

# READINGTON PUBLIC SCHOOL DISTRICT

## Sixth Grade Social Studies 2024

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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's foundation is a thematic learning model which prepares students to produce and critically consume information in our global society.

## II. Rationale

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on a deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

## III. Goals

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

## 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 measurement 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, presentations, investigations and the resulting projects taking informed action, 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
<b>Unit 1</b> Sept. (3 weeks)	<b>Elements of Civilization</b> <ul style="list-style-type: none"><li>• All civilizations have seven elements in common</li><li>• Everyday examples for each element of civilization</li></ul>
<b>Unit 2</b> Oct. – Nov. (8 weeks)	<b>Prehistory</b> <b>Paleolithic and Neolithic Era</b> <ul style="list-style-type: none"><li>• Analyze artifacts as primary sources to determine their validity</li><li>• Explain how social scientists such as archaeologists, historians, and geographers investigate the past</li><li>• Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists</li></ul>
<b>Unit 3</b> Dec. - January (7 weeks)	<b>Mesopotamia, Geography &amp; Map Skills</b> <ul style="list-style-type: none"><li>• Analyze artifacts as primary sources to determine characteristics of the civilization</li><li>• Use maps to understand and interpret the importance of landforms in the development of civilizations</li></ul>

	<ul style="list-style-type: none"> <li>Use historical texts to analyze new social constructs such as government, laws, writing, societal structures</li> </ul>
<b>Unit 4</b> <b>February - Mid-March</b> <b>(6 weeks)</b>	<b>Egypt, Judaism, Geography &amp; Map Skills</b> <ul style="list-style-type: none"> <li>Analyze Egyptian artifacts as primary sources to identify important events in Egyptian civilization</li> <li>Use maps to understand why Egyptians settled along the Nile River.</li> <li>Use historical texts and artwork to analyze the social structure of ancient civilizations</li> </ul>
<b>Unit 5</b> <b>Mid-March- April</b> <b>(7 weeks)</b>	<b>India, Geography &amp; Map Skills</b> <ul style="list-style-type: none"> <li>Use maps to understand and interpret the importance of landforms in the development of the Indus Valley civilizations</li> <li>Analyze artifacts as primary sources to determine the advancement of culture and civilization in the Indus Valley</li> <li>Identify important figures within Buddhism and Hinduism to recognize different religions and cultures</li> </ul>
<b>Unit 6</b> <b>April</b> <b>(2 weeks)</b>	<b>Holocaust &amp; Genocide Awareness</b> <ul style="list-style-type: none"> <li>Use documents, stories, and historical texts to understand the impact of the Holocaust</li> <li>Use documents, stories, and current news reports to identify current-day potential Genocides to further global awareness</li> </ul>
<b>Unit 7</b> <b>May-June</b> <b>(6 weeks)</b>	<b>China, Geography &amp; Map Skills</b> <ul style="list-style-type: none"> <li>Use maps to understand why the Chinese settled along the Yellow River and how the landforms attributed to China's more isolated development as a civilization</li> <li>Use of simulations to understand the three philosophies (Daoism, Confucianism, Legalism) that emerged during Ancient China</li> </ul>

## VI. 6th Grade Units Of Study

Sixth Grade Unit 1 Elements of Civilization	
Desired Results	
<b>Goals:</b> <b>NJSLS Social Studies</b> <ul style="list-style-type: none"> <li>6.2.8.GeoPP.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.</li> <li>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>6.2.8.GeoGE.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.</li> <li>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>Geography and the development of culture are interconnected.</li> <li>Spatial recognition of geographic features connect places through time and history.</li> <li>All civilizations have seven elements in common.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are everyday examples for each element of civilization?</li> <li>How can each element be represented in our society today?</li> <li>How can we recognize the elements of civilization in the ancient world?</li> </ul>

