China: Dynasty to Destiny Discovery Education 2006 Video • China from Past to Present: Geography, Traditional Religions, Beliefs. Ancient Lights, 2004 Discovery Education Video • Chinese characters for names • Cultural colors and their importance • Confucian Quotes ◦ http://ancienthistory.mrdonn.org/Confucius.html ◦ http://www.successconsciousness.com/confucius_quotes.htm • Daoism Quotes ◦ http://ancienthistory.mrdonn.org/Taoism.html ◦ https://www.goodreads.com/work/quotes/100074-d-o-d-j-ng • Chinese Cookie Fortunes • Important Chinese inventions ◦ https://www.travelchinaguide.com/intro/focus/inventions.htm ◦ http://www.ducksters.com/history/china/inventions_technology.php • Art of KungFu Primary Sources: • Artifacts from the Shang, Qin and Han Dynasties to include but not limited to: oracle bones, cowrie shells, bronze vessels, helmets, chariot, seismometer, kites, jade discs and jewelry, drills, paper and silk making process, silk prints that show the process of the construction of the Great Wall of China, and Confucian book burning.	

Secondary Sources:

- Kinds Discover: The Great Wall of China, Ancient China
- [EDSITEment: Following the Great Wall](#)
- [Travel China Guide: Who Built the Great Wall of China?](#)
- [China Interactive Map](#)

Technology:

- Videos
- Online articles
- Interactive maps