<p><b><i>Students will know/learn...</i></b></p> <ul style="list-style-type: none"> <li>• The vocabulary of the seven elements of civilization <ul style="list-style-type: none"> <li>○ 1. Social Organization</li> <li>○ 2. Religion</li> <li>○ 3. Customs and Traditions</li> <li>○ 4. Arts and literature</li> <li>○ 5. Language</li> <li>○ 6. Technology and Economics</li> <li>○ 7. Government</li> </ul> </li> <li>• To critically read and answer questions related to the theme elements of civilization</li> <li>• Ancient technology is not the same as modern technology</li> <li>• Language and writing are different</li> <li>• Beliefs help people understand the meaning and purpose in life</li> <li>• Religion and traditions are not always connected</li> </ul> <p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Define each element of civilization</li> <li>• Compare and contrast the seven elements of civilization.</li> <li>• Find visual representations of the seven elements of civilization</li> <li>• Create a web using digital pictures to connect the characteristics of civilization</li> </ul>	
<p align="center"><b>Interdisciplinary Connections</b></p>	
<p><b>Math: 6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</b> Activity: Students will apply the concept of map scale by measuring the ratio and calculating distance on a variety of maps.</p> <p><b>Science: MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</b> 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.</p>	
<p align="center"><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. <b>Activity:</b> Develop a digital web chart that demonstrates students' understanding of the elements of civilization.</p> <p><b>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</b> Activity: Students create a web chart that illustrates connections between potential career interests and the elements of civilization.</p>	
<p align="center"><b>Computer Science and Design Thinking</b></p>	
<p><b>Core Idea: Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).</b> Activity: Students create a web that illustrates their individual connections to the elements of civilization. This includes the category of technology and its advancement over time.</p>	
<p align="center"><b>Assessment Evidence</b></p>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Guided notes on google slides</li> <li>• Teacher observation of comprehension of completion of reading</li> </ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Create a paper webcollage</li> </ul>

<b>Summative:</b> <ul style="list-style-type: none"> <li>Visual web chart for the elements of civilization</li> </ul>	
<b>Resources</b>	
<b>Core Materials:</b> History Alive! The Ancient World, TCI, 2017  Key Components of Civilization by National Geographic February 6, 2018 <a href="#">Key Components of Civilization   National Geographic Society</a> Elements of Civilization Guided Question Sheet  Early Civilizations <a href="#">Early civilizations (article)   Khan Academy</a> Early Civilizations Guided Question Sheet  <b>Supplemental Materials:</b> Technology: <ul style="list-style-type: none"> <li>Google Sides</li> <li>Google Doc</li> <li>Edpuzzle</li> </ul>	

<b>Sixth Grade Unit 2</b> <b>Prehistory Paleolithic and Neolithic Era</b>	
<b>Desired Results</b>	
<b>Goals:</b> <b>NJSLS Social Studies</b> <ul style="list-style-type: none"> <li>6.2.8.GeoPP.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.</li> <li>6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</li> <li>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>What capabilities helped Hominins survive?</li> <li>Prehistoric people developed from nomadic hunters/gatherers to a structured civilized society with the development of early tools, agriculture, and structured societies.</li> <li>The domestication of plants and animals created a stable food supply and led to</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How did Hominins physically change to adapt to their environment?</li> <li>How did Hominins use technology to adapt to their environment?</li> <li>How do social scientists use the study of anthropology, geography, government, and</li> </ul>

<p>important changes in shelter, communities, jobs, and trade.</p>	<p>science to uncover the past, research the present and predict the future?</p> <ul style="list-style-type: none"> <li>• How have humans adapted to their environment in order to advance and survive?</li> <li>• Why is artifact analysis important to unlocking prehistoric times?</li> <li>• How are artifacts analyzed?</li> <li>• How did technology change during paleolithic and neolithic times?</li> <li>• How did neolithic people use their environment to advance their civilization?</li> <li>• What benefits did settled life offer neolithic people?</li> <li>• How did geography shape where people first settled?</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <ul style="list-style-type: none"> <li>• How early Hominins adapted both physically and technologically to their environment.</li> <li>• How agriculture changed human life dramatically.</li> <li>• Food surplus is essential to form a civilization.</li> <li>• How other jobs were created leading to specialization and trade.</li> </ul> <p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Differentiate the different Hominins' adaptations based on scientific evidence.</li> <li>• Analyze artifacts as primary sources to determine their validity.</li> <li>• Explain how social scientists such as archaeologists, historians, and geographers investigate the past.</li> <li>• Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists.</li> <li>• Interpret a cave painting by using the methodology of social scientists.</li> <li>• Identify Neolithic settlements and explain the reason for their location.</li> <li>• Compare the lives of hunters and gatherers during the Paleolithic Age with the lives of people during the Neolithic Age.</li> <li>• Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.</li> </ul>	
<p><b>Interdisciplinary Connections</b></p>	
<p><b>ELA: RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b> 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.</p>	
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	
<p><b>Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</b></p> <p><b>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</b></p> <p><b>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</b> Activity: Students will use appropriate skills to compose a claim with supporting evidence as to how and why Otzi the Iceman died.</p> <p><b>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</b></p> <p><b>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</b> Activity: Students will examine the traditional careers connected to agriculture and compare these to modern day agriculture.</p>	

Computer Science and Design Thinking	
<b>Core Idea: Individuals collect, use, and display data about individuals and the world around them.</b> Activity: Student will use Google Docs to create a Palolithic/Neolithic comic book.	
Assessment Evidence	
<b>Formative:</b> <ul style="list-style-type: none"> <li>• Interpret Paleontology fossil timeline</li> <li>• Examine written text on Hominins</li> <li>• Comic book draft</li> <li>• Mentor Text picture walk-Hunters and Gatherers</li> <li>• Lascaux Cave WebQuest</li> <li>• Teacher created Need to Know notes on prehistoric life and domestication</li> <li>• Catal Hoyuk WebQuest</li> <li>• Kids Discover Ice Age reading notes</li> <li>• Interactive guided reading notes chapter 4</li> <li>• Exit tickets</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>• Nick and Nel Comic Book</li> <li>• Cave Simulation</li> <li>• Trash Excavation Simulation</li> <li>• Neolithic Nick and Nel Comic Book Project</li> <li>• Unit quizzes and tests</li> </ul>	<b>Alternative:</b> Short answer responses Performance/interactive skit
Resources	
<b>Core Materials:</b> <i>History Alive! The Ancient World</i> , TCI, 2017 <ul style="list-style-type: none"> <li>• <i>History Alive</i>, Ancient World, Chapter 1</li> <li>• <i>History Alive</i> Ancient World, Chapter 2</li> <li>• <i>History Alive</i>, Ancient World, Chapter 3</li> </ul> <b>Supplemental Materials:</b> <ul style="list-style-type: none"> <li>• Leveled bookroom</li> </ul> Primary Sources: <ul style="list-style-type: none"> <li>• <a href="#">Lascaux virtual cave webquest</a> and cave illustrations/art</li> </ul> Secondary Sources: <ul style="list-style-type: none"> <li>• Catal Hoyuk website: <a href="http://www.smm.org/catal/">http://www.smm.org/catal/</a></li> <li>• <a href="#">Ice Age Babies Article</a></li> <li>• <a href="#">Clovis Point Article</a></li> <li>• PBS Nova Documentary Otzi the Iceman</li> <li>• World Studies, the Ancient World, Pages 22-23</li> <li>• <a href="#">Mummy Tombs Website</a></li> <li>• <i>Frozen Man</i> by David Getz</li> </ul> Technology: <ul style="list-style-type: none"> <li>• Kids Discover Ice Age</li> <li>• Neolithic Nel and Nick comic book templates</li> <li>• Quizlet.com</li> </ul>	

- Symbaloo
- EDpuzzle

**Sixth Grade Unit 3**  
**Mesopotamia - The First Civilization**

**Desired Results**

**Goals:**

**NJCCCS Social Studies**

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.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.GeoGE.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.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: 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.

**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?

***Students will know/learn...***

- 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.

***Students will be able to...***

- 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**

**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: RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key 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.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.** Activity: Students will practice problem solving strategies by solving problems of the early Mesopotamians.

**9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.**

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

**Computer Science and Design Thinking**

**Core Idea: Data can be used to make predictions about the world.** Activity: Students will use inquiry based learning to design a way for Sumerians to maintain a consistent water supply. Students will design a water system for a prehistoric settlement and share their design with the class. Through class discussion, students will discuss the advantages and disadvantages of the designs.

**Assessment Evidence**

**Formative:**

- Graphic organizer for note-taking
- Analysis of artifacts
- Hunter-Gatherer activity
- Geography/map

**Benchmark:**

Map skills Assessment

- Geography skills compare and contrast
- Map reading analysis

<ul style="list-style-type: none"> <li>• Civilization/Elements of Culture web</li> <li>• Timeline Challenge Google Slide/Classroom</li> <li>• Reading and guided notes <i>History Alive</i>, chapters 5&amp;6</li> <li>• Hammurabi's Code reading/guided questions</li> <li>• Video: Discovery Education and guided notes</li> <li>• Do-Nows and Exit Tickets</li> <li>• Kids Discover Mesopotamia Reading Notes</li> <li>• Sumerian centers Tic-Tac-Toe</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Inquiry based problem solving about moving to the fertile plains of the Tigris and Euphrates Rivers.</li> <li>• Elements of Civilization examples for Mesopotamia.</li> </ul>	<ul style="list-style-type: none"> <li>• Map features such as map key, scale, color, compass rose, lines of latitude and longitude.</li> </ul> <p><b>Alternative:</b> Online textbook assessments</p>
<b>Resources</b>	
<p><b>Core Materials:</b>  <i>History Alive! The Ancient World</i>, TCI, 2017  History Alive, Ancient World chapter 4, 5, and 6</p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Learn to Make Cuneiform</a></li> <li>• <a href="#">PBS Lost Secrets series</a></li> <li>• Kids Discover Mesopotamia</li> <li>• Leveled bookroom</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">British Museum Tour</a></li> <li>• <a href="#">Penn Museum Online Catalog</a></li> <li>• Hammurabi's Code (replica)</li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Mesopotamia: From Nomads to Farmers</a></li> <li>• <a href="#">Sumerian City States</a></li> <li>• <a href="#">Cuneiform link 1</a> &amp; <a href="#">Cuneiform 2</a></li> <li>• <a href="#">Trade in Sumer</a></li> <li>• <a href="#">Mesopotamia's Ancient Wonder Mystery</a></li> <li>• Brown, Bryan. Jr. Scholastic Article "<i>Laying down the law</i>". 9.18.16</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Quizlet.com</li> <li>• Kahoot review game</li> </ul>	

<p><b>Sixth Grade Unit 4</b>  <b>Egypt, Kush, and the Israelites</b></p>
<b>Desired Results</b>
<b>Goals:</b>

**NJSLS for Social Studies**

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.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.GeoGE.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.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: 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.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

**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.
- Women played leadership roles in Ancient Egypt and the Kingdom of Kush.

**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 Egyptians' belief in the afterlife affect their daily life?
- How was the development of irrigation important to the growth of Egyptian civilization?
- How did women lead in ancient Egypt and Kush?
- How were women viewed as leaders?

***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.
- How women leaders of ancient Egypt and Kush were viewed by their people in ancient times.
- The difference between patriarchy and matriarchy in Kush.
- How the Kushites were affected by and contributed to the development of civilization in Africa.
- How the geography of the Nile River Valley affected the relationship between ancient Egypt and Kush.
- The origins of the first monotheistic religion, Judaism.
- Who the four leaders of Judaism were and how they challenged ancient polytheistic beliefs.
- How the geography of Canaan and the Fertile Crescent were influential in the development of Judaism.

***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. (Amistad)
- 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.
- Compare the treatment of female Egyptian pharaohs and Kush's kandakes to their male counterparts.
- Understand the strengths of female pharaohs and kandakes.
- Empathize with the Kushite leaders by completing sensory figures.
- Compare and contrast Egyptian and Kushite civilizations. (Amistad)
- Identify the four important Jewish leaders.
- Understand how Judaism differs from ancient polytheistic religions.
- Locate Canaan and how the geography of the region influenced Judaism and the ancient Israelites.

**Interdisciplinary Connections**

**Math: Geometry 6.G A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas and to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.** Activity: Students will use mathematical concepts to calculate the weight, volume, and surface area of the pyramids of Giza.

**ELA:RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.** Activity: Students will compare and contrast the legend of King Tut's curse from multiple sources.

**Science: MS-PS1.B: Chemical Reactions: 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.

**Career Readiness, Life Literacies, and Key Skills**

**Career Ready Practice: Work productively in teams while using cultural/global competence. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine**

the most plausible option (e.g., MS-ETSI-4, 6.1.8.CivicsDP1). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students work collaboratively in groups to navigate through learning centers, creating due dates, and overseeing the progress of their group.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Students will compare building practices in Ancient Egypt with building practices in today's society.

### Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Students will explore how the role of archeologists have changed with the advancement of technology.

### 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
- Sensory Kush leaders slides
- Chart and story 'scroll' of Jewish leaders
- Map of Canaan, Egypt and Fertile Crescent

#### 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
- Elements of Civilization examples for Egypt

#### 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

### Resources

#### Core Materials:

- *History Alive! The Ancient World*, TCI, 2017
- *History Alive!*, Chapters 7-12
- Interactive Notebook Chapter 7-12

#### 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. *Ancient Egypt*. Westminister, CA: Teacher Created Materials, 1996. Print.
- Leveled Reading Egypt Books
- [Nova/PBS The Afterlife in Ancient Egypt article](#)
- Hieroglyphics A-Z for cartouche and cartouche outline.
- *Secrets of the Mummies* by Shelley Tanaka
- *Myths and Civilization of the Ancient Egyptians* by S. Quie
- [Egyptian drawing/canon](#)
- [Pyramid Construction](#)
- *Unwrap the Mummy* by Ian Dicks and David Hawcock
- Selected readings from *Interact: A Learning Experience* 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:

- *You Wouldn't Want to be A Pyramid Builder* 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  
Ancient India**

**Desired Results**

**Established Goals:**

**NJSLS for Social Studies**

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.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.GeoGE.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.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: 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. impact development (expansion) and civic participation.
- 6.2.8.CivicsPI.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.EconEM.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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.HistoryUP.3.c: 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.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconGE.3.a: 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.

#### **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?

#### ***Students will know/learn...***

- 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.

#### ***Students will be able to...***

- 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

**Art: Anchor Standard #5: Selecting, analyzing and interpreting work.** Activity: Students will interpret religious themes and vocabulary in a variety of artwork from the Maurya and Gupta Empires.

**ELA: SL.PE.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.

### Career Readiness, Life Literacies, and Key Skills

**Career Ready Practice: Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).** 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.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.** Activity: In small groups, read current events and conservation articles that discuss the effects of pollution. Students will compare this information to what they have learned of the ancient world and explain how careers have evolved to address this issue.

### Computer Science and Design Thinking

**Core Idea: Data can be used to make predictions about the world.** Activity: Students will use search tools to find information pertaining to the environmental problems of modern India, such as pollution and poaching.

### 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

#### Alternative:

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



<ul style="list-style-type: none"> <li>• Mentor text reflection questions and discussion</li> <li>• Hinduism Mandala Notes</li> <li>• Tier 3 vocabulary</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Achievements of the Gupta Empire Presentation</li> <li>• Buddhism/ Hinduism Instagram page</li> <li>• Formal multiple choice quizzes</li> <li>• Palm Leaf Book</li> <li>• Student Role Play-The Story of Buddhism</li> <li>• Elements of Civilization examples for the Indus Valley and Gupta Empire</li> </ul>	
<p style="text-align: center;"><b>Resources</b></p>	
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>History Alive! The Ancient World</i>, TCI, 2017</li> <li>• <i>History Alive</i> textbook chapter 13-18</li> <li>• Interactive notebook</li> </ul> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Discovery Education video series of World Religions</li> <li>• Kids Discover Ancient India</li> <li>• Leveled bookroom</li> <li>• Mentor text and book walk <i>Indus Valley Green Lessons from the Past</i> by Benita Sen, Abe Books, July 2010</li> <li>• Let's Learn about World Religion: Hinduism</li> <li>• Let's Learn about World Religion: Buddhism</li> <li>• "Saving the Ganges" TCI Article</li> <li>• Need to Know Presentation on Ancient India</li> <li>• Let's Look at World Religions: Hinduism Channel 4 Discovery Education 2011. Video</li> <li>• Palm Leaf Booklet Materials PDF</li> <li>• Mentor text reflection questions sheet</li> <li>• Role cards for the Story of Buddhism</li> <li>• Mentor text graphic organizers (Green Lessons)</li> </ul> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Artifacts found in Mohenjodaro</li> </ul> <p>Secondary Sources:</p> <ul style="list-style-type: none"> <li>• The story of how Siddhartha became Buddha</li> <li>• News articles explaining the cultural impact of Hinduism in India</li> <li>• Videos and text explaining Jainism</li> <li>• Discovery Ed video on Ashoka's Army</li> <li>• Documentaries about pollution in the Ganges</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Discovery Education videos on Hinduism and Buddhism</li> </ul>	

Sixth Grade Unit 6 Holocaust Awareness	
Desired Results	
<b>Goals:</b> <ul style="list-style-type: none"> <li>6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</li> <li>6.2.8.HistoryUP.3.b: Compare the status 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 (i.e., political, economic, and social).</li> <li>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>People with power can sometimes abuse it and suppress the freedoms of others.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do our attitudes and beliefs influence our thinking?</li> <li>How does our thinking affect our actions?</li> <li>What are the implications of creating an "us" and a "them"?</li> <li>What makes minorities vulnerable?</li> </ul>
<b>Students will know/learn...</b> <ul style="list-style-type: none"> <li>That Genocides occur in other places and not just during WWII.</li> <li>What events lead to a Genocide.</li> </ul> <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>Identify the underlying reasons for Genocide in India/Bangladesh.</li> </ul>	
Interdisciplinary Connections	
<b>ELA: RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.</b> Activity: Students will complete a graphic organizer using text evidence from a Junior Scholastic article.	
Career Readiness, Life Literacies, and Key Skills	
<b>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</b> Activity: Students will determine how philanthropists are helping the Rohingya refugees in Bangladesh. They will discuss the role volunteers play in such an endeavor and how a volunteer experience impacts postsecondary options.	
Computer Science and Design Thinking	
<b>Core Idea: Individuals collect, use, and display data about individuals and the world around them.</b> Activity: Students analyze digital maps related to genocide refugee displacement.	
Resources	
<b>Core Materials:</b> <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: [1943 US War Department Anti-Fascist PSA](#)
- United States Holocaust Memorial Museum [Primary Sources](#)
- [DocTeach: Photographs taken during the Holocaust](#)

**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: *The Terrible Things* by Eve Bunting, *The Island* by Armin Greder
- *Harrison Bergeron* by Kurt Vonnegut

**Technology:**

- Online articles

**Sixth Grade Unit 7  
Ancient China**

**Desired Results**

**Goals:****NJSLS for Social Studies**

- 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.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.GeoGE.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.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a: 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. impact development (expansion) and civic participation.
- 6.2.8.CivicsPI.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.EconEM.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.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.HistoryUP.3.c: 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.HistoryCC.4.b: Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
- 6.2.8.HistoryCC.4.f: Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
- 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
- 6.2.8.GeoPP.3.a: Use geographic models to describe how 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.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconGE.3.a: 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.EconEM.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.

#### **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. (AAPI)
- 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.

<ul style="list-style-type: none"> <li>• Evaluate the extent to which Qin Shihuangdi was an effective leader.</li> <li>• Describe the political contributions the Han dynasty made to the development of the imperial bureaucratic state.</li> <li>• Evaluate the impact of inventions and discoveries in the fields of warfare, government, agriculture, industry, art, medicine, and science during the Han empire.</li> <li>• Locate trans-Eurasian trade routes in the period of the Han dynasty and the Roman Empire.</li> <li>• Explain how the Silk Road led to an exchange of goods, ideas, and beliefs.</li> <li>• Describe the diffusion of Buddhism northward from India to China.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>ELA: RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b> Activity: Complete readings of texts about Emperor Qin.</p> <p><b>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.</b> 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.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Career Ready Practice: Work productively in teams while using cultural global competence. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</b> 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.</p> <p><b>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</b> Activity: In small groups, students will evaluate if Emperor Qin was an effective leader and how his leadership role has evolved over time.</p>	
<b>Computer Science and Design Thinking</b>	
<p><b>Core Idea: Individuals collect, use, and display data about individuals and the world around them.</b> Activity: Students will select an Ancient Chinese Artifact or one from an earlier civilization to research and recreate for our grade level museum.</p>	
<b>Assessment Evidence</b>	
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Interactive Notebook Shang Dynasty</li> <li>• Interactive Notebook Han Dynasty</li> <li>• Interactive Notebook Qin Dynasty</li> <li>• Competition of teacher created and text created guided questions.</li> <li>• Observation of cooperative learning groups</li> <li>• Surveys and combined task completion</li> <li>• Competition of Google Forms connected to geography, philosophies and emperors</li> </ul>	<p><b>Benchmark:</b></p> <p>Map skills Assessment</p> <ul style="list-style-type: none"> <li>• Geography skills compare and contrast</li> <li>• Map reading analysis</li> <li>• Map features such as map key, scale, color, compass rose, lines of latitude and longitude.</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>• Online construction of chapter materials into google forms</li> </ul>

<ul style="list-style-type: none"> <li>• Quizlet and Kahoot</li> <li>• Reflection of 3 Philosophies of the Warring Period in China</li> <li>• Comparison of ancient China's early rulers</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Formal quizzes and tests</li> <li>• Responses to open-ended, short-answer and constructed responses</li> <li>• Creation of group banner</li> <li>• Three Philosophies simulation</li> <li>• Silk Road webquest</li> <li>• Charting landforms of China on a map</li> <li>• Artifact analysis of Shang dynasty</li> <li>• Elements of Civilization examples for China</li> </ul>	
<b>Resources</b>	
<p><b>Core Materials:</b>  <i>History Alive! The Ancient World</i>, TCI, 2017  TCI History Alive! Chapters 19-24</p> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>• Leveled bookroom</li> <li>• <a href="#">Confucius - a reading lesson for kids</a></li> <li>• <a href="#">Legalists</a></li> <li>• <a href="#">Emperor Qin Terracotta Warriors</a></li> <li>• <a href="#">Journals Through History: Ancient China: Contributions to the World</a></li> <li>• <a href="#">Chinese Kites</a></li> <li>• <a href="#">Zhang Heng and the Seismometer</a></li> <li>• <a href="#">History of making paper: Cai Lun</a></li> <li>• <a href="#">The Traditional Chinese Tea Ceremony (Part I)   Rivertea BlogRivertea Blog</a></li> <li>• Silk Road Game</li> <li>• Philosopher's Tea Party Simulation</li> <li>• Disney's Mulan video</li> <li>• Riding on a Caravan by Laurie Krebs</li> <li>• Kids Discover Marco Polo</li> <li>• Silk Road Webquest <a href="http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html">http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html</a></li> <li>• Journals Through History: Ancient China: Contributions to the World Discovery Education 2006 Video</li> <li>• Journals Through History: Ancient China: Dynasty to Destiny Discovery Education 2006 Video</li> <li>• China from Past to Present: Geography, Traditional Religions, Beliefs. Ancient Lights, 2004 Discovery Education Video</li> <li>• <a href="#">Chinese characters for names</a></li> <li>• <a href="#">Cultural colors and their importance</a></li> <li>• Confucian Quotes <ul style="list-style-type: none"> <li>◦ <a href="http://ancienthistory.mrdonn.org/Confucius.html">http://ancienthistory.mrdonn.org/Confucius.html</a></li> <li>◦ <a href="http://www.successconsciousness.com/confucius_quotes.htm">http://www.successconsciousness.com/confucius_quotes.htm</a></li> </ul> </li> <li>• Daoism Quotes <ul style="list-style-type: none"> <li>◦ <a href="http://ancienthistory.mrdonn.org/Taoism.html">http://ancienthistory.mrdonn.org/Taoism.html</a></li> <li>◦ <a href="https://www.goodreads.com/work/quotes/100074-d-o-d-j-ng">https://www.goodreads.com/work/quotes/100074-d-o-d-j-ng</a></li> </ul> </li> <li>• <a href="#">Chinese Cookie Fortunes</a></li> <li>• Important Chinese inventions <ul style="list-style-type: none"> <li>◦ <a href="https://www.travelchinaguide.com/intro/focus/inventions.htm">https://www.travelchinaguide.com/intro/focus/inventions.htm</a></li> <li>◦ <a href="http://www.ducksters.com/history/china/inventions_technology.php">http://www.ducksters.com/history/china/inventions_technology.php</a></li> </ul> </li> <li>• <a href="#">Art of KungFu</a></li> </ul>	

